# CHAPTER II

# LITERATURE REVIEW

## A. Theoretical Review

### 1. Definition of English Writing

According to Fitria, T.N. (2018) one English skill people must learn is writing. The most difficult and complicated language skill that students at all educational levels must master in the process of teaching and learning English is the capacity to write. Even writing is thought of by many students as a difficult endeavor. There are several factors to consider while evaluating writing ability. The fact that writing is so dependent on abilities and talents like spelling, outlining, and editing, among others, may explain why the majority of students and learners do not comprehend it. It's crucial to comprehend a language's fundamental structure in order to write coherently. Grammar, sentence structure, and punctuation are all part of this in English. Additionally, vocabulary is required, along with accurate spelling and formatting.

Writing is considered a secondary issue that serves to strengthen oral habits. In terms of psychology, the strategy exhibits behaviorist characteristics: Learning is habit development since students are told to replicate, and change examples from textbooks and teachers (Yi, J. Y., 2009: 53-69).

One of the language skills that can be communicated indirectly or even face to face with the person you are talking to is writing. Writing is a way to convey information messages to someone in an indirect way by Tarigan (2008) in Sari et al. (2018: 126).

## 2. Indicators of English Writing

According to Jacob et al. (1981:31), there are five important components in writing they are:

a. Content

In writing, this stage must be considered carefully. The content of the writing must be clear so that the reader is able to understand what is conveyed by the author. In addition, so that the information provided can be conveyed to the reader, that the writing can be useful for those in need.

b. Organization

Readers will see how the writer organizes ideas in the order of messages in words at the organizing stage of writing. Writers use various techniques to organize this organizational writing, mainly known as discipline. In this case, there are two parts of organization, they are below:

1) Clarity

Clarity is a characteristic of a speech or prose composition that communicates effectively with an intended audience. In general, the quality of prose that is written

includes carefully defined objectives, logical organization, well-constructed sentences, and the right choice of words.

2) Logical

Logical is something that makes sense and is correct according to reasoning. Logical thinking avoids making decisions based solely on emotions and feelings but processes the facts at hand and finds reasonable solutions to problems.

c.  Vocabulary

According to Endarto, I. T., & Subekti, A. S. (2020: 72-81) vocabulary is one of the most important basic things in English language skills. Because the more vocabulary they know, the more proficient they will be in that language. When someone learns vocabulary, they are not only practicing vocabulary skills, but they are also practicing listening skills. When they say the vocabulary, they will also hear the vocabulary.

d.  Language use

In writing, the use of language must be considered properly. Correct language use helps to improve formal language skills. Grammar skills must also be adequate so as to produce correct and precise language. It consists of three parts, they are below:

1) Subject/Verb Agreement

The component of a phrase or clause known as the subject is frequently used to describe the (a) thing or (b) person or thing doing the action (i.e., the agent). Typically, a noun, noun phrase, or pronoun serves as the subject. Simply put, this indicates that when the subject is singular, we must remember to add -s to the verb and when the subject is multiple, we must not add-s.

2) Singular Plural Nouns

In contrast to the plural, singular refers to a single person, thing, or addition and is the most basic noun form (the form that is found in dictionaries). A noun in the plural form often refers to more than one individual, object, or illustration.

e. Mechanic

There are three main parts of a written mechanic, they are below:

1) Capitalization

The use of capital letters in writing helps clarify the author's intentions and convey information in writing. If a sentence is not properly capitalized, its meaning becomes unclear and can cause misunderstanding. In addition, the first word in a sentence using a capital letter indicates that a new

sentence has begun. Capital letters also help readers to distinguish one sentence from another.

2) Punctuation

Punctuation is the key to writing sentence structure. Punctuation indicates that each sentence relates to the other. Punctuation marks are as follows: period, comma, apostrophe, quotation mark, question mark, exclamation mark, parenthesis, bracket, square bracket, dash, hyphen, ellipsis, colon, and semicolon.

3) Spelling

Spelling is a symbol that represents a word. In English, there are mostly twenty-six letters of the alphabet some of which consist of dashes as well as uppercase letters by Ryan (2017:11).

The table below is a rubric or composition for student assessment in writing, which shows the essence of the key features in Jacobs et al. (1981) in Haswell (2007):

**Table 2.1 Composition for Scoring Writing (Jacob et al. 1981)**

| SCORE | CRITERIA |
|---|---|
| CONTENT | **EXCELLENT TO VERY GOOD:** development of broad and thorough concepts, related to the assigned topic |
| | **GOOD TO AVERAGE:** limited development of ideas and knowledge, most of the topics are relevant to those assigned, knows enough about the subject, lack of details |
| | **FAIR TO POOR:** limited knowledge of the subject, |

| SCORE | CRITERIA |
|---|---|
| | inadequate development of ideas, lack of details |
| | **VERY POOR:** does not demonstrate understanding of the issue, irrelevant, or is insufficient to be evaluated |
| **ORGANI-ZATION** | **EXCELLENT TO VERY GOOD:** fluent expression, concepts that are clearly articulated and supported, concise, well-organized, logical in order, cohesive |
| | **GOOD TO AVERAGE:** a little choppy, loosely structured but with main ideas staggered, limited support, and logical but insufficient sequencing |
| | **FAIR TO POOR:** not fluent, confused or irrelevant ideas, and lack of logical development and sequence. |
| | **VERY POOR:** organization is very lacking, not enough to evaluate |
| **LANGUAGE USE** | **EXCELLENT TO VERY GOOD:** effective use of language, few errors in agreement, tense, number, word order/function, articles, pronouns, prepositions |
| | **GOOD TO AVERAGE:** Effective but simple structure, few complex problems, some errors in tense, number, word order/function, articles, pronouns, and prepositions, but meaning is rarely obscured. |
| | **FAIR TO POOR:** significant problems with basic or complex structures, frequent errors of negation, agreement, tense, number, word order function, articles, pronouns, prepositions and/or rephrases, deletion, and confusing or obscured meaning |
| | **VERY POOR:** almost no command of grammar rules, mistakes predominate, communication is poor, or there is not enough to evaluate |
| **VOCABULARY** | **EXCELLENT TO VERY GOOD:** advanced vocabulary, skillful word/idea selection and usage, word from mastery, and suitable register |
| | **GOOD TO AVERAGE:** adequate range, few errors in form, choice, use of qords/idioms, but meaning is not obscured |
| | **FAIR TO POOR:** limited range, frequent errors of word/idiom, choice, usage, meaning confused or obscured |
| | **VERY POOR:** many mistakes, and little knowledge of vocabulary |
| **MECHANIC** | **EXCELLENT TO VERY GOOD:** understanding of mechanics, mastery in spelling, punctuation, capitalization, and paragraphing, few mistakes |
| | **GOOD TO AVERAGE:** some errors in spelling, punctuation, capitalization, paragraphing but meaning obscured |

| SCORE | CRITERIA |
|---|---|
| | **FAIR TO POOR:** frequent errors in spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured |
| | **VERY POOR:** poor mechanics, dominated by spelling, punctuation, capitalization, paragraph errors, illegible handwriting, or not good enough to be evaluated |

## 3. Descriptive Text

a. Descriptive Text

Descriptive text is a text involving visual experience to describe a person, place, or thing. It is used to build a visual image of people, places, or even time, days, or seasons (Masitoh, S., & Suprijadi, D. (2015). Furthermore, descriptive texts include a social function, which is to characterize a certain person, place, or thing (Nuraini, H., Mulyana, A., & Aeni, L., 2019). While Gerot and Wignel (in Ismayanti, E., & Kholiq, A., 2020) claim that descriptive literature has the objective of clearly showing the reader the physical look of anything, Based on the definition of descriptive text provided above, it is possible to deduce that descriptive text is a text that describes people, places, and objects physically based on their appearance.

In general, descriptive text is a text that uses word explanation to describe and provide information about a person, location, item, or other thing. The use of descriptive language seeks to clearly explain a thing, location, person, or item in order to assure the reader of the true shape of anything. Furthermore,

discussing anything necessitates greater explanation and improves people's knowledge of things. Because there are various explanations for describing processes, descriptive language may help build or clarify people's perceptions about something.

b.  Generic Structure of Descriptive Writing

According to Sartika, N., & Nurdin, M. (2019) the generic structure in descriptive text consists of identification and description, as bellow:

A.  Identification

Identification is the general introduction of people, places, and objects to a topic of description.

B.  Description

Description is to explain details of people, places, and objects from the topic of description. For example, characteristics, abilities, everyday life, habits, qualities, etc.

c.  Grammatical Feature in Descriptive Text

There are seven grammatical features in descriptive text, as follow:

1)  The present tense is usually used when explaining things from a technical or factual point of view.

2)  Although the present tense is sometimes used in literary descriptions, the past tense predominates.

3) Relational verbs (is, are, has, have) are used to classify and describe the appearance, qualities, and parts or functions of phenomena).

4) Action verbs are used to describe actions or uses.

5) Action verbs are utilized figuratively in literary and everyday descriptions to generate effect.

6) In literary descriptions, mental verbs are employed to describe feelings.

7) Adjectives are used to supplement nouns and can be technical, everyday, or literary, depending on the context.

## 2. Definition Difficulties of Writing

a. Definition

In education, not all learning experiences are convenient, but there are also learning problems experienced by students. One of the difficulties faced is the difficulty of writing. According to Heaton (1975) in Kristy (2016: 4-5) states that writing skills are one of the skills that are difficult to teach, and this problem is a complex problem. Conceptual mastery is needed, not just grammar and rhetoric. Along with the development of students, they are required to be able to state various things they know in writing.

Some basic things make writing difficult, such as the use of punctuation, grammar, vocabulary, and so on. Bryne (1988) in Kristy (2016: 4-5) there are three categories that make writing

difficult. The first is Linguistic difficulties, in this case the linguistic aspects in question are the use of grammar and vocabulary, the selection of written sentences, and the use of language that must be supervised.

The second is the Physiology of difficulties, this difficulty focuses on developing written material or what the contents of the writing are. Therefore, this difficulty focuses on the author's difficulties because there is no interaction or feedback from readers. The third is cognitive difficulties, the difficulties referred to are the use of punctuation, the use of capitalization and paragraphs, and the spelling that a writer must think of according to the rules.

b.  Factors Causing Difficulties in Writing

In research Listyani (2020) stated that there are two factors causing student difficulties in class: internal factors and external factors, which are explained below.

1)  Internal Factors

There are four things that affect writing difficulties internally. The first is self-motivation, then lack of self-confidence, then lack of knowledge, and feeling depressed. Spending a lot of time checking grammar is also one of the

internal difficulty factors, this is also one of the main factors that influences student motivation.

2) External Factors

Apart from the internal factors, external factors also play a role in the difficulties faced by students. There are four factors included in it: the first is the influence of a teacher's style when teaching; the second is the influence of the classroom atmosphere; the third is the influence of the material taught by the teacher; and the fourth is the influence of the writing aspect.

According to Kirk & Gallagher (1989: 197) in Tambunsaribu, G., & Galingging, Y. (2021), there are four factors that cause students to experience difficulties in learning, namely:

a) Factor of Physical

Physical condition factors in this case include visual impairment, hearing impairment, balance disorders, low body image, hyperactivity, and nutritional deficiencies.

b) Factors of Environmental

The student's environment such as the family environment, school environment, and community environment that is less favorable for students would make them experience obstacles to psychological development. Student psychology would make a decreased in student academic achievement.

c) Factors of Motivational

This factor can increase student learning difficulties. Students who have a low level of self-confidence due to frequent failures in several lessons at school tend to experience self-confidence. Of course, this would reduce students motivation to learn. Students' negative thinking would make them quiet children with no enthusiasm for learning.

d) Factors of Psychological

These psychological conditions include attention disorders, visual perception, auditory perception, motor perception, students' inability to think, and low language skills.

## B. Previous Study
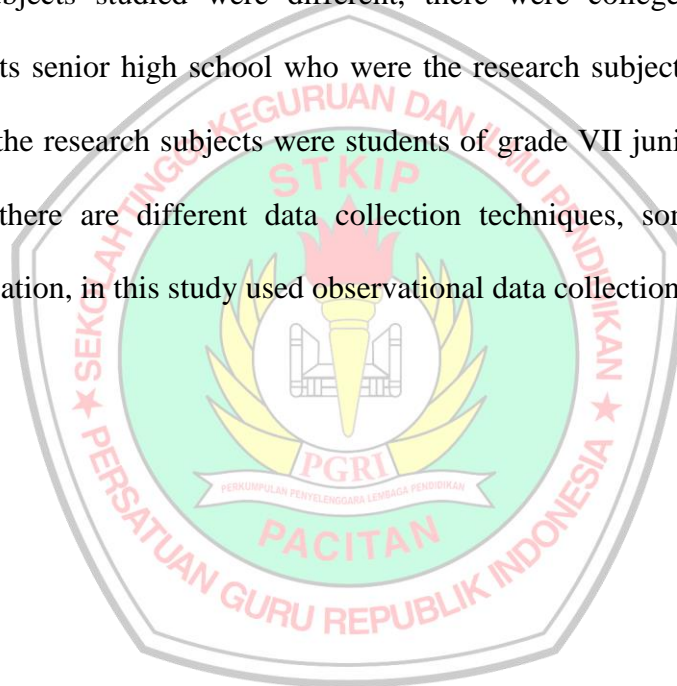
**Table 2.2 Previous Study**

| NO | AUTHORS AND PUBLISHER | TITLES | SIMILARITIES AND DIFERENCES |
|----|----------------------|--------|-----------------------------|
| 1 | A. Medya Miranti (2021) | *Analisis Kesulitan Belajar Bahasa Inggris Siswa Kelas VIII Di Mts Negeri 1 Sinjai* | This research uses a qualitative approach. English teachers and students of class VIII.A and VIII.B are the subjects and objects of the research. Researchers used interviews, observation, and documentation in data collection methods. Data analysis using data reduction, data display and data verification. The results of the research are that students experience Learning Disorder, lack of self-confidence. Learning Disability, low student concentration while studying. Learning Disfuction, low student memory. And Under Achieve, low student interest in learning. The teacher's solution in this |

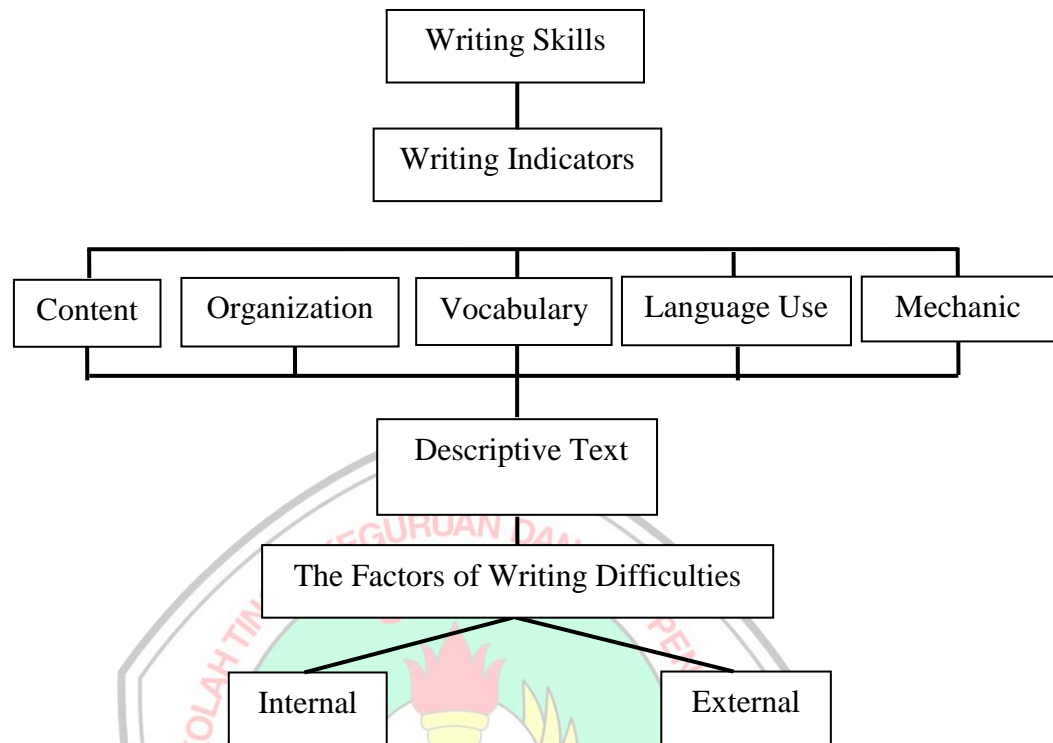| NO | AUTHORS AND PUBLISHER | TITLES | SIMILARITIES AND DIFERENCES |
|---|---|---|---|
| | | | problem is to use learning methods that are appropriate to the characteristics of students, the teacher uses language that is easy to understand when learning and also uses various methods and provides motivation to students. The difference between the research to be conducted and existing research is the subject and object of research, in this study the subjects and objects are students of class VIII.A and VIII.B, while the research to be carried out examines class VII. |
| 2 | Atik Umamah, Ika Hidayanti, Kurniasih. (2019). | Difficulties In Writing Expository Text: A Gender-Based Analysis | This research used a mixed research method, and examined 49 people from the IAIN Curup English Study Program as population and research subjects. The researcher took a questionnaire and interview sampling. The finding is students having difficulties in personality factors, students having difficulties with socio-cultural factors. And students having difficulties with linguistic factors. The researcher concludes that linguistic factor is the highest difficulty faced by English. The difference between previous study is the research method, in this study using mixed methods, while the method that will be carried out later is qualitative. Subjects and objects are also different, in data collection techniques that will later be carried out not using a questionnaire, in this study using a questionnaire. |
| 3 | Cyntia Puspita (2019) | Factors Affecting Students' Difficulties In Writing Thesis | This study uses a quantitative approach. The data collection technique was a questionnaire with 26 students as research subjects. As a result, grammar becomes a major problem in writing. As for gender, there was no significant difference. The teacher applies strategy-based instruction to overcome writing difficulties. The difference from this research is the research method, previous |

| NO | AUTHORS AND PUBLISHER | TITLES | SIMILARITIES AND DIFERENCES |
|---|---|---|---|
| | | | study used a quantitative approach while the research that will be carried out used qualitative methods, and the research subjects of previous research are students, while the research that will be carried out is students grade VII of Junior High School. |
| 4 | Septha Muliani, Maida Norahmi, Natalina Asi (2019) | The Analysis of Difficulties in Writing Narrative Text | This study used a descriptive method with 20 students as research subjects. The results of the study were that they failed to complete the text structure and had difficulty using narrative language features. The difference between the previous research and the research that will be carried out is the research method, the previous research used descriptive almost the same as the research that was carried out, is qualitative descriptive research. And the number of research subjects is also different. Previous research used narrative material while the research that will be conducted analyzes the factors that cause difficulties in writing English. |
| 5 | Eni Ismayanti, Abdul Kholiq (2020) | An Analysis of Students' Difficulties in Writing Descriptive Text | This study using quantitative descriptive method. With class X MIPA 6 SMAN 1 Sukodadi became the research subject. This study uses documentation and interviews to collect data. Data reduction, data presentation and conclusion are used to analyze the data. The results showed that students had difficulties in generic structure, difficulties in grammar, and a lack of interest in learning English. The difference between the previous study and the research that was carried out is the research method. Previous study used a quantitative method, while the research that was carried out use a qualitative descriptive method. The research subjects were also different, in previous study the research subject was class X |

| NO | AUTHORS AND PUBLISHER | TITLES | SIMILARITIES AND DIFERENCES |
|---|---|---|---|
| | | | senior high school and the research to be conducted was class VII junior high school. |

From the previous study, there are similarities and differences with the research that was carried out. The difference is that there are those who use quantitative methods, while this study used qualitative methods. Then, the subjects studied were different, there were college students, and students senior high school who were the research subjects, while in this study the research subjects were students of grade VII junior high school. Then there are different data collection techniques, some do not use observation, in this study used observational data collection techniques.

## C. Conceptual Framework

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│  Writing Skills │
└─────────────────┘
         │
┌───────────────────┐
│ Writing Indicators│
└───────────────────┘
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| Content | Organization | Vocabulary | Language Use | Mechanic |
|---------|--------------|------------|--------------|----------|

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┌──────────────────┐
│ Descriptive Text │
└──────────────────┘

┌──────────────────────────────────┐
│ The Factors of Writing Difficulties│
└──────────────────────────────────┘
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| Internal | External |
|----------|----------|

One of the components of English is writing. Writing has several indicators, namely content, organization, vocabulary, language use, and mechanics. One type of text in writing is descriptive text. In writing, there are two factors of student writing difficulties, namely internal and external. Internal factors include interest and learning motivation, self-motivation, and learning habits. While external includes the family environment and the school environment.