CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the related literature that has a connection to this research. This chapter involves theoretical review, conceptual framework, and previous study.

A. THEORETICAL REVIEW

In this phase, the researcher explains the theory and literature that has related to this research. It involves Online Learning, Writing, and Descriptive Text.

1. Online Learning

a. Online Learning

Online learning requires the reconstruction of student and instructor roles, relations, and practices (Vonderwell & Zachariah, 2014). Online learning as courses in which all of the instruction / materials are presented online (Kauffman, 2015). Online learning practices have gained momentum as a result of the developments in network technologies and an increase in the capacity of current technological devices that are used to deliver learning (Firat & Bozkurt, 2020). It marked by all learning activity was held by using electronic media and internet networking to support learning activity. Learning is held by teachers and students in separate places. In other words, online learning is one of the learning models which apply by the advancement of

technology and globalization. The main key supporting online learning activity is technology. In the recent times, the advancement of technology is faster.

Online learning includes distance learning, it is because of the students and teachers in separate places. Learning activity is supported by using electronic media during learning activity. In this learning activity, the teacher and students can interact by using a certain platform to support learning activity. From the definition of online learning, it can conclude that online learning is one of the learning models in which the teacher and the students separate each other or in separate places and need a smartphone, PC, and networking to hold learning activity.

b. **Challenge in Online Learning**

Challenge in online learning consists of a lack of community, difficulty understanding instructional goals, and technical problems (Song, Singleton, Hill, & Koh, 2004). There are two general challenges in online learning consists of (1) Difficulty in communicating with peers in online settings; (2) Absence of real-time feedback (Kim, Liu, & Bonk, 2005). Beside that, online learning can present challenges to educators, as the tools and opportunities to discover students' preconceptions and cultural perspectives are often limited by bandwidth constraints, which limit the users' view of body language and paralinguistic clues (Anderson, 2008). Despite of the dynamic development of ICTs and

decreasing prices of personal computers, laptops, smartphones, tablets, and other devices, there is still quite a considerable imbalance among students as far as material equipment and Internet connectivity are concerned (Zounek & Sudicky, 2013). There are some disadvantages from online learning such as poor communication, feeling isolated, lack of communication, lack of funds, lack of quality, and poor accessibility in a remote area (Sakshi, 2017). Internet and the lack of latest technology, lack of proper interaction with instructors, concerns regarding any content of the online course, miss social interaction (Adnan & Anwar, 2020).

Based on the kinds of the challenge during online learning, it can conclude that challenge in online learning is the problems that probably appear during an online learning activity. Sometimes it can predictable and unpredictable. Based on the kinds of the challenge during online learning, it can cause by some factors. The challenge that influences by some factors consists of a technician, internal, and external. Internal factor is a personal factor that influences the students during an online learning activity, sometimes internal factor relates with external factor. External factor comes from outside of the people. The environment contributes high possibility to influence the challenge. And the last, technician is about the problem that relates to using technology during online learning.

2. Writing

In this section, there are some important points to explain related to writing. They are as follow: the definition of writing, writing skill, process of writing, and micro and macro skills of writing.

a. The Definition of Writing

Writing is a deliberate, generative task that requires the recruitment and integration of a range of different neurodevelopmental abilities (Singer & Bashir, 2004). The other argumentation, writing is considered as the most difficult skill for language learners because they need to have a certain amount of L2 background knowledge about the rhetorical organizations, appropriate language use or specific lexicon with which they want to communicate to their readers (Tangpermpoon, 2008). Writing is a complicated process which involves a number of cognitive and metacognitive activities, for instance; brainstorming, planning, outlining, organizing, drafting, and revising (Negari, 2011).

Writing is an essential learning tool because it helps students to better understand ideas and concepts (Hashemnezhad & Hashemnezhad, 2012). Writing is the act of putting down the graphic symbols that present a language to convey some meaning so that the reader can grasp the information which the writer has tried to impart (Sapkota, 2012). Writing is a process of formulating and organizing ideas in the right words to deliver the aim and present them on a piece of paper (Siburian, 2013). Writing has an important role on students skill because many

activities which need adequate capabilities. Writing is a communicating ideas and information, form of writing such as a tracing a character on paper, symbols, number, or word and sentences (Arizah & Ramadhona, 2019).

From the definition of writing, it can be concluded that writing is putting down the graphic symbols in the deliberate activity which consists of: brainstorming, planning, outlining, organizing, drafting, and revising to help students develop ideas and concepts (Singer & Bashir, 2004; Tangpermpoon, 2008; Negari, 2011; Hashemnezhad & Hashemnezhad, 2012; Sapkota, 2012; Siburian, 2013; Arizah & Ramadhona, 2019). Writing is a complex skill and complicated at the same time because writing has a certain purpose the first measure the writer's competence and the second helps the reader to get better information. Writing is also complete process on gaining idea and concept to produce new texts which are still conveying organization, content, grammar, vocabulary, mechanics, and word choice. Writing is productive skill because there are many steps during writing process. It also need to elaborate the idea become some words, sentences, and paragraphs.

b. Writing Skill

Writing is often considered merely a part of teaching and learning grammar and syntax, which resultantly underestimates the nature and importance of writing, and affects its growth (Zimmerman & Kitsantas,

1999). It is the problem faced by all students; most of the students assume that writing is not an important skill. It makes students have low skills in writing. Writing skills is combining other skills such as listening and reading.

The writing skills are complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements. The following analysis attempts to group the many and varied skills necessary for writing good prose into four main areas (Heaton, 1984):

1) Grammatical skills: the ability to write correct sentences;

2) Stylistic skills: the ability to manipulate sentences and use language effectively. Besides that, stylistic skills related to cohesion and involving the use of reference, linkage, and expansion devices for co-ordination and subordination.

3) Mechanical skills: the ability to use correctly those conventions peculiar to the written language-e.g. punctuation, spelling;

4) Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information. The ability to write for a particular audience using the most appropriate kind of language is essential for both native-speaking and foreign student alike. The use of correct registers becomes an important skill at advanced levels of writing.

1) Genre of Writing

There are three types genre of writing they are: academic writing, job-related writing, and personal writing (Brown, 2004).

a) Academic Writing

Papers and general subject reports; essays, compositions; academically focused journals; short-answer test responses; technical reports; theses, dissertations

b) Job-Related Writing

Messages; letters/email; memos; reports; schedules, labels, signs; advertisements, announcements; manuals

c) Personal Writing

Letters, emails, greeting cards, invitations; messages, notes; calendar entries, shopping lists, reminders; financial documents; forms, questionnaires, medical reports, immigrations documents; diaries, personal journals; fiction

2) Types of Classroom Writing Performance

There are many kinds of teaching writing. The teacher should be able to decide a type of teaching which is appropriate to the students. There are four types of writing such as imitative, intensive, responsive, and extensive (Brown, 2004).

a) Imitative

To produce written language, the learner must attain skills in the fundamental, basic task of writing letters, words, punctuation, and very brief sentences,

b) Intensive

Beyond the fundamentals of imitative writing are skill in producing appropriate vocabulary within context, collocations, and idioms and correct grammatical features up to the length of a sentence.

c) Responsive

Here, the assessment task require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating logically connected sequence of two or three paragraphs.

d) Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay a term paper, a major research project report, or even a thesis.

c. Process of Writing

There are six steps in the writing process (Meyers, 2005). Those are:

1) Exploring ideas. It means you must consider the subject, the purpose, and the audience;

2) Prewriting. It means discovering your ideas by putting them into words through brainstorming, clustering. or free writing;

3) Organizing. It consists of selecting and giving an outline. You must select your best ideas and expand on them. Besides, you must arrange your ideas in a logical order

4) Writing the first draft. You must start writing the first draft. You do not worry about making it perfect. You can write quickly to record your thoughts and put notes and new ideas in the margins

5) Revising the draft. You can revise your writing text in several times and add or omit the material which not related with your topic

6) Producing the final copy. You can produce a clean copy when you are reasonably satisfied with your work and there is no error when you check it

d. **Micro and Macro Skills of Writing**

Micro and Macro Skills of writing assist in defining the ultimate criterion of an assessment. Here are the micro and macro skills of writing (Brown, 2004):

Micro skills

1) Produce graphemes and orthographic patterns of English

2) Produce writing at an efficient rate of speed to suit the purpose

3) Produce an acceptable core of words and use appropriate word order patterns

4) Use acceptable grammatical systems (e.g., tenses, agreement, pluralisation), patterns, and rules

5) Express a particular meaning in different grammatical forms

6) Use cohesive devices in written discourse

Macro skills

1) Use the rhetorical forms of conventions of written discourse

2) Appropriately accomplish the communicative functions of written texts according to form and purpose

3) Convey links and connections between events, and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.

4) Distinguish between literal and implied meaning when writing

5) Correctly convey culturally specific references in the context of the written text

6) Develop and use battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instruction feedback, and using feedback for revising and editing

3. Descriptive Text

a. Descriptive Text

Descriptive text is a text for describe person, place or a thing by visual experience; It is used to create a visual image of people, place, even of

time days or season (Masitoh & Suprijadi, 2015). Besides, descriptive text are includes the social function of the text are to describe a particular person, place, and things (Nuraini, Mulyana, & Aeni, 2019). Descriptive text is a piece of writing that is intended to convey meaning to the reader through sensory details and provides image to the reader (Siregar & Dongoran, 2020). Descriptive text creates a word picture of persons, places, objects, and emotions using selected details to make a specific impression on the reader (Tamba, Situmorang, & Ginting, 2020).

Generally, descriptive text is a text that has the function to describe and give information about a person, place, object, and other things by using word explanation. The descriptive text aims to describe clearly a thing, place, people, or the object that is described to make sure the reader about the real shape of something. Besides, describing something needs more explanation and increases on the understanding of people about something well. The descriptive text also can build or make people's perceptions about something clear because there are many explanations in describing process.

b. Generic Structure of Descriptive Text

The generic structure in descriptive text consists of identification and description (Susanti, 2017), as bellow:

1) Identification

In this generic structure introduces to the subject of description.

2) Description

In this part give details of the characteristic features of the subject. Such as: qualities, characteristics, describing the phenomenon in parts, qualities, or/and characteristic, size, physical appearance, ability, habit, daily live, etc.

c. **Grammatical Feature in Descriptive Text**

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

1) When describing things from a technical or factual point of view, the present tense is predominantly used

2) Although present tense may be used in literary descriptions, it is past tense that tends to dominate

3) Relational verbs are used when classifying and describing appearance/ qualities and parts/functions of phenomena (is, are, has, have)

4) Action verbs are used when describing behaviors/ uses

5) In literary and commonsense descriptions, action verbs are used metaphorically to create effect

6) Mental verbs are used when describing feelings in literary descriptions

7) Adjectives are used to add extra information to nouns and may be technical, every day or literary, depending on the text.

d. **Types of Descriptive Text**

There are four types of descriptive text as follow (Carrel, 2001):

1) Descriptions of a person, place or thing contain sensory details that bring to life actual people, places, and things.

2) Observations describe an event the writer has witnessed. Often, the event takes places over an extended period of time.

3) Travel Brochures contain factual information as well as persuasive language to encourage tourism

4) Character sketches describe fictional characters-their appearances, personalities, hopes and dreams.

e. Assessment of Writing in Descriptive Text

Writing assessment was long considered a problematic area for those who teach composition and conduct educational research (Huot, 1990). This case is supported by the mistakes or errors in every research still high. Writing assessment is an indicator to assess written text and make sure that the written text should fulfill some requirements. The good and bad result during assessment depends on writer ability to produce written text. If the writer has high qualified in the written text it influences their assessment and vice versa

According to Schirme & Bailey (2000), there are some rubrics on writing assessment as follows: response to prompt/sequences, story development, organization, word choice, details, and sentence structures, mechanics (punctuation, capitalization, and spelling) (Schirme & Bailey, 2000). Besides that, aaccording to Hyland (2003), there are several different focuses in organizing L2 writing such: language structure, text functions, themes or topics, creative expression, composting process, content, genre, and contexts of writing (Hyland, 2003). In Oh (2019) research's the construct of writing ability in this study was defined in

terms of test-takers display of Content Control, Organizational Control, Vocabulary, Grammar, and Appropriateness, and these were the five components of the analytic rubric that each test-taker written product was scored (Oh, 2019). According to Agdia & Syafei (2020), there are some components in writing assessment that follows content, organization, language use, vocabulary, and mechanics (Agdia & Syafei, 2020).

Table 1 Assessment point of writing Descriptive Text

Hyland (2003)	Oh (2019)	Agdia&Syafei (2020)	Schirme& Bailey (2000)
Language structure	Content-control	Content	Response to prompt/ sequences
Text functions	Organizational control	Organization	Story development
Themes or topics	Vocabulary	Language use	Organization
Creative expression	Grammar	Vocabulary	Word choice
Composing process	Appropriateness	Mechanics	Details
Content			Sentence structure
Genre and contexts of writing			Mechanics

The table above shows that there are several indicators in the writing assessing process. The indicator in assessment of writing descriptive text takes from all elements that include in every expert as follows: organization, content, vocabulary, grammar, and mechanics. The indicators above are based on the tenth grade of senior high school students. In the syllabus mentioned that there are text structure and language elements. Text structure consists of organization and content.

Then in language elements consists of grammar, mechanics, vocabulary,

and word choice.

Table 2 Indicators and description on assessing of writing

Indicators	Descriptions
Organization	Presentation of ideas is logical; clear beginning, middle, and end; connections between ideas are drawn; transitions are smooth (Schirmer & Bailey, 2000).
Content	Good balance between central ideas and details; anecdotes And details enrich the central theme or storyline; details and examples fit in well; ideas are clear, complete, and well-developed (Schirmer & Bailey, 2000).
Grammar	Effective complex construction, agreement, tense number, word order/function, articles, pronoun, preposition, fragments, run-ons, deletions, meaning confused (Jacob, 1981).
Vocabulary	Sophisticated range, effective word or idiom choice and usage word from mastery, appropriate register (Jacob, 1981).
Mechanics	Errors in capitalization, punctuation, spelling, and paragraphing are so few and so minor that the reader barely notices them; they do not interfere with the reading flow, And they do not draw the reader's attention away from the ideas being presented (Schirmer & Bailey, 2000).
Word Choice	Chosen carefully; fresh and vivid; conveys just the right meaning; imagery is strong; little or no use of cliches or jargon; appropriate use of colorful or technical language (Schirmer & Bailey, 2000).

B. CONCEPTUAL FRAMEWORK

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              ┌──────────────────────────┐
              │  English Online Learning │
              └──────────────────────────┘
     ┌────────────┬──────────┴──────────┬──────────────┐
┌─────────┐  ┌─────────┐        ┌─────────┐       ┌─────────┐
│ Speaking│  │ Writing │        │ Reading │       │Listening│
└─────────┘  └─────────┘        └─────────┘       └─────────┘
                  │
            ┌──────────────┐
            │ Descriptive  │
            │    Text      │
            └──────────────┘
                  │
            ┌──────────────────┐
            │ Generic Structure│
            └──────────────────┘
                  │
      ┌──────────────────────────────────────┐
      │ Writing Assessment of Descriptive Text│
      └──────────────────────────────────────┘
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| Content | Organization | Grammar | Vocabulary | Mechanics | Word Choice |

An Analysis of Students' Ability on Writing Descriptive Text during Online Learning: A Case Study on Students of Class X IPS 2 SMA Negeri Tulakan Academic Year 2020/2021
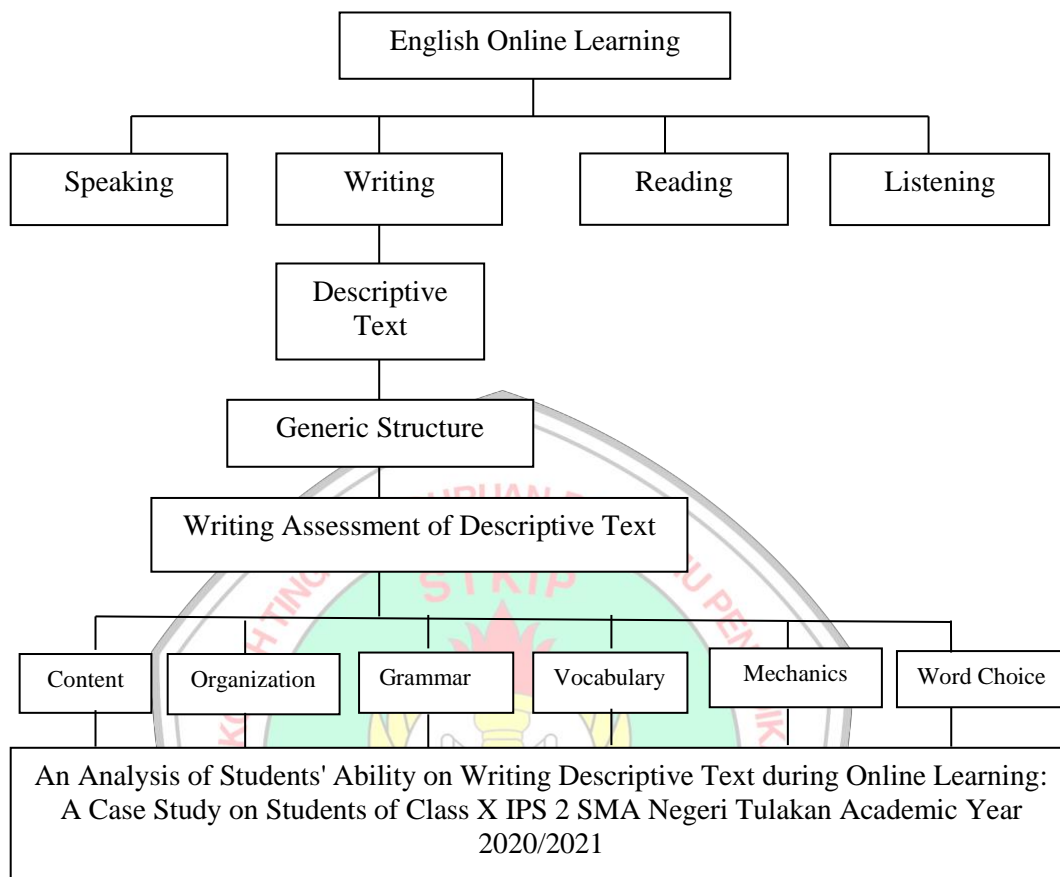
Figure 1. Conceptual Framework

Online learning applies for more than one semester in the school. The entire lesson delivers by online learning, particularly in English lessons. Learning English Lesson is not only learning about theoretical but also practical. It is because learning English should learn about four skills as follow: listening, speaking, reading, and writing. All English skills should be delivered to the students during learning activity to count students' quality on mastery English skills. At this time, there are difficulties to indicate the students' ability in writing skills because the teacher cannot assess directly in the learning process. The first grade of senior high school is a transition period for new students.

The learning in this grade determines students' ability because the basic material of English lessons in this grade is descriptive text. Students' writing skills in the descriptive text should be conveyed because the material of descriptive text includes some language skills for students to mastery particularly writing skills in descriptive text, the students should understand the generic structure of the text. Besides that, there are some components in the descriptive text such as content, organization, grammar, vocabulary, mechanics, and word choice. Descriptive text is not taught by the teacher in face-to-face learning in this time. By the phenomenon, some possibilities problem happened in the writing skills of descriptive text. This problem should be analyzed to find the solution that can overcome the learning process on writing skills particularly in descriptive text.

C. PREVIOUS STUDY

There are several types of research in the previous time that related with this research. The previous research conducted in various objects. The previous research discuss about descriptive text but in different form. There are some research gaps among this research with previous research, as follow:

1. Hariyadi et al (2018) conducted the research "An Analysis of Students' Ability in Writing Descriptive Text at The Tenth Grade Students of SMAN 11 Jambi Academic Year 2017/2018". The research aims to analyze the students' ability in writing descriptive text at the tenth-grade student of SMA N 11 Jambi academic year 2017/2018. The participants of the research are X MIPA 3 of SMAN 1 Jambi. The class consists of 35 students but 2 do

not follow the test. The result of the research student's ability in writing descriptive text at the tenth-grade students of SMAN 11 Jamb is good because from 33 students, 18 students or (55%) got to score 13-16 and the level of student's ability is good. The differences between Hariyadi et al research and this research consist of the indicator in writing assessment, the respondents, place of research, and method of research.

2. Siregar et al (2020) conducted the research "Students' Ability in Writing Descriptive Text". The aim of the research finds out students' ability on writing descriptive text at grade VII SMP N 11 Padangsidimpuan. The data were collected from students' writing test. The respondents consist of 70 students from 3 classes as the sample of the research. The result of the research showed the students writing descriptive text mastery in a good category. The differences between Siregar et al's research and this research consist of the indicator in writing assessment, the respondents of the research, the place of the research, and the aim of the research.

3. Nisa et al (2020) conducted the research "An Analysis of Students' Ability in Using Noun Phrases in Descriptive Text at SMA N 1 Rao". This research aims to analyze the students' ability in using noun phrases in the descriptive text at SMA N 1 Rao based on structures of noun phrases by Greenbaum and Nelson. The sample of the research is 32 students selected by using the cluster random sampling technique. The result of the research was found students' ability in using noun phrases was 74,53% as a fair category. In students' writing, the structures the students have the most problem are:

determiner + pre-modifier + noun (40,32%), determiner +noun (38,93%) and determiner + pre-modifier + noun + post-modifier (37,5%). The differences between Nisa et al research and this research consist of aims of the research, research design, respondents of the research, and the place of the research.

4. Dewi et al (2020) conducted the research "An Analysis of Students' Errors in Writing Descriptive Text at Tenth Grade of SMAN 1 Tulungagung in Academic Year 2018/2019". The aim of the research finds out the students' errors in the use of grammar when they produce an English writer of the descriptive text. The participants of the research consist of 25 students of tenth grade. The result of the research that students have difficulties in using correct sentence structure, especially in incomplete or fragmented sentences. The differences between Dewi et al' research's and this research consist of the aims of the research, respondents, place of the research, years.

Based on the previous researches above, there are many significant differences among this research such as the aim of the research, respondents, and method in this research, the indicators of assessment, and the result of the research. The participants in this research are students of X IPS 2 SMA N Tulakan. This research uses online media to support the research because of the condition. There are six indicators in writing tests such as organization, content, grammar, vocabulary, mechanics, and word choice.