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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Nature of Writing

There are four basic skills of the English language learning, i.e. listening, speaking, reading, writing. Those skills are divided into receptive skills and productive skills. The receptive skills are reading and listening, because learners do not need to produce language to do these, they receive and understand it. They can be contrasted with the productive skills of speaking and writing. In the process of learning new language, learners begin with receptive understanding of the news items, and later move on to productive use. Learners usually learn to listen first, then to speak, then to read, and finally to write.

Writing becomes the most difficult skill when it is learned by the foreign language learners. "Writing is a difficult skill for native speakers and non-native speakers; because writers must be able write it in multiple issues such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling, and capitalization" Rass (2001, p.30). According to Brown (2001): "writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization". It means that writing is difficult for students as a non-native speaker. Students must be able write descriptive text by knowing such as content, organization,



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purpose, audience, vocabularies and mechanics such as punctuation, spelling and capitalization.

Writing is an important skill to be mastered in learning English as a foreign language. According to Bello (1997) states that writing enhances language acquisition as learners experiment with words, sentences, and other elements of writing to communicate their idea effectively, and to reinforce the grammar and vocabulary they are learning in class. It means that writing is not only means of communication where students can share their views and thoughts, it is actually a pre request to master other language skill.

There are some definitions of writing stated by experts. According to Nunan (2003, p. 88), writing can be defined by a series of contrast. The first, writing is both a physical and mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium. On the other hand, writing is the mental work of investing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. The second, its purpose is both to express and impress. Writers typically serve two masters: themselves, and their own desires to express an idea or feeling, and readers also called the audience, who need to have ideas expressed in certain ways. Writers must then choose the best form for their writing, depending on its purpose. The third, it is both a process and a product. The writer imagines, organizes,

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drafts, edits, reads, and rereads. This process of writing often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience, is a product.

Writing is how to produce a written product. The process involves a series of thinking activities in which the writers have to transform their ideas coherently and cohesively into written text. According to Elbow in Brown (2001, p. 337), writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive. Writers are not only required to transmit a message but also to grow and cook a message.

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete (Ghaith, 2002). It is an activity that encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

From the descriptions above, it can be concluded that writing is a process of organizing ideas in which the writer is demanded to perform creativity in using the language skills to produce a written text.

a. The Process of Writing

According to Blanchard and Root (2003, p. 41) there are three steps involved in a writing process:

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1) Prewriting

The first step in the writing process is thinking about your topic and organizing your ideas. This step is often called prewriting because we do the step before we start writing. The experience, observations, and interactions that students have prior to entering the classroom have an impact upon what they will write and how they will write it. Within the classroom, prewriting prompts and activities can be integrated into the writing process as scaffolds by teacher to help students generates ideas for their writing and to practice the thinking skills inherent in the activity.

2) Writing

In writing student will rely on a least four types of knowledge : knowledge of the content, procedural knowledge to organize the content, knowledge of conventions of writing, and procedural knowledge required to apply the three other types of knowledge in composing a written product (Hillocks in O'Malley, 1996: 136). It is also supported by Tribble (1996: 43) that in order to understand a specific task in writing, a writer requires the range of knowledge which can be summarize as follows:

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Table II.1
Types of Knowledge in Writing

1. Content knowledge	Knowledge of the concept involved in the subject area.
2. Context knowledge	Knowledge of the context in which the text will be read.
3. Language system knowledge	Knowledge of those aspects of the language system necessary for the completion of the task.
4. Writing process knowledge	Knowledge of the most appropriate way of preparing for a specific writing task.

In addition, Nunan (1998, p.37) states successful writing involves:

- a) Mastering the mechanics of letter formation
 - b) Mastering and obeying conventions of spelling punctuation
 - c) Organizing content at the level of the paragraph and the complete text to reflect given/new information and topic/comment structure
 - d) Polishing and revising ones initial efforts; and
 - e) Selecting and appropriate style for ones audience.
- 3) Revising

When student have an authentic audience and purpose, they want to rework their written drafts, polishing them for presentation or publication. Going public means taking a huge risk the student self esteem is on the line. So, the decision about how and with whom to share their writing must be up to the student writer. Teacher may encourage students to share certain pieces or determine the number of pieces that student are required to share or

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publish within a set time period, but ultimately the decision about which pieces to share, and with whom, should be left up.

Based on definition above, the writer concludes that the process of writing are: (a) Prewriting (b) Writing (c) Revising after we have chosen a topic and narrowed it, the next prewriting step is to collect information and develop ideas.

b. The Aspect of Writing

In order to measure the students' writing ability, there are some aspect must be explained. According to Jacobs et al (1981: 90) the aspect focuses on content, organization, vocabulary, language use, and mechanics. They are explained as follow:

1) Content

Content refers to the substance of writing, the experience of main idea. i.e., group of related statements that a writer presents as unit in developing a subject. Content the paragraph do the work of conveying ideas rather that fulfilling special function of transition, restatement, and emphasis.

2) Organization

Organization refers to the logical organization of content. It is scarily more than attempt to piece together all collection of fact and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its materials and working to

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bring particulars of its subject in line with what is still only a half-formed notion of purpose.

3) Vocabulary

Vocabulary refers to the selection of words which are suitable with the content. It begins with the assumption that writer wants to express the ideas as clearly and directly as he/she can. As a general rule, clarity should be his/her prime objective. Choosing words that express his/her meaning is precisely rather than skews it or blurs it.

4) Language Use

Language use refers to the use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationship in paragraph writing.

5) Mechanic

Mechanic refers to the use graphic conventional of the language, i.e., the step of arranging letters, words, and paragraphs by using knowledge of structure and some others related to one another.

Meanwhile, Brown (2001, p.15) proposes five major aspects of writing that have to be required by a writer in producing a written text namely content, organization, grammar, vocabulary, and mechanics. Content deals with thesis statement, related ideas, development ideas,

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and the use of description. Organization covers the effectiveness of introduction, logical sequences of ideas, conclusion, and appropriate length. Grammar includes rules of verbs, agreement, articles, pronouns, etc. Vocabulary includes intended information, attitudes, feeling, and appropriate words including prefix, suffix, and also idioms. Mechanics include the use of spelling, punctuation, citation of reference, and appearance. In this research, the researcher applies those aspects of writing stated by Brown.

c. The Purpose of Writing

State University of New York stated categorizes that the purpose of writing into four categories, namely: to express oneself, to provide information, to persuade, and to create a literary.

1) To Express oneself

Its main purpose is to make connections to others and to contribute to human thought and culture and to establish and deepen human contact.

2) To Provide information

The writer generally explains type of writing is clear, accurate, organized, through and above all fair.

3) To Persuade

The writers goal is change the minds of the readers or at least to get the readers to question their position on a debate and consider the writers point of view.

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4) To Create a Literary

A form of writing that is not a composition style writing, but with the purpose to entertain more than inform.

Based on the explanation above, the writer concludes that there are four purposes of writing that should be known by the writer. Relate to University of New York categories it, they are: (a) to express oneself (b) to provide information (c) to persuade (d) to create literary. So, which one we use for our needs, its depends on us. Writing gives many information there.

d. Types of Writing

Writing skills can be classified according to two different viewpoints. The point of the activity or activities in implementing writing skills and writing the results of the product. Classification writing skills based on the viewpoint of both generating division writing products. The type of writing system which exist in the native language is an important factor in determining to easy of speech with which student learn to write. According to Finnocchiaro (1974) there are two types of writing:

1) Practical Writing

This type deals with the fact and functional writing. It is purposed to special goal that we can find it in letters, papers, summaries, and outlines.

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2) Creative or Imaginary Writing

This type usually exist in literature. Such as novel, romance, poem, short story, science, fiction, etc.

According to Meer (2015) there are four types of writing are as follows:

1) Expository Writing

Expository writing main purpose is to explain. It is subject oriented writing style, in which authors focus on telling you about a given topic or subject without voicing their personal opinions. They furnish you with relevant facts and figures but do not include their opinions. This one of the most common types of writing style, which you always see in textbooks and how to article. The author just tells you about a given subject, such as how to do something.

2) Descriptive Writing

Descriptive writing main purpose is to describe. It is a style of writing that focused on describing a character, an event, or a place in great detail. It can be poetic when the author takes the times to be very specific in his or her descriptions.

3) Persuasive Writing

Persuasive writing main purpose is to persuade. Unlike expository writing, persuasive writing contains the opinions and

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biases of the author. To convince others to agree with the authors point of view, persuasive writing contains justifications and reasons. It is often used in letters of complaints, advertisement or commercials, affiliate marketing pitches, cover letters, and newspaper opinion and editorial pieces.

4) Narrative Writing

Narrative writing main purpose is to tell a story. The author will create different characters and tell you what happens to them (sometimes the author writes from the point of view of one the characters this is known as first person narration). Novels, short stories, novellas, poetry, and biographies can all fall in the narrative writing style.

2. Nature of Descriptive text

Descriptive text is description about characteristic features of a particular thing. According to Oshima and Hogue (1997, p.50), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and sound. In addition, a good description is like a “word picture”, the reader can imagine the object, place, or person in his on her mind. A writer of a good description is like an artist who paints a picture that can be “seen” clearly in the mind of the reader.

The generic structure of a descriptive text are as follows: (1) identification: an introduction to the subject of the descriptions (2) description of features: describe the characteristic features of the subject.

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While the language features of a descriptive text are as follows: (1) use of particular nouns (2) use of detailed noun groups to provide information about the subject (3) use of a variety of types of adjectives (4) use of relating verbs to provide information of the subject (5) use of thinking and feeling verbs to express the writers personal view about the subject or to give an insight into the subjects thoughts and feelings (6) use of action verbs to describe the subjects behavior (7) use of adverbials to provide more information about this behavior (8) use of similes, metaphors and other types of figurative language, particularly in literary description.

3. Purposes of Descriptive text

As social beings, we want to share our experience, so we write to others to describe things such as vacations, childhood homes, and people we encounter. We even use description to persuade others to think or act in particular ways; advertisers describe products to persuade us to buy them: travel agents describe locales to entice us to visit them and real estate agents describe properties to stimulate a desire to see them. Description enables us to entertain, express feelings, relate experience, inform, and persuade.

Although it can serve a variety of purposes, description is most often expressive, so it most often helps writers share their perceptions. As human beings, we have a compelling desire to connect with other people by sharing our experience with them.

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Table II.2
Purpose for Description

Purpose	Description
To entertain	An amusing description of a teenager's bedroom
To express feelings	A description of your favorite outdoor retreat so your reader understand why you enjoy it so much
To relate experience	A description of your childhood home to convey a sense of the poverty you grew up in
To inform (for a reader unfamiliar with the subject)	A description of a newborn calf for a reader who has never seen one
To inform (to create a fresh appreciation for the familiar)	A description of an apple to help the reader rediscover the joys of this simple fruit
To persuade (to convince the reader that some music videos degrade woman)	A description of a degrading music video

4. Kinds of Descriptive Text

As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

a. Description of People

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked "What's so-and-like?" in replying, you might resort to identification, an impression, or a character sketch, depending on the situation. Let's examine each.

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1) Identification

Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consist only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes) and recognizable marks (scars, birthmark).

2) Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits.

3) Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profile, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people *look* or *seem* like: it will show what they *are* like. A

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character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks cheerleaders, art students, religious fanatics, television devotes.

b. Description of Places

In describing a place for example a room, what should you describe first? The walls ? The Floor ? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentence in descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentence should not be randomly arranged.

The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. The arrangement of the details in your description depends on your subject and purpose.

c. Description of things

To write a description about something, the writer must have a good imagination about the thing that will be describes. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

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1) Using Proper Noun

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of *proper nouns*, which as we know, are the names of particular persons, places, and things. For example; Arizona, University of Tennessee. Including proper nouns that the readers recognize easily can make what we are describing more familiar to them.

2) Using Effective Verb

We know how important verbs are to narration, but effective verbs can also add much to pieces of description. Writers use verbs to make descriptions more specific, accurate, and interesting.

d. Generic Structure of Descriptive Text

- 1) The generic structure of a description are as follows:

Table II.3
Generic Structure of Descriptive Text

Generic Structure	Function
Identification	<ul style="list-style-type: none"> • It is a statement or a short paragraph that identifies the object that is going to be described. • It is usually interesting and able to provoke the readers to be eager to read the text.
Description	<ul style="list-style-type: none"> • It may consist of one of several paragraphs. This part is used to give sufficient description about the object as mentioned in the identification part. • The description of the object can be done according to different angles, such as size, length, strength, color, height, condition of the location, weather, qualities, shape, etc.

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- 2) The generic features of description are :
 - a. Verb in the present tense
 - b. Adjective to describe the features of the subject
 - c. Topic sentence to begin paragraphs and organize the various aspects of the description.
 - d. The factual description scaffold.
 - a) A general opening statement in the first paragraph
 - (1) This statement introduces the subject of the description to the audience
 - (2) It can give the audiences brief details about the when, where, who, or what of the subject
 - b) A series of paragraphs about the subject
 - (1) Each paragraph usually begins with a topic sentence
 - (2) The topic sentence previews the details that will be contained in the remainder of the paragraph
 - (3) Each paragraph should describe one feature of the subject
 - c) A concluding paragraph (optional)
 - (1) The concluding paragraph signals the end of the text.

e. Language Features of Descriptive text

Language features of the descriptive text have been observed by several writers such as Derewianka (1990), Emilia (2004), Knapp and Watkins (2005), Hawa (2008) and Andrew (2008).

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- 1) The use of simple present tense. Example: glasses, eat, sing, lays, swim.
- 2) The use of adjective. Example: two strong legs, sharp white fang.
- 3) The use of relational verb. Example: my favorite thing is my hand phone because it is important for me.
- 4) The use of thinking verb. Example: I think it is a clever animal
- 5) The use of action verbs. Example: our new puppy bites our shoes
- 6) The use of mental verbs. Example: she felt unhappy, he liked dancing
- 7) The use of linking verbs. Example: is, are, has, have
- 8) The use of noun phrase. Example: sweet young lady.

Example of Descriptive text

Based on explanation above, the writer brings up some example of descriptive text, as follow:

Example of Describing People

My Hero, Robin Hood

Robin Hood is a heroic outlaw in English folklore who according to legend, he was a highly skilled archer and swordsman. Robin hood is a good man, generous, cunning, funny. Then, he also intelligent, playful, carefree, gentle, happy, good-natured, and romantic person. And his beloved the townspeople for his deeds. Robin Hood likes helping the people. He also have a Goal in his life, that is “to rob from the rich and give to the poor”. Although he still to take from rich and give to the poor, actually he has a good intentions and noble.

Robin Hood weapon is bow, arrow. Robin Hood is apparently ambidextrous, as he can shoot an arrow with both hands. Even though, Robin Hood skilled in sword fighting. Due to spending most time in the woods, Robin Hood is very persistent in working in the woods.

Adapted from Wikia (Disney Wiki)

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f. Assessment of Writing

Experience has shown testing practice in English are not static but dynamic and changing. One controversial area in testing writing requires that test construction and evaluation criteria be based on course objectives and teaching methodologies. There are many reason for testing writing in the English language, include to meet diagnostic, proficiency, placement, achievement, and performance. Each purpose requires different test construction. Referring to this, there two kind of assessment students writing. They are process assessment and product assessment. Thus, a teacher will indicate that it is not only the product that is assessable, but that commitment to the process is also expected.

Process assessment is a kind of on going assessment used to keep tract of students progress in writing or to monitor the students progress in writing in which counting the number (score) of the composition is not regarded. The process assessment is designed to probe how the student write, the decision they make as they write, and the strategies they use. Therefore, the aim of process assessment is to give information about the students performance such as how far the students progress in writing is and whether any change is needed in the way of teaching strategy or not.

According to Brown (2001, p. 335) says product assessment focuses on assessing the students final composition, while Hyland (2004, p. 226) states that writing product can be assessed through

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employing some methods of scoring. There are three types of rating scales generally used in scoring writing. They are holistic, analytic, and trait-based scoring.

Hyland(2003, p. 227) states that a holistic scale is based on single, integrated score of writing behavior. A holistic judgement may be built into a analytic scoring rubric as one of the score categories. One difficulty with this approach is that overlap between the criteria that is set for the holistic judgement and the other evaluated factors cannot be avoided. When one of the purposes of the evaluation is to assign a grade, this overlap should be carefully consider and controlled. Holistic scoring would appear to be more subjective as it depends on the impression formed by the markers. It is obviously to be preferred where the primary concern is with evaluating the communicative effectiveness of candidates in writing. The evaluator should determine whether the overlap resulting in certain criteria is being weighted more than what is originally intended. In other words, the evaluator needs to be careful that the student is not unintentionally severely penalize for a given mistake.

An analytic scoring rubric, much like the checklist, allows for the separate evaluation of each of these factors. Analytic marking schemes are devised in an attempt to make explicit about their impressions. It uses criteria of the items measured. The item measured are: relevance and adequacy of content, compositional organization,

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cohesion, adequacy of vocabulary for purposes, accuracy of grammar, and mechanical accuracy for spelling and punctuation.

Table II.4
Rubric Score for Assessment writing Descriptive Text

Aspect	Score	Performance Description	Weighting
Content (C) 30% Topic Idea	4	The topic is complete and clear and the ideas are relating to the topic	3x
	3	The topic is complete and clear but the ideas are almost relating to the topic	
	2	The topic is complete and clear but the ideas are not relating to the topic	
	1	The topic is not clear and the ideas are not relating to the topic	
Organization (O) 20% Introduction Sequence Idea conclusion	4	Introduction is complete, has correct sequence idea, and conclusion is clear	2x
	3	Intoduction is almost complete, has almost correct sequence idea, and conclusion is almost clear	
	2	Introduction is complete, but has no sequence idea and conclusion is not clear	
	1	Introduction is not complete, has no sequence idea, and conclusion is not clear	
Grammar (G) 20% Use Present Tense Agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement	

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		Inaccuracies	
	1	Frequent grammatical or agreement Inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1,5x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% Spelling Punctuation Capitalization	4	It uses correct spelling, punctuation, and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominate by errors of spelling, punctuation, and capitalization	

Adapted from Brown (2001).

Different from analytic and holistic scoring, trait-based scoring focuses on whether or not each paper shows evidence of the particular trait or feature you want students to demonstrate in writing. Trait-based instruments are designed to clearly define the specific topic and genre features of the task being judged Hyland(2003, p. 229). Therefore, the advantages of this approach is in focusing on specific aspects of instruction that most reflect the objective being covered when the writing assignment given.

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B. Relevant Research

1. Rahmayunita (2014) *A Study Students Ability in Writing Descriptive Text at SMA Annur Pekanbaru*. The purpose of this study was find out the Students' Ability in Writing Descriptive Text in term of writing aspects made by The First Year of SMA Annur Pekanbaru. The study found that the students at SMA Annur Pekanbaru were good in writing descriptive text. After collecting data, the percentage of the result, namely; students that got Excellent score was 25%, students Good score was 60%, students got Bad score was 5%, and students got Poor score was 10%. The writers concludes that most of the students understood in writing descriptive text.
2. An Analysis of Students Ability and Difficulty in Writing Descriptive Text (A Case Study of Tenth Graders in A senior High School in Bandung by Junita Siahaan (2014) She founding revealed that nine texts written by Low, Mid, and High achievers were analyzed in terms of schematic structure and linguistic features using Systemic Functional Linguistics. In low achievers were still confused in identifying the schematic structure of descriptive text. Moreover, the low achievers still needed a lot of improvement as they still made a lot of mistakes in the text they wrote. On the other hand, it was also revealed that the In Middle achievers show their good control about the schematic structure of descriptive text. They also show their capacity in applying the linguistic features of descriptive text in the text they wrote. Different from low and middle achievers, high achievers show greater ability in writing. They also show their capacity in applying the linguistic features of descriptive text.

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Based on the relevant research above, it could be seen that it has similarity with this research; however, it also has differences starting from the research design, the level of the respondent, the total sample, and the technique of collecting and analyzing data. The researcher just focuses on students' ability in writing descriptive text which the sample was 30 students of senior high school. The data were collected using written tests about making descriptive text.

C. Operational Concept

Operational concept is the concept which is used to avoid misunderstanding and misinterpretation in scientific study. Syafi'i (2013, p.104) says "operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing-a research paper".

In carrying out this research, it is necessary to clarify the focus of the research. Using writing indicators as follows:

1. The students are able to write supporting ideas clearly.
2. The students are able to write thesis statement correctly.
3. The students are able to write sequence idea well.
4. The students are able to write identification.
5. The students are able to write description.
6. The students are able to use simple present correctly.
7. The students are able to write with appropriate words.
8. The students are able to use appropriate punctuation and spelling.