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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Writing

Writing is important in our life, that we cannot avoid it in our life. It can facilities for communication by transmitting information to everyone by written language. In other words, writing can make short distance among writers and readers. Nunan (1989 p.2) said that writing can transfer the message from writers to readers. it is clear that writing is important to support our communication to other.

Writing is a complex skill involving multiple processes (Westwood, 2008, p.58). A writer needs to have skills that support writing. Because it needs many more skills to be good writer. It should be mastered by everyone because if someone does not understand and know how to write, they will be able to express their ideas in writing language. To master writing is not an easy job because writing is supposed as an extremely complex cognitive activity.

Additionally, Hughey (1983, p. 35) stated that “writing is a way of discovering and developing ourselves, it is a means for self-actualization. What is learned through writing can help realizing individual potentials and to achieve personal goals.

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Therefore, besides being an external activity through which we communicate with others, writing also serves our inner selves. It is clear that writing can be a tool for communication that we can communicate with others through writing down on papers to share our feeling or our ideas. Then, there are four interrelated factors, which always involve writing as communication. They are:

- a. Audience (who)
- b. Purpose (why)
- c. Content (what)
- d. Form (how)

Correspondingly, writing is one of four language skills that need more attention from the students to make a good writing. Writing is a process or an application of putting symbols, words, sentence or paragraph and produces the text so that people can read and understand its content.

Hughey (1983, p. 3) also reported that “writing differs from speech in several important ways. His statement was also supported by Vygotsky’s idea in Hughey (1983, p. 3), that is composing written discourse is a separate linguistic function, differing from oral speech in both structure and mode of functioning. Even its minimal development requires a high level of abstraction.”

Furthermore, according to Nunan (1991, p. 88), the learner’s purposes of writing, which transcend, are producing text from teacher. However, the student’s concerns and interests are acknowledged can

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be developed rapidly through writing skill. In which forming words to be a coherent sentence in a paragraph can practice it.

Through writing, students can express their ideas, feelings and creativities. Writing for some writer have different purposes. By knowing the purpose, students will be easy to decide the techniques to achieve good writing. Therefore, students need identify a purpose of their writing.

Likewise, Langan (1986, p. 89-90) stated that “people who want to study about writing are prohibited to believe that writing is the natural gift. Because people with this attitude will think that, they are only one, for whom writing is an unbearably difficult activity. Even the result of the attitude is that people do not do their best when they write, thus their writing fails chiefly, because they have brainwashed themselves to think that they do not have the natural talent needed to write, until their attitude changes, they probably do not learn how to write effectively.”

He also stated that realistic attitude about writing should build on the following two ideas:

- a) Writing is a hard work for almost every one.

Writing needs a long process and involves several aspects, for instance grammar, organization, vocabulary, and fluency.

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## b) Writing is a skill.

Almost the same with the other skills, we can learn it if we decide that we are going to learn and then really work on it.

Based on the explanation, the researcher concludes writing is more respectable by learners because writing is not only developing their idea in a paragraph but also arranging it in a process of writing.

**2. Writing Ability in Descriptive Text****a. Defenition of Descriptive Text**

Priyana, Irjayanti and Renitasari (2008, p.18) reveal descriptive text is a text which focuses on the characteristic features of particular thing, e.g. animal, book. Description are usually organized to include:

- 1) An introduction to the subject of description
- 2) Charecteristic feature of the subject, e.g. physical appearance, qualities, habitual behavior, significant attributes.

Based on the explanations, descriptive text is to describe or depict the appearance of persons, animals, things, or other physical items as well as object whose features are concrete or touchable. It usually may engage its readers' mind or the readers may imagine what have been depicted for it is described by using sensory language involving five senses, such as sight, hearing, smell, taste, and touch.

**b. Grammatical Features of Descriptive Text**

According to Juanita siahaan (2013 p.115) Linguistic features of descriptive text are: use specific participant, written in present tense,



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use linking verbs, use adjective, use relational and material processes. It means there are some linguistic features of descriptive text. Those are specific participant, written in present tense, use linking verbs, use adjectives, use relational and material processes.

#### c. Generic Structure of Descriptive Text

According to Artono Wardiman et al. (2008 p.100) mentions that the structure of descriptive writing or text into two as follows:

- 1) Identification which identifies the phenomenon to be described of things, persons, animals, and so on.
- 2) Description which describes the parts, qualities, and characteristics of the things, persons, animals, and so on.

#### 3. Students' Writing Ability in Descriptive Text

writing ability is the skill to express idea, thoughts, and feelings to other people in writing symbols to make other people or readers understand the ideas conveyed. It means that writing ability of a person to express his or her ideas, feelings, or something in his or hers minds to others by using writing language.

Descriptive text tells what the subject looks, sounds, feels, tastes, and / or smells like. According to Syafi'i et al. ( 2007 p. 47) mention that a descriptive paragraph describes idea and example focused on a particular subject. It attempts neither to argue non persuade. when writer is writing a text that is entirely descriptive. we use vivid language to make whatever writer is describing come alive.

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#### 4. The Factor Influences Students Ability in Writing Descriptive Text

There are some factors that influence writing ability, one of them is lack of practice. This is the dominant factor that can obstruct writing ability. If the students are lack of practice on their writing, they will not able to write English well although they have good teacher. Furthermore, lack of self confidence can also obstruct writing ability.

The influential factors of the students' writing ability may not be separated from the influential factors of learning. According to Purwanto, there are two big factors that influence students in learning process. They are as follows:

- a. Internal factors, which include psychological aspects, such as interest, motivation, attitude, and talent.
- b. External factors, which include environment factors (natural and social factors) and instrumental factors (curriculum, teacher, facilities, management, and administration)

#### 5. The Nature of Sentence Pattern

According to Mallory Lee ( 2014, p. 1) Sentence pattern is the variety of simple and complex sentences that you use in writing and the way they are arranged within the paper. It can be concluded that, sentence pattern is also influence the writing ability because it is the way to arrange the sentence in your writing.

According to Lewis in Sepri Thesis (2013, p.24) defined sentence pattern as the grammatical arrangement of word in sentences. By using a

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wide variety of sentences, your writing can avoid boredom and can get your point across effectively.

According to McWhorter (1986, p.70) a sentence expresses at least one key idea, which consists of a simple subject and a verb. In addition, Anker explains in Sepri thesis (2013, p.24-25) that a complete sentence in written standard English must have these three elements: a subject, a verb, and a complete thought. Here is an example of English sentence that made up of its basic components: "The cat sat." In detail,

- a. The subject of a sentence is the person, place, or thing that primarily acts, experiences, or is described in a sentence. The subject of a sentence can be a noun or a pronoun. To find the subject, ask yourself, Who or what is performing the action in the sentence?

Person as subject : Ilham arrived last night.

[*who* is the sentence about? *Ilham*]

Thing as subject : The restaurant has closed.

[*what* is the sentence about? the *restaurant*]

Language Note: English sentences always have a subject because the verb does not always have an ending that identifies the subject.

Example: Incorrect: Took the test.

Correct: Jerome took the test.

A compound subject consists of two or more subjects joined by *and*, *or*, or *nor*. Two subjects: Kelli and Kate love animals of all kinds.

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Several subjects: The baby, the cats, and the dog play well together.

A preposition connects a noun, pronoun, or verb with other information about it. A prepositional phrase is a word group that begins with a preposition and ends with a noun or pronoun, called the object of a preposition. The subject of a sentence is *never* in a prepositional phrase.

Example : Your dinner is in the oven.

Your dinner (Subject) is in (Preposition) the oven(Object of Preposition)

In the oven (Prepositional phrase)

- b. Verbs, every sentence has a main verb, the word or words that tell what the subject does or that link the subject to another word that describes it. Verbs do not always immediately follow the subject: Other words may come between the subject and the verb. There are three kinds of verbs: action verbs, linking verbs, and helping verbs.

#### 1) Action Verbs

An action verb tells what action the subject performs. To find the main action verb in a sentence, ask yourself: What action does the subject perform?

Action Verbs: The band played all night.

The alarm rings loudly.



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## 2) Linking Verbs

A linking verb connects (links) the subject to another word or group of words that describes the subject. Linking verbs do not show an action. The most common linking verb is *be* (*am, is, are,* and so on). Other linking verbs, such as *seem* and *become*, can usually be replaced by a form of the verb *be*, and the sentence will still make sense. To find linking verbs, ask yourself: What word joins the subject and the words that describe the subject?

Linking Verbs:        The bus is late.

I feel great today. (I am great today.)

My new shoes look shiny. (My new shoes are shiny.)

The milk tastes sour. (The milk is sour.)

Some words can be used as either action verbs or linking verbs, depending on how the verb is used in a particular sentence.

Action Verb:        Justine smelled the flowers.

Linking Verb:        The flowers smelled wonderful.

## 3) Helping Verb

A helping verb joins the main verb in a sentence to form the complete verb. The helping verb is often a form of the verbs *be*, *have*, or *do*. A sentence may have more than one helping verb along with the main verb.

Helping Verb + Main Verb = Complete Verb

Sharon was listening to the radio as she was studying for the test.

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[The helping verb is *was*; the complete verbs are *was listening* and *was studying*.]

Action Verb : Nilam graduated last year.

[The verb *graduated* is an action that Nilam performed.]

Linking Verb: Nilam is a graduate.

[The verb *is* links Nilam to the word that describes her: *graduate*.

No action is performed.]

Helping Verb : Nilam is graduating next spring.

[The helping verb *is* joins the main verb *graduating* to make the complete verb *is graduating*, which tells

- c. A complete thought is an idea, expressed in a sentence, that makes sense by itself, without other sentences. An incomplete thought leaves readers wondering what's going on.

Incomplete Thought : because my alarm didn't go off

Complete Thought : I was late because my alarm didn't go off.

To determine whether a thought is complete, ask yourself: Do I have to ask a question to understand?

Incomplete Thought : In my wallet [You would have to ask a question to understand, so this is not a complete thought.]

Complete Thought : My ticket is in my wallet.

However, English sentences are sometimes made up of basic components and extra information that make the sentence more detailed. The basic components and extra information are subject, verb, and object. For example, "The cat sat on the mat." The object

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gives extra information about the cat - in this case, about its location. Explanations above imply that a sentence has pattern so that it can express ideas and has clear meaning. In English, every sentence is a sequence of words, but not every sequence of words is a sentence. The sequence of words can be said as a sentence when they conform to the rules of sentence pattern. Therefore, Lewis defines sentence pattern as the grammatical arrangement of words in sentences. In other words sentence pattern can be simply defined as system of rules to compose or combine words in order to make sentence. This definition implies that knowledge of sentence pattern is very important for language learners. It is because, this knowledge helps them to create meaning from the written or spoken communication.

### 6. Students' Understanding Sentence Pattern

In English, there are many sentence patterns. But, basically there are only six patterns as the basic sentence patterns in English. Anker in sepri thesis (2013, p. 24) explained that although there are other patterns. They built on these six, we can limit sentence pattern on these six. explain the six basic English sentence pattern as follows:

- a. Subject-Verb (S-V).
- b. Subject- Linking Verb-Noun (S-LV-ADJ)
- c. Subject- Linking Verb - adjective ( S-LV-ADJ)
- d. Subject – Verb – Adverb (S-V-ADJ)
- e. Subject-Verb-Direct Object(S-V-DO). A direct object directly receives the

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- f. Subject-Verb-Direct Object-Indirect Object. An indirect object does not directly receive the action of the verb.

Students' has an ability to identify the six basic English sentence patterns above indicates their understanding of sentence pattern. In other words, a student can be said understand the sentence patterns, if he/she can identify the six basic English sentence patterns.

The writing is also described in the syllabus of School-Based Curriculum at the Junior High School 10 Tapung in which students learn sentence patterns. There are the sentence petterns described in the syllabus at the Junior High School 10 Tapung.

- a. Students are able to write a Subject and Verb in made a sentence
- b. Students are able to determine a to be in sentence
- c. Students are able to write a sentence based simple present tense
- d. Students are able to used the conjunction correctly.

Here discussion about those three sentence pettern

- a. Simple Sentences

Accordding to Mallory Lee (2014, p. 2) Simple sentence contain only one independent clause. In other opinion, Jimmie ( \_\_, p.3) Simple Sentence an indenpendent clause, it can be a sentence and capatilize the first word and use punctuation at the end.

Simple Sentence : Subject + Verb +words to complete the thought

Example : We read the book. ( Kami membaca buku)

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## b. Compound Sentence

According to Mallory Lee ( 2014, p.2) compound sentence contain two or more independent clause that are conjoined by a conjunction or a connecting word they are for, and, nor, but, or, yet, so. Jimmie ( \_\_, p.4) defined that compound sentence is a sentence that has two independent clause joined together correctly.

Compound Sentence: S + V + word to complete the thought + Coordinating Conjunction ( and, but, so, or, nor, yet, for) + S + V word to complete the though.

Example: Betty waited for the train, but the train was late.

## c. Complex Sentence

According to Mallory Lee ( 2014, p.3) Complex sentences contain one independent clause with one or more dependent clause. and also according to Jimmie ( \_\_, p.4) Complex sentence a sentence with a dependent clause an independent clause.

Complex Sentence : S + V + wordss complete the thought + Subordinating Conjunction ( after, before, because, although, until, while, where, as far as, if, when, since, even though, whether, unless, as soon as) + S + V + word to complete the though.

Example : after eating lunch at the cheesecake factory, tim went to the gym to exercise.

In conclusion, Students are able to identify simple sentence Students are able to identify compound sentence and Students are able

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to identify complex sentence to make a good writing in descriptive text.

## 7. The Correlation between Students Understanding Sentence Pattern and Writing Ability in Descriptive Text

According to Mallory Lee (2014 p.1) there is a relationship between writing ability and sentence pattern. Sentence pattern is the variety of simple and complex sentences that you use in writing and the way they are arranged within the paper. It can be concluded that, sentence pattern is also influence the writing ability because that is the way to arrange the sentence in your writing.

According to Lewis in Sepri Thesis (2013, p.24) defined sentence pattern as the grammatical arrangement of word in sentences. By using a wide variety of sentences, your writing can avoid being boring or repetitive and can get your point across effectively.

Lado (1977: 142) defined the structure of sentence (grammatical structure) is a word in the sentence pattern drafting and preparation of word elements being said. The sentence is a combination of two or more words that produce a final understanding and intonation patterns. Each sentence has a constituent element of the sentence. A combination of elements will form a sentence that implies. So the sentence is a unit of language that contains a "mind" or "mandate" complete. Fries (1952:9) said that "a sentence is a group of words expressing a complete thought" Furthermore he said that "a sentence is a word or group of words standing

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between an initial capital letter and a mark of end punctuation or between two marks of end punctuation.

Sentence pattern is important to manipulate because it can make your writing more appealing to the reader by presenting your information and ideas both in plain, blunt ways, and in more complex combinations.

By using a wide variety of sentences, your writing can avoid being boring or repetitive and can get your point across effectively. The better the students understanding on sentence pattern, the better their ability in writing.

**B. Relevant Research**

There are so many relevant researches which have relevancies to the research about sentence pattern and writing area. Relevant research is required to observe some previous writers conducted by other writers in which they are relevant to our research itself. Writers are various, either in general or in specific one. Dealing with this research, there are several relevant researches taken that have been investigated by previous writer concerning about sentence pattern and writing.

First, the research was conducted by Sepri, entitled “ The Contribution of Students’ understanding of Sentence Pattern Toward Their Reading Comprehension ”. He found that there is the correlation between students’ understanding of sentence pattern toward their reading comprehension.

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Second, an jurnal by Ratna Sari Dewi ( 2014), department of English, University of Syarif Hidayatullah Jakarta, entitled “ A Correlation between Mastery of sentence structure and diction with English writing skills. The result of study confirmed that (1) there is a positive correlation between the mastery of sentence structure with writing skill. (2) there is a positive correlation between the mastery of diction with writing skill, and (3) there is a correlation between the mastery of sentence structure and diction with writing skill. The method implemented in this research was descriptive method with a correlation technique. The population gathered in this study was all 9th grade students of Al Syukro Islamic Junior High School, Ciputat, South Tangerang.

**C. Operational Concept**

Operational concept is a main element to avoid misunderstanding and misinterpretation in scientific research because a concept is a diagram to operate the abstract from in this research plans to measure. In this research, it consists of two variables, variable X is the students' understanding of sentence pattern at state junior high school 10 Tapung kampar of the first semester, and variabel Y is students' ability in writing descriptive text at state junior high school 10 Tapung kampar of the first semester, The Indicators are operationally conceptualized as follows:



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## 1. The indicators of Variable X ( Sentence Pettern )

Students are able to identify the six basic English sentence pattern

- a. Subject – Verb ( S-V)
- b. Subject – Linking Verb ( Tobe ) – Noun ( S –Tobe – N)
- c. Subject – (Tobe) – adjective ( S - Tobe – Adj)
- d. Subject – Verb – Adverb ( S- V – Adv )
- e. Subject – Verb – Direct Object ( S – V – DO)
- f. Subject – Verb - Direct Object – Indirect Object ( S – V – DO – IO)

## 2. The Indicators of Variable Y ( Writing Ability of Descriptive Text )

- a. The ability of students to write identification of descriptive text grammatically correct.
- b. The ability of students to write description of descriptive text grammatically correct.

**D. Assumption and Hypothesis of The Research****1. The Assumption**

- a. Every student has different degree of a ability in writing sentence pattern and in writing descriptive text.
- b. Every student has different achievement in writing ability of descriptive text.
- c. The better students' understanding in sentence pattern, the better students' writing ability in descriptive text.

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**2. The Hypothesis****a. The Null Hypothesis (Ho)**

There is no significant correlation between students' understanding of sentence and their writing ability in descriptive text at the eight grade of State junior High School 10 Tapung.

**b. The alternative hypothesis (Ha)**

There is significant correlation between students' understanding of sentence pattern and their writing ability in descriptive text at the eight grade of State junior High School 10 Tapung.