Chapter Two

Literature Review

This chapter discusses some experts' opinions related with the research. Some other research results are also incorporated to support. For the beginning, this research discusses the learning strategies, writing skill, descriptive text, and writing descriptive text. This chapter also presents related research and conceptual framework.

Writing Skill

Writing skill is one of four basic English skills. Nunan (2003) stated that writing is the process of thinking to develop ideas, thinking about how to express into good writing, and arranging the ideas into sentences and paragraph clearly. In other way, writing is a kind of speaking to others on paper or on a computer screen. It is in line with Meyers (2005) who stated that writing is also a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. It means that by writing, the writer will be able to express ideas into sentences for their readers. Siburian (2013) stated that writing is a very important capability for being owned by students, writing is also an excellent communication tool. Through writing, each person is able to convey feelings, ideas, and announcements to others.

Students may think that writing is just a skill to put some words into some sentences. However, according to Hedge (2005), writing is more than producing accurate and complete sentences and phrases. So, it is not just putting some words into a sentence. However, the students should concern about accuracy and the

correctness of their writing. She also stated that writing is about guiding students to produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers.

Students as the writer have to know dealing with categories of writing evaluation. Brown (2000), mention six components of writing that are Content, Organization, Discourse, Syntax, Vocabulary, and Mechanics.

The first component is content. Content of writing is related to the ideas, illustrations, facts, and opinions. It means that students have to generate the idea and give some supporting details. Students may describe the topic, gives cause and effect, and comparison and contrast. They also have to consider dealing with the consistency of their writing.

The second component is organization. Organization is related to the effectiveness of introduction, logical sequence of ideas, conclusion, appropriate of length. The students need to write a good introduction to make their readers interest. Sequencing of the ideas is also considered as important part of writing. It means that do not make the readers confused. At the end of writing, they may give conclusion to close their writing. The length of paragraph is also an important part of writing, the readers may get bored if they read much sentences in one paragraph.

The third component is discourse. The discourse is related to topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, economy, and variation.

The forth component is syntax. Syntax is related to the rule of making sentences in order that the readers understand dealing with the written text. According to Van Valin & LaPolla (1997), it refers to the branch of grammar dealing with the ways in which words, with or without appropriate inflections, are arranged to show connections of meaning within the sentence.

The fifth component is vocabulary. The writer has to use an effective word when they write. They have to choose the most suitable word in their writing (formal or informal).

The sixth component is mechanic. It is related to the spelling, punctuation, citation of references, and neatness and appearance. In the mechanic category, the writer has to use a correct English writing. It means that they have to demonstrating mastery of correct spelling, punctuation, capitalization, and paragraphing.

Writing allows students to express something about themselves, explore and explain ideas. Student can convey their ideas in their mind by organizing them into a good text so that the others know them and they can think critically (Sharples, 1999). As students, writing can express and identify who they are. The use of words, manipulating sentences, organizing structure, grammar and vocabulary shows the level of students' creativity, especially in writing skill.

Descriptive Text

Students have to know about the definition of descriptive text, the purpose, generic structure and language features used in writing descriptive text. Moreover, they have to know dealing with the functions and the importance of descriptive

text. After that, they can find the most suitable strategy in writing descriptive text for them.

Definition of descriptive text. To define what descriptive text is, Siburian (2013) stated a descriptive text is a piece of writing intended to convey meaning to the reader through sensory details and it also provides images to the reader. Evawina (2010) is also defined the descriptive texts by saying that descriptive texts is a paragraph vividly portrays a person, place, or thing in such a way that the reader can visualize the topic and enter into the writer's experience. According to Pardiyono (2007), description paragraph is a type of written text paragraph, in which has the specific function to describe about an object (living or non-living things) and the purpose is giving description of the object to the reader clearly. To conclude, descriptive texts can be defined as a text that describes what something is like. Descriptive text does not only describe a thing, but also a person, and a place.

Generic structure in descriptive text. Descriptive text has generic structure which is different from the other types of texts. There are two parts in the generic structure of descriptive text that are identification and description. The identification part identifies a certain object to be described. This part mentions the name and common thing of the object. The descriptive part mentions the characteristic of the object. Wardiman, Jahur, & Djusma (2008) stated that there are two parts of generic structures in descriptive text that are introduction and description. Introduction is the part of paragraph that introduces the character. Different with introduction, description is the part of paragraph that describes the

character. This indicates that a descriptive text has two elements. The first element is to identify phenomenon (identification) and another one (description) to portray parts, qualities, or characteristics.

Example of descriptive text. The following text is the example of descriptive text about house taken from web site by English Indo (2015).

Figure 1

My Small House

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house.

I know it is a very small house; but it is the best place I have ever seen.

Online: http://www.englishindo.com/2012/03/simple-descriptive-text-examples.html#ixzz4IAQmGZ9h

Language features of descriptive text. The language features of descriptive text are using simple present tense, using adjective and compound adjective and using attributive *has* and *have*. Hammond (1992) mentioned the language features of descriptive texts that are using simple present tense, using

simple past tense if extinct, verbs being and having 'Relational Processes', using adjectives, using noun phrase, using action verbs, using adverbials, using figurative language.

Functions and importance of descriptive text. Besides to describe something, descriptive texts have the other functions. According to White (1986), a descriptive text has three important functions that are to see, to explain, and to persuade. To see means to help the readers to see the objects, persons, and sensations you present. It allows the reader to know about the object without see it directly. Different from to see, to explain means explain the readers dealing with a subject. The writer can describe a house to explain the readers dealing with the shape, size, and color of the house. To persuade means the writer describes something to make readers interested. The writer can describes a book to catch attention of the readers read or buy that book.

Based on explanation above, students who have a good skill in writing descriptive text are able to explain the topic clearly and make their readers interested in their writing. Descriptive texts demand students to write a structured text.

Students' Difficulties in Writing Descriptive Texts

Writing for students in university level is important since there are some assignments of writing such as essay and research paper. Students have to know that being a good writer is much needed. When students write an essay or research paper, they have to put words into a good sentence. They need to be good in vocabulary, grammar, capitalization, punctuation since those assignments should

be written using formal language. Since writing skill is challenging, students have to practice well to achieve a better skill and be a good writer. Although it is important, many students faced difficulties in writing. The students consider that writing is one of the most difficult language skills because they are demanded to express their ideas in written English appropriately (Cahyono, 2010).

The difficulties of students in writing are also found in writing descriptive texts. Related to the diffculties in writing descritive texts, Siahaan (2013) stated that students are still confused in identifying the structure of descriptive text and seemed to have less sense about English grammar and they still make a lot of mistakes in the text they wrote. Nurgiyantoro (2001) also mentioned the problems faced by the students in learning writing descriptive texts those are organizing idea, lack of vocabulary and grammar accuracy. From those statements above, it can be said that grammar, organizing idea and lack of vocabulary are factors influenced the students in writing descriptive texts. It also line with Husna, Zainil, & Rozimela (2013) who stated that there are some difficulties that students face during writing the descriptive paragraph those are the problem in developing the ideas, the problem in organizing the ideas, grammar, lack of vocabulary, spelling, punctuation and capitalization.

Related to the difficulties in developing ideas of writing descriptive texts, students faced difficulty in making the main idea and supporting sentences. Husna, Zainil, & Rozimela (2013) added that some students wrote many main ideas in one paragraph and the idea of the paragraph was still ambiguous. The main idea is the central of a paragraph; it can be said as the most important part of

paragraph. It supported by Smith & Morris (2004) who stated that the main idea of a passage is the core of the material, the particular point the author is trying to convey. It means that by writing the main idea, the writer can share the point of a whole paragraph.

Moreover, supporting sentences are also an important as main idea. Since it explains the main idea, supporting sentences should be written clearly in order that the information of paragraph can be sent to the readers. According to Reid (2000), a paragraph is complete when it has all the supporting sentences and it needs to fully explain the topic sentence. But the students cannot make the supporting sentences well. It is line with Ramadani (2013) who stated that students just combined the sentences without considering the main idea and supporting details in writing descriptive texts.

The other difficulty faced by students in writing descriptive texts is coming from arrangement of the sentences or paragraph. It is line with Ramadani (2013) who stated that in writing descriptive texts, students could not arrange the sentence well. Students have to know dealing with how to write a good paragraph. Beside the used of grammar, a paragraph can be said as a good paragraph if the arrangement of sentences is correct. It supported by Ali (2014) by saying that writing is an activity that produces something from mind becomes meaningful a text of the sentence.

To conclude, there are many difficulties can be found in writing descriptive texts. Students who faced difficulties in writing descriptive texts will need a long time to write. It supported by Ramadani (2013) who stated that when

the teacher gives students the assignment to write a descriptive text, they felt difficult to start writing because they lack in vocabulary mastery, so they need a long time to explore their ideas. That is the reason why students need to overcome their difficulty in writing descriptive texts, so that they will not waste their time in vain. Furthermore, the difficulties of writing that have been mention above are the common problem. Every student has different characteristics; it means that one student can have different problems with the other students.

Strategies in Writing Descriptive Texts

There are some examples of writing strategies that can be used in writing descriptive texts that are Mind Mapping, TPS, FRESH, Guided Questions, TTW and Media Audio. Actually, those strategies have been used by other researchers in previous research. The first strategy is Mind Mapping. Mind Maps were popularized by author and consultant, Tony Buzan in 1970. Mind mapping (or concept mapping) involves writing down a central idea and thinking up new and related ideas which radiate out from the center (Riswanto & Putra, 2012). Actually, mind mapping is a strategy that can be used to write descriptive texts. It is supported by Purnomo (2014) by saying that mind mapping can be used to explore almost any topics in writing and also used in every kind of writing such as narrative, descriptive, recount, persuasive, argumentative and essay.

The second strategy is Think Pair Share (TPS). According to Siburian (2013), Think Pair Share (TPS) is one of the Cooperative Learning strategies which poses a challenging or open-ended question and gives time for students to think about the question. Students can make a circle with collaborative group

member or neighbor sitting nearby and discuss their ideas about the question for several minutes. Cooperative Learning refers to a variety of teaching strategies in which students work in small group to help one another learn academic content. In cooperative classrooms, students are expected to help each other to discuss and argue with each other, so that the learning process can be improved not only individually but in groups or together (Slavin, 1995). In TPS, Think means one student think dealing with the topic or question given by the teacher. Pair means one student join with the other student to make a small group and discuss their thoughts. Share means the students are presenting or share their ideas to the larger groups in classroom, or they can share to all students of the class. Actually, TPS strategy is a strategy that can be used in writing descriptive texts. It was proven by Sumarsih & Sanjaya (2013) who conduct a research related to the use of TPS in writing descriptive texts. The result of their research showed that the students were very interested on the TPS technique and they do not only improve their achievement in writing descriptive text but also improve their teamwork, responsibility and self-confidence. Sumarsih & Sanjaya was also added that there is a significant improvement on the students' achievement in writing descriptive text by applying the application of Think Pair Share technique.

The third strategy named FRESH (Faisal & Suwandita, 2013). This strategy used by Faisal and Suwandita to teach descriptive texts. FRESH is a strategy in which each of its letter has own meaning. "F" means "Fact". "Fact" means the identification of the object or it can be called general description of the object. Usually, it contains object's name and kind of the object. Different from

"F", "R" means "Reason" which means a supporting idea that strengthen the fact. Then, there is "E" that means "Elaboration". Elaboration means the explanation of the reason. The writer should elaborate it in detail, so the readers can get clear description of the object. Different from "E", "SH" means "Shift", which can also mean conclusion. It is the conclusion of the information before. Faisal also stated that FRESH strategy has four advantages for students. First, the students can improve their descriptive writing skill because the material can be designed well. Second, they can follow the lesson logically. Third, they can participate or interact actively. Fourth, the students can understand the material easily. In FRESH strategy, the students will be able to determine what should be written first and next to get a fluent descriptive text easily. Students can also enrich their vocabulary when they developing their ideas. Faisal & Suwandita also added that the students' competence in writing a descriptive paragraph will increase by applying FRESH technique.

The fourth strategy can be used to write a descriptive text is Guided Questions. According to Nawawi (2011), Guided Questions is a method for teaching English in which the teacher gives some questions to the students applied to a topic in teaching writing. Guided Questions is one of strategies for writing that uses 5W+1H (What, Where, When, Why, Who, and How). Nawawi conducted a research dealing with the impacts of using Guided Questions in writing descriptive texts. The result of his research showed that the used of guided questions in writing descriptive texts bring a good impact. It was proven by Nawawi (2011) by saying students think that guided questions make them more

creative in creating descriptive texts. It means that by using guided questions, students can improve their creativity in writing descriptive texts. It also means that guided questions can be a strategy to write descriptive texts.

The fifth strategy is Think, Talk, and Write (TTW). Think-Talk-write Strategy was introduced by Huinker and Laughlin. According to Maulidah, Musyarofah, & Aulia (2013), Think-Talk-Write (TTW) is a strategy that facilitating the exercise of language both oral and written fluently. This strategy based on the interpretation that learning is a social action. The word "Think" means the students think about what they get after reading something. After that, the word Talk means they share to the other students, they can make a group discussion when they share their ideas. The last word, "Write" means the students write their ideas after sharing session is done in a paper. Related to the use of TTW in writing descriptive texts, Maulidah, Musyarofah, & Aulia (2013) added that the use of TTW can minimize the students' difficulties in creating descriptive text and can help the teachers in teaching writing.

The last strategy is the use of Media Audio, especially the use of songs in writing descriptive texts. According to Saricoban & Metin (2000), music contains authentic, informal language that is natural to the ear. Songs offer precious resources that develop students' abilities in listening, speaking, reading and writing. Students can use song lyrics as a strategy to improve their skill in writing descriptive texts. They can apply what they have learned when listening or sing a song. The use of song in writing descriptive texts has been used by Ramdani (2015) in her research. The result of her research showed that the used of English

song can help students' ability in writing descriptive text, in term of generating idea, gaining vocabulary, and also motivate students

Mind Mapping, TPS, FRESH, Guided Questions, TTW, and Media Audio are the examples of strategies can be used by students to reinforce their skill in writing descriptive texts. Actually, the using of strategy depends on students' interest. They can use one of them if they think that strategy can increase their skill in writing descriptive text. Moreover, they may use another strategy if those strategies above are not suitable with them or uncomfortable to use. Teachers as a facilitator can introduce the other strategies and help their students to use it.

Review of Related Research

The researcher found three studies related to students' strategies to reinforce their skill in writing descriptive texts.

The first study is from Nawawi (2011). The title of his study is "Improving Student's Writing Skill of Descriptive Text through Guided Questions". This study took 43 (100%) students of VIII-8 grade class of SMP PGRI 1 Ciputat-Kota Tangerang Selatan as the sample. This research is aim to find out whether teaching writing of descriptive texts using guided questions is effective to improve students writing skill, to collect students' perception and impression of guided questions process, and to collect the progressive result of students' participation in learning writing of descriptive texts. Moreover, this study used quantitative research and qualitative research. The instruments used in this study were the English test sheet, observation sheets, questionnaire sheets and interview. Based on the result of this study, students' learning dealing with writing skill

using guided questions had improved. The result of posttest showed that there were 43 students (100%) who passed the KKM, there were also 100% of students understand the material. They thought that guided questions made them easily in making descriptive paragraph. Besides, 88.37% of students thought that guided questions made them more creative in creating descriptive text. Based on these findings, the researcher concludes that the application of guided questions can improve students' writing ability of grade VIII-8 of SMP PGRI 1 Ciputat-Kota Tangerang Selatan.

The second study is from (Ali, 2014). The title of his study is "Improving the Student Writing Skill on Descriptive Text by Using Think, Talk, Write (TTW) at MTs N Tunggangri". The subject of the research was the VII-I students of MTs N Tunggangri kalidawir in the period 2014/2015 by 40 students with 18 boys and 22 girls. The aim of this research is for improving students' skill in writing specifically in writing descriptive text. So researcher was hope this research can truthful for improving students' skill. The instruments of this research were questionnaires, interview Guideline, Observation sheet, Test, and field Note. Based on the observation sheet from the analysis of the teaching and learning process in writing descriptive text by using think talk write strategy, in cycle 1, it was found that most of the students still have low in writing descriptive text. Although, some of them could get improvement in their score, but the criteria of success was not achieved yet. In conclusion, the implementation of the strategy in cycle 1 is still need to be revised. Based on the observation sheet from the analysis of the teaching and learning process in writing descriptive text by using think talk

write in cycle 2, it was found most of the student got improvement in writing descriptive, the students more active during teaching and learning process. The differences between cycle one and cycle two was in dividing the groups. On the first cycle, the researcher used the group work that arranged from five until six students. Whereas, on the second cycle the researcher used pairs work arranged from two students.

The third study is from Yeyen (2014). Her title is "Teaching Descriptive Text Writing to Students by Using Clustering Technique". The students involved in the research were 70 students who were divided into two classes. The subjects of the research were class XA-6 with 35 students as experimental class and XA-7 with 35 students as control class. This research aims to find out the effect of using clustering technique in writing descriptive texts. This research was using quasi experimental method. The technique of collecting the data was by using tests (pre-test and post-test). The result of this study showed that there was a positive impact of teaching writing of descriptive text using clustering technique. It can be seen from the mean score result of experimental class had impact or increased 14.40 point from the pre-test 59.60 to the post-test 74.00. Moreover, the mean score in the control class had increased 8.73 point from pretest was 57.26 to post-test was 65.96

Although, there are some differences between the method, strategy used, and the results of those studies, all of them are helpful to be a guideline and consideration to help the researcher in conducting this research. Actually, this study aims to find out the difficulties of students in writing descriptive texts and

find out the strategies used by students to overcome their difficulties. This study

used qualitative research design to answer those research questions and used

interview to gain the data. The participants of this study are six students of

English Education Department of Universitas Muhammadiyah Yogyakarta batch

2015. Next, the data from interviews were analyzed using three steps of Coding

those are Open Coding, Axial Coding and Selective Coding.

Conceptual Framework

This study aimed at investigating the students' strategies to reinforce their

writing skill in descriptive texts at EED UMY. It focused on the difficulties faced

by students and the strategies used to improve their writing skill, especially in

writing descriptive texts which become the references to investigate the data in

this study.

Firstly, this study tried to investigate the difficulties by students in writing

descriptive texts. Based on the literature review, developing the ideas, the problem

in organizing the ideas, grammar, lack of vocabulary, spelling, punctuation and

capitalization, main idea and supporting sentences and arranging sentences are the

difficulties that faced by students in writing descriptive texts. Those difficulties

are affecting the result of their writing, especially writing descriptive texts.

Students who faced one or more difficulties may get a lower grade.

Secondly, this study also tried to find out the strategies used by students in

writing descriptive texts. Actually, students of EED UMY have learned

descriptive texts in writing class. It has been mentioned previously that Mind

Mapping, TPS, FRESH, Guided Questions, TTW, and Media Audio are the

example of strategy that can be used by students in writing descriptive texts.

However, the way of using one strategy is different from the others. Students may

use the strategy given by the teachers or they can find another strategy that is

suitable with them.

However, the discussions are not limited to those explanations above.

Others evidences emerged from the interview sessions also will be discuss.

Writing Descriptive Texts

Difficulties:
1. Developing the ideas
2. Organizing the ideas
3. Grammar
4. Lack of vocabulary
5. Spelling
6. Punctuation and capitalization
7. Main idea and supporting sentences
8. Arranging sentences

Strategies:
1. Mind Mapping
2. TPS
3. FRESH
4. Guided Questions
5. TTW
6. Media Audio

Students' Strategies