CHAPTER II
THEORY REVIEW

In this chapter presented the theory review of the research. Theory review consists of four major sections such as concept of writing, genre of writing text, concept of descriptive text, and difficulties in writing.

2.1 Concept of Writing

Definition of writing is different from one linguist to another. According to Byrne (1988:1) writing is the process of expressing ideas or feeling on the media such as paper, by using graphic symbols which forms words that have to be arranged to form sentences. Brown (2001:336) argue that writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization. While Raimes (1983:3) said that writing is a skill in which express ideas, feelings and thought. These ideas arranged in words, sentences and paragraph using eyes, brain, and hands.

Based on Key, Shanahan, Sperling & Freedman in Graham and Perin (2007:9) in the school setting, writing plays two distinct but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening students’ knowledge; it acts as a tool for learning subject matter.

From that explanation above, the researcher concluded that writing is a complex activity of expressing ideas in written form using eyes, brain, and hands.
Writing is a language skill that is used for indirect communication in the writing text. By writing people can give ideas and concepts in their mind to others.

2.1.1 Process of Writing

The technique in writing focuses on the process of writing. The purpose of process of writing is to make the writer become a better writer. Different writers have different ways in process of writing. The process of writing involves several steps or phases, according to Calderonello and Edwards (1986:5), “there are five common process of writing: inventing, planning, drafting, revising, and editing”. The explanations about six common components of the writing process as follows:

First process in writing is inventing. Inventing is any activity that involves the writer in discovering and generating about what we want to say. It can take place at any time, even during drafting, reading, talking, thinking, brainstorming, doodling, going over notes, and using specific inventing method (such as a set of questions) to examine a topic are some examples of inventing activities.

Second process is planning, the activity by which a writer tries to determine how to say what he wants to say. Individual writers do plan differently. Some plan as they invent; some plan largely after they invent; some plan as they draft and revise. However, every writer must determine in some way the form that his final text will take.

Third is drafting, to produce a first draft, all writers, whether skilled or not, require certain implements: pencil and paper; a typewriter and paper; or a word processor and printer. They both have done enough preliminary inventing and
planning to have a fairly detailed conception of what they want to say and how they think they want to say it. The writers translate their thoughts and ideas into sentences and paragraphs. It should be done with a particular purpose and audience in mind.

After inventing, planning and drafting, the fourth process is revising. Revising are rethinking and changing the text - possibility changing the introduction, or a paragraph, or several paragraphs, or part of paragraph, or a major argument. Revising involves adding new writing, or cutting out writing, or rearranging what is written, or substituting another way of saying something.

The last process is editing. It is polishing a piece of writing by making word-level changes in spelling, mechanics, usage, word, choice and so on. Editing gives the writer one last opportunity to inspect the piece and determine whether it meets their standards.

Unlike Calderonello and Edwards, Harmer (2007:326) states that writing process emphasis three phases as follows: First is planning, before we write, we should be thinking about topic that will be writes and involve making notes base on our topic. When we plan, we must think about three main issues. Second is drafting, the writer makes first version as draft of writing. Then, the writer uses the ideas as a guide. Writing processes proceeds into editing, a number of drafts produced on the way to final version. The last process is editing, we may feel the need to go back to a pre-writing phase and think again; we may edit bits of our writing as we draft it.

From that explanation above, the researcher concludes that process of writing is important in writing. By the process of writing, it can help us to become
a better writer. There are some steps or stages in writing process. It is focuses on the process of writing than the end of product.

2.2 Genre of Writing Text

Communication has different purpose, text also has different kind. Genre is kind of text that made to give specific messages. Freadman cited in Knapp and Watkins (2005:21) defines three concepts of genre. Those are: first, genre is an organizing concept for our cultural practice; second, any field of genres constitutes a network of contrasts according to a variety of parameters; third, genre is place occasion, function, behavior and interactional structures; it is very rarely useful to think of it as a kind of ‘text’; fourth, cultural competence involves knowing the appropriateness principle for any genre, knowing the kind of margin you have with it, being able to vary it, knowing how to shift from one to another and how many factors would be involved in any such shift.

Pardiyono (2016:4) argue that genre is kinds of text that made to give messages. In contexts of written text, all kinds of texts divided into two types as follows: (a) Texts to give information about something or factual information of the past. Kinds of those texts are: recount (spoof and anecdote) and narrative. The characteristic of this texts is using predicate of past. (b) Texts that contains of information about something or factual information of the present. Kinds of those texts are: descriptive, procedure, explanation, information, report, exposition, and discussion. The characteristic of those texts is using predicate of present. Based on curriculum 2013, descriptive text is one of kinds of text that learned in tenth
grade. Because of that, the researcher chooses descriptive text that will be discussed.

Based on that explanation, the researcher concludes that genre is kind of text. Because information was given has different purpose, so kinds of text also made in different. Genre is kind of texts arrange base on generic structure and language features with social purpose.

2.2.1 Types of Genre

Text has various kinds and different function. According to Pardiyono (2016:4), there are eight genres of text. Those texts are:

First is Descriptive text. Descriptive is a text to give information to the reader about visual description of an object; about what something looks like. The generic structure of descriptive text consists of identification and description. Identification is about introducing subject or thing that will be described, whereas, description is brief details about who, or what of the subject. Examples of this text are: tawangmangu, mexico, my best friend, etc.

Second is Procedure text. Procedure is a text to give information to the reader about how to do something. Procedure text is instruction text. There are two parts of procedure text (statement of what to do/ purpose and description of steps). Examples of this text are: how to make lemon tea, how to keep teeth healthy, how to speak faster, etc.

Third is Recount recount. Recounts are generally based on the direct experience of the author but it may also be imaginative or outside the author's experience. In recount text, a writer tells a reader about his/her personal
experience or tells others experience to readers. Recount is a text that retell about past event or past activity. There are two parts of this text (orientation and sequence of events). Examples of this text are: my weekend, visiting prambanan temple, an accident, etc.

Fourth is Narrative text. Narrative is a text that retell of life story about people in past event, it can be a fiction story or a factual story. There are four parts of this text (orientation, complication, resolution and coda). Examples of this text are: Cinderella, sangkuriang, snow white, etc.

Fifth is Information Report. Information report is text to give information to the reader about knowledge in our environment. It can be about natural phenomena, social, politic, etc. There are two parts of this text (general statement and description). Examples of this text are: food allergies, ecosystem, what is protein?, etc.

Sixth is Explanation text. Explanation is a text to give information to the reader about processes in the formation or work of natural of socio cultural phenomena. There are two parts of this text (general statement and explanation of the process). Examples of this text are: how flood take place, how it becomes a butterfly, how photosynthesis takes place, etc.

Seventh is Exposition text. Exposition is a text to give information to the reader about opinion or argument that we make as the result of a problem analysis. It can be problems about environment, social, culture, politic, economy, etc. there are two parts of this text (thesis statement and argument). Examples of this text are: why English is important, TV, why do we eat fruits and vegetables, etc.
Eighth is Discussion. It is present (at least) two points of view about an issue: pro and contra or positive and negative. The purpose of this text is to give argument about a problem. There are four parts of this text (statement of issue, argument for, argument against, and recommendation). Examples of this text are: TV for people, mobile phones, smoking, etc.

Based on that explanation, the researcher concluded that genre of text consist of eight types. Every genre of text has different language features and purposes. The researcher will focused with descriptive text as object of the research.

2.3 Concept of Descriptive Text

Description is used to describe a particular thing or object, place, or person. Based on Husna, Zainil and Rozimela (2013:2), a descriptive text is a text which a writer tries to picture what he is describing. Descriptive text is the text that describes something in order the readers or listener are able to get the same sense as what the writer experienced with his or her six senses: looks, smells, feels, acts, tastes, and sounds. According to Pardiyono (2016:18-19) descriptive text is a text to give information to the reader about visual description of an object; about what something looks like. The schematic structure of descriptive text is divided into two: Identification and Description. Besides schematic structure, descriptive text also has its own linguistic features.

Knapp and Watkins (2005:95) stated that the genres of describing are one of the fundamental functions of any language system and one of the first skills emergent language users learn to control. They also stated that descriptions enable
the categorization or classification of an almost infinite range of experiences, observations and interaction into a system that orders them either objectively or subjectively, depending on the learning area or intent of the writer.

From the explanation above, the researcher concluded that descriptive text is a text that pictures a person, a thing, or a place so that readers can imagine that the person or thing is like in the writing text. Furthermore, the reader can imagine how is face, size, color, etc about that things looks like. Descriptive text has the function to identify particular person, place or thing. Besides, it has language features which make it different from other types. Descriptive text consists of identification and description of a thing, a place or a person and usually in present tense.

2.3.1 The Generic Structure of Descriptive Text

Generic structure is part of a text. Every genre of text has different generic structure. Based on Pardiyono (2016:18-19), There are some generic structures that have to be considered to write a descriptive text. The generic structure of descriptive text consists of identification and description. The generic structures are:

1. Identification: identifies phenomenon to be described. It is consist of one sentence or one short paragraph. This part introduces the subject of the description to the audience. It gives the audience brief details about the when, where who or what of the subject.

2. Description: describes parts, qualities, characteristics. It is consist from one or several short paragraphs depend on need.
Based on that explanation above, the researcher concludes that the generic structure of descriptive text consist of two parts. The generic structure of descriptive text consists of identification and description. Identification is about introducing subject or thing that will be described, whereas, description is brief details about who, or what of the subject. Following is an example of a descriptive text:

**TABLE 1**

**EXAMPLE OF DESCRIPTIVE TEXT**

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification</td>
<td>My Best Friend</td>
</tr>
<tr>
<td></td>
<td>I have many friends at school. But, my best friend is vitun. His full name is vitun zaujien. He is smart and has a great sense of humor. I like him very much.</td>
</tr>
<tr>
<td>Description</td>
<td>Zaujien was born on June 1st from an ordinary family. He has one brother and one sister. His father is a carpenter and his mother is a housewife. His father is a wise man. His father never forgets teaching him to have a good manner to everybody and always asks him to be diligent in studying, and must be the best at school. His parents have a dream that one day vitun zaujien can be a teacher of a university, a director of his own businesses and a great book writer. Zaujien is a generous boy. At school, he likes to help his classmate. He likes lending or giving things to his friends. When a friend has not eaten breakfast, he takes him to canteen to have it. He often gives home rides to friends. When I like most about him is that he is smart and he has a great sense of humor. He makes the class warm with his humor and pleasant personalities. In addition, he never comes late and always does his school tasks on time.</td>
</tr>
</tbody>
</table>

*Source: Pardiyono (2016:23)*
2.3.2 The Characteristics of Descriptive Text

In writing a text, there are different characteristic of that. Before writing, the writer must know the characteristic of the text that they want to write. Kurniawati and Yuliani (2012:44) stated that characteristic of descriptive text consists of several things, as follows:

First is using the present tense. Simple present tense says that something was true in the past, is true in the present, and will be true in the future. It is used for general statements of fact/ to express the habitual or everyday activity. There are only two forms of simple present tense by adding “-s” or “-es”. The third person singular form created simply by adding “-s” almost in all verbs but the rest, it needs to add “-es” or changing the ending a little. For examples: go, eat, fly etc. Second is using of variety of adjective that are describing, numbering, classifying (two strong legs, sharp white fang, etc). Third is using relative verbs to inform about subject (my mom is really cool, it has very thick fur, etc). Fourth is using action verb (sit, sleep, etc). Fifth is using figurative language. The figurative language is used to sign comparison, such as metaphor, simile, hyperbola, etc. For example: let the girls as white as chalk.

Another characteristic of descriptive text is using thinking verbs and feeling verbs. It is for giving information about subject. For examples: police believe the suspect is armed, I think it is a clever animal, etc. descriptive text is also focus on specific participants (my mother, Tina’s doll, my pet, etc). Then, it is using descriptive words in provide detail information about the subject (far from my home). The last characteristic is using the phrase object to provide detail information about the subject (an antique table under a landscape painting).
2.4 Difficulties in Writing

Writing is one of four skills in learning English. In writing, students expected to master sentences structure, vocabulary, grammar, etc. In fact, students still have problems when they are writing. Students’ problem in writing may occur because of many factors. Byrne (1988:4) states that certain psychological, linguistic, and cognitive factors make writing a complex and difficult discourse medium for most people in both native and second language. According to Alfaki (2015) difficulties in writing consist of linguistic problems and cognitive problems, that will be describe below:

2.4.1 Linguistic problems

Byrne (1988:4) argue that in writing, we have to compensate for the absence of these features: we have to keep the channel of communication open through our own efforts and to ensure, both through our choice of sentence structure and by the way our sentences are linked together and sequenced, that the text we produce can be interpreted on its own. Based on Alfaki (2015:44) the linguistic problems in writing are: grammatical problem, sentence structure problem and problem of diction. Those problems are describes below:

First problem in linguistic factor is grammar. Brown (2000:420) stated that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. Based on NSW Department of Education and Training (2007:103) students experiencing difficulties need to be taught explicitly how to use both oral and written language effectively. Based on Mabuan (2015:5), categories of the problems in grammar are verb tense (misuse of verb tenses),
subject-verb agreement (misuse of subject/ verb agreement), prepositions (when a preposition is misused, omitted, or added), morphology (omission of plural “s”; misuse and addition of the plural ending in “s”; wrong word formation), articles (omission or addition of “a”, “an”, or “the”), verbs (omission of the verb “do” or “be”; confusion for verb choice) and pronouns (misuse of pronoun).

Second problem is sentence structure. Based on Oshima and Hogue (1998:151), a sentence is a group of words that you use to communicate your ideas. Every sentence is formed from one or more clauses and expresses a complete thought. This criterion is a powerful indicator of development in student writing. Knap and Watkins (2005:95) stated that writers move from simple and compound, speech-like sentence structures to more complex, hierarchical structures using non-finite and embedded clauses.

Based on Oshima and Hogue (1998:169), Sentence problems are sentence fragments, choppy sentence, run-on sentence/comma splices and stringy sentence, as follows: (a) Meaning is not clear (sentence fragments), students’ error in meaning still found on students’ writing. Meaning is not clear is words in the sentence is not having a clear meaning. It is not clear. (b) Choppy sentence are sentences that are too short. Although short sentences can be effective, overuse of them is considered poor style in academic writing. (c) Run-on Sentence, a run-on sentence is a sentence in which two or more independent clauses are written one after another with no punctuation. (d) Comma splices, comma splices entail the incorrect use of a comma (hence: comma splice) to join two (or more) independent clauses together in a single sentence. Comma splices is a sentence in which two independent clauses are incorrectly joined by a comma without a
coordinating conjunction. (e) Stringy Sentence, stringy sentence is a sentence with too many independent clauses, usually connected with and, but, so and because. It often results from writing the way you speak, going on and on like a string without an end.

The last problem in linguistic factor is diction (word choice). According to Putrayasa (2005:7), diction is choice of word, esp with regard to correctness, clearness, or effectiveness. To composing an effective sentence we should choose the word that appropriate with the same meaning and correct structure cognitive. Example: Everybody brought there own food (word choice).

Based on that explanation above, the researcher concludes that those are linguistic problems in writing. In linguistic problems consist of three things. Those problems are grammar, sentence structure, and diction or word choice.

2.4.2 Cognitive problems

Based on Byrne (1988:4), Writing is learned through a process of instruction: we have to master the written form of the language and to learn certain structures which are less used in speech, or perhaps not used at all, but which are important for effective communication in writing. We also have to learn how to organize our ideas in such a way that they can be understand by a reader who is not present and perhaps by a reader who is not known to us. Based on Alfaki (2015:45), the cognitive problems in writing are punctuation, spelling, content and organization, as describe below:

First cognitive problem in writing is punctuation. Punctuation is one of the most important aspects in writing. Without punctuation, writing is meaningless.
Based on NSW Department of Education and Training (2007:142) Punctuation is the practice or system of marking text to help readers’ understanding. The most commonly used marks are full stop (indicate the end of a sentence.), comma (separate items in a list, indicate a short pause in a sentence, are always used after said when using direct speech), apostrophe (show that a letter or letters have been left out of a word, e.g. has not becomes hasn’t show ownership, e.g. Tom’s bike, e.g. birds’ wings), hyphen, colon, semi-colon and quotation marks (are used to show direct or quoted speech in writing, are used to indicate titles of poems, songs, short stories or articles, can draw attention to an unusual or particular sense or usage of a word) or inverted commas. According to Byrne (1988:16), the fact that punctuation has never been standard to the extent as spelling, makes it is problematic.

Second problem is capitalization. Capitalization is one of other aspects in writing. Based on NSW Department of Education and Training (2007:143), characteristics of capitalization describes as follows: (1) begin a sentence, (2) are used for the title of something, e.g. Lord of the Rings are, (3) used for the names of special people and places, e.g. Rose, Count Dracula, Sydney, New South Wales, (4) are used for the names of special things, e.g. Opera House, Murray River, (5) begin days and months, e.g. Tuesday, May, (4) are used for initials used in place of a full name, e.g. NSW; J. Smith; P.O., (5) are used for all the letters in an acronym, where the initials of the words are easily pronounced as a word, e.g. POWER – Prepare, Organise, Write, Edit, Rewrite (used to teach the writing process). According to Gowere et al., in Alfaki (2015:45) the rules of
capitalization are not universal and classifying nouns as proper and common nouns is difficult for students. Example: do you like London (Capitalization error).

Third problem in cognitive factor is spelling. Spelling is another aspect of writing. According to Westwood (2008:65), spelling, particularly of common everyday words, is a skill that needs to become automatic. Lack of automaticity seriously hampers the ability of students to express their ideas clearly and easily in writing. Correct spelling only becomes automatic if students have regular and intensive periods in which to write, and if they receive support and corrective feedback from the teacher and peers. Saddler et all in Westwood (2008:62) argue that learning to spell in a language like English is not an essay task, and many students have difficulties generating the correct spelling of the words they want to use in their writing. Harmer (2007:324) stated that one of the reasons that spelling is difficult for students of English is that the correspondence between the sound of a word and the way it is spelt is not always obvious. Example: The answer is obvious (a spelling error).

Fourth problem in cognitive factor is content. Content is a thesis statement that related ideas to develop in a paragraph. Content refers to the topic and its explanation or elaboration, discussion, evaluation, and conclusion. It is telling personal experience, facts, description, and opinions. According to Saddler in Westwood (2008:58), poor writers typically exhibit major difficulties at two levels, namely coping with grammar, spelling, punctuation, and handwriting (lower level), and generating ideas, sequencing the content and revising. Example: students had trouble generating ideas or elaborating on them.
The last problem in cognitive factor is organization. Organization is the progression, relatedness, and completeness of ideas. Husna, Zainil and Rozimela (2013:7) stated that the students faced difficulties in organizing the ideas because they do not know how to deliver it in English. Example: students had difficulties developing and organizing ideas.

Based on that explanation above, the researcher concludes that cognitive factor consists of four things. Those are punctuation, spelling, content and organization. Students’ problem in writing also can affect by cognitive factor.

2.5 Causes of Students’ Difficulties in Writing

Students writing in an EFL classroom context should show their awareness of their own communicative goals, of the reader and of the writing context. The students’ difficulties could be connected to various factors. Therefore, the major factors which trigger the difficulties in writing were seen from five causes. According to Alfaki (2015:46-48), those problems are: the nature of writing process, lacks learners’ motivation, inadequate time, lack of practice and lack of teacher feedback that described as follow:

First, The Nature of Writing Process. According to Kay in Westwood (2004:100) stated that writing is a highly complex process involving multiple brain mechanism and specific abilities. The act of writing requires the writer to formulate ideas, organize and sequence points in logical order, select vocabulary, check for grammatical correctness, spell words correctly, punctuate, and write legibly. However, students without writing ability were difficulties in writing. It caused students did not know how to write correctly.
Second, lacks learners’ motivation. Harmer (2007:98) stated that motivation is some kind of internal drive which pushes someone to do things in order to achieve something. Based on Lindstrom in Westwood (2008:59) motivation and anxiety problems often accompany the process of writing for those who are not proficient, and can seriously interfere with the quality and quantity of text the student produces.

Third, inadequate of time. Hess and Wheldall in Westwood (2008:61) stated that lack of planning (time) is one of reasons why some students write very little, and why their ideas are not presented in a logical order or with sufficient detail.

Fourth, lack of practice. Westwood (2008:59) argue that less competent writers display none of these traits and abilities. They find the task of writing of writing very difficult and unrewarding, and their lack of skills results in minimal work output. Over time, they engage in much less practice in writing than their more competent peers, and through ongoing lack of practice they do not improve.

Fifth, lack of teacher feedback. According to Harmer (2007:151) written feedback is designed not just to give an assessment of the students’ work, but also to help and teach. Byrne (1988:29) thinks that if we are to be truly readers rather than judges, we should perhaps look not so much at what the learners have failed to achieve but rather at what they actually succeeded in doing. To motivate students, the writing teacher should include comments of praise and encouragement in their written feedback. If teachers see their students’ response as the end of the interaction, then students will stop there. If, however, the
response includes specific direction on what to do next, there is a chance for application of principles

Based on that explanation above, the researcher concludes that students’ difficulties in writing consist of four causes. Those causes are lacks learners’ motivation, inadequate of time, lack of practice and lack of teacher feedback. It is make most of students making error in writing.