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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Writing

a. The Nature of Writing

Writing is one of the basic tools of civilization. Myles (2002: 1) said: the ability to write well is not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practices in formal instructional settings or other environments. Writing skills must be practiced and learned through experience. Then Hugley et al (1983: 3) explain that “writing is a communicative act. It depends upon the awareness of the social expectation”. This means as communicative act, writing can develop social relationship and social expectation because writing is one of the tools in communication. Furthermore, writing is an essential aspect of interaction on language teaching beside reading and speaking. Based on the ideas above, the researcher concludes that writing is a thinking process, a transaction with words followed by a physical act.

Writing skill is very complex. It includes many things that are used as criteria. A good deal of attention is placed on, model” compositions that students would emulate and how well a student

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final product measured up against a list of criteria that include content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation (Brown, 2001: 335).

For the writer hence, is expected to be able to arrange, organize the students" sentences clearly, coherently, and perfectly. Then, they should rewrite and revise it until what the students have written becomes plausible, understandable, and meaningful, so that the writer's message is easily understood by readers. So, whatever is written should be aimed at the reader, that person or persons who are expected read the composition.

Based on the description above, coherence means that the supporting sentences must be appropriate with the main idea. The sentences must be written systematically to make the reader understand the idea easily. Another criterion is cohesion. This part means that the supporting sentences must have relation to each other. All sentences must support the main idea. The writer may use the cohesive device to show the cohesion. The last criterion is unity. This part means that all the supporting sentences should relate to the topic sentence.

Finally, writing is a process of producing a text that includes lower and high self-regulated thinking. The writing in English should consist of beginning, middle and conclusion. Writing is very

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important for everyone when they want to express their idea through the use of sign, symbol, etc.

b. Purpose of Writing

There are four types of writing, they are: exposition (expository writing), persuasion (persuasive writing), narration (narrative writing) and description (descriptive writing). The idea of description is to make the thing described seem real to your reader's imagination. In general, people write for their own reasons. If we ask ourselves why we write at all, the first answer will be to get information to someone we cannot presently talk to.

Thus, writing allows us to transcend time. The second answer might be to solve the problem of volume, of having to store more than the human brain can remember. A less likely, but nevertheless important, the third reason for writing might be to filter and shape our experience. The purpose of writing is not only to teach someone to convey idea to the readers but also to reinforce all aspects of language that have been learned by the students. There is some additional and very important reason why writing is needed in teaching English.

According to Grenville (2001: 1), there are three purposes of writing: to entertain to inform and persuade, in this research focus to inform.

- 1) To entertain

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Writing to entertain generally takes the form of imaginary or creative writing. It means that the writer needs to use their creativity. It must not make the readers laugh, but engage their feeling in some ways.

2) To inform

Writing to inform has purpose to tell the readers about something. This kind of informative writing can focus on objects, places, procedure and events it can be seen in newspaper and article, scientific or business reports, instructions or procedures, and essays for school and university.

3) To persuade

The writer tries to convince the reader of something that a point of view is valid by presenting the fact or data so that readers follow writer opinions and act upon it.

The writer tries to conclude that many reasons when people want to write something because the purpose of writing is the essentially the same as the motive of writing. It depends on what the writer needs. It can be to get the information, to explain information or to amuse others or etc. like what the writer mentioned above.

The purpose of writing can realize goals that are not simple. According to Tarigan (1994: 23), the purpose of writing is the response or answer expected by the author from the reader. Based on these limitations, the purpose of writing includes the following:

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- a) Writing that aims to inform or teach is called information discourse (informative discourse)
- b) Writing that aims to be convincing or urgent is called persuasive discourse
- c) Writing that aims to entertain or please or which contains an aesthetic purpose is called literary writing (literary discourse)
- d) Writing that expresses strong and fiery feelings and emotions is called expressive discourse.

Based on the description above, it can be concluded that the purpose of one's writing is to inform, convince, entertain, and as an expression of feeling through a piece of writing.

c. Writing Analysis

There are some steps that a teacher should do to assess the ability of students' writing. Here are the steps based on Harris (1969:79):

- 1) Deciding in advance on the precise basis for scoring. The starting point is determining on the weight or emphasis that will be given to each of the various writing factors, such as content, formal grammar, style, and mechanics. The actual rating of the composition consists of:

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- a) The teacher must decide the number of score for each criterion. The total of all score criteria is the composition score.
- b) The teacher also makes a general judgment for all criteria. Those criteria are classified into some categories, such as very poor, poor, good, etc. The classification is based on the absolute standard. However, it also must consider the performance of a general class.

The system that is going to choose must consider the number of teacher. If there is only a teacher in the class, it will be better to use the first method. In contrast, if there are several scorers for marking the composition, the second way is more appropriate to give general impression for the essay.

- 2) Treating the paper without the students' name during scoring if possible. However, it will be very difficult to apply this method if the number of students is very small in a certain class. The teacher, of course, still remembers the students' handwriting and style. When the numbers permit, on the other hand, anonymous scoring is highly desirable, for identifications of papers often leads quit unconsciously to score bias. Papers maybe scored anonymously simply by having the students put their names on the unusual back of the sheets or on the cover of

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the test booklets which may all be folded back before scoring begins.

- 3) Scanning some papers to decide the general standard before the teacher scores any papers. Decide, for instance, a high, high-medium, low-medium, and low paper to serve the models. Then, as a teacher score the papers, return occasionally to the earlier models to ensure that the standards which are determined before are not shifting.
- 4) Having at least two independent readers for each theme, beginning with a practice session earlier for all readers in which they agree together on the rating of a sample of papers to establish the common standard, and making the grade for each composition the sum or the average of the ratings of the two or more readers. It is sometimes the practice, when the ratings of two readers do not agree, to leave the paper read a third time, and then to accept whichever rating is nearer to that of the third reader experiments have shown. However, that this practice makes the grade reliable than when the simple sum or average of the two ratings. The last three steps are used if the compositions are to be used to making crucial decisions about big numbers of students (as, for example, in a common experimental final examination)

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In short, there are some steps that a teacher should do to assess the students' writing text. The first is deciding the basic of scoring. The second step is scoring the paper anonymously. The third step is scanning the papers to decide the score standard and the last step is asking some readers to score the students' paper.

d. Types of Writing

In writing there are types of writing, such as: personal writing, academic writing, etc. According to Brown (2004:246), there are three genres of writing:

- 1) Academic writing, such as: theses, dissertation, academically focused journals.
- 2) Job related writing, such as: Advertisement, letter/email, manuals.
- 3) Personal writing, such as: Shopping list, diaries, invitation, reminders.

Thomas S. Kane (1988:108) said that there are four kinds of writing:

a) Exposition

Exposition reveals what a particular mind thinks or knows or believes. Exposition is constructed logically. It organizes around cause or effect, true or false, less or more, positive or negative, general or particular, assertion or denial. Its movement is

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signaled by connectives like therefore, however, and so, besides, but, not only, more important, in fact, for example.

b) Description

Description deals with perceptions most commonly visual perceptions. Its central problem is to arrange what someone sees into a significant pattern. Unlike the logic of exposition, the pattern is spatial: above or below, before or behind, right or left, and soon.

c) Narration

Narration is a series of related events a story. Its problem is twofold: to arrange the events in a sequence of time and to reveal their significance.

d) Persuasion

Persuasion seeks to alter how readers think or believe. It is usually about controversial topics and often appeals to reason in the form of argument, offering evidence or logical proof. Another form of persuasion is satire, which ridicules folly or evil, sometimes subtly, sometimes crudely and coarsely. Finally, persuasion may be in the form of eloquence, appealing to ideals and noble sentiments.

Finally, from the four kinds of writing the researcher focus on description. The description is a kind of genre that social function to describe a particular person, place, or thing.

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e. Writing Assessment

Schools measure the effectiveness of writing in many different ways. In order to do this, it is crucial we gather and analyze information before we begin writing, so that on conclusion we can repeat a similar assessment in order to measure to success of the writing.

According to Bachman (2004:71), assessment is the process of collecting information about a given object of interest according to procedure that is systematic substantively grounded. A product or an outcome of this process such as test score or a verbal description is also referred to as an assessment. Every subject in teaching learning process needs to assess; it includes English subject.

To assess the writing, the students need five components to construct writing such as content, organization, vocabulary, language use, and mechanics. These components need to create effective writing (Hughey, 1983:139).

1) Content

Content is one of the writing components that discusses about how the writes can think creatively and develop their thought to gather all information into communicative message. To develop contents, the writers need to define a term, to expand the point of view about subject discussed, or to elaborate examples in order to

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help readers understand the text or to persuade them about the validity of the arguments presented.

In the content, the writers need to think creatively, what they are going to write in their writing. The description of the content is knowledge, substantive and relevant ideas.

Knowledge is the fact or condition of knowing something with familiarity gained through experience or association. In writing descriptive text knowledge is needed to explain the subject to be describe.

Substantive is something that is substantial and based in fact. An example of a substance descriptive is one that can be describe something and that is based on real facts.

Relevant ideas are needed in writing, because in writing, because with there being relevant ideas then the text can be described in real and true. It can help the reader feel, see or hear what the author describes.

2) Organization

Organization is one of the components in writing that tells about the systematics of idea. If writing is to be intelligible, it must be produced in coherent sentences, clearly linked to produce fluent expression, ideas clearly stated, well organized, logically sequenced and cohesive. A writing is coherent if its paragraph is woven together or flow into each other.

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Organization refers to the ability of writers in organizing their sentence into a coherent and cohesive ideas. Besides, it refers to the fluent expression, clearly supported ideas, well organized and cohesive.

A well-constructed paragraph contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of your sentences and ideas. There are various ways to order your sentences, depending on your purpose.

In organizing ideas, the students also have to pay attention to the chronological order to their text. Chronological order is ordered by time; it uses to explain the process, for example where is Awal Bross hospital located? The students can use: first, second, next, etc. to explain about the future of the places. Chronological order also used to describe events period of time. In fact, only small numbers of the students used chronological order. The students confessed that these occurred because they did not write the outline before write the text and did not a list of ideas first. They directly wrote the ideas coming to their mind. So, it makes their text did not organize well and many repetition of ideas presented.

Coherence is the property of unity in a written text that stems from relationship between its underlying ideas, and from the logical organization and development of these ideas. A good

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paragraph has good coherence when ideas are arranged in a logical order. Paragraph may be organized according to sequence of time (chronological order), space (describing something from top to bottom or foreground to background) or arranging information in order of importance. Another common way of ordering information in a paragraph is to present the most general information first and then move on to focus on the more detailed specific information.

Cohesion is the property of flow and connection in a written text that stems from linguistic links among its surface elements. A paragraph has good cohesion when each sentence is clearly linked to the next through language. Individual sentences can have connections within them. A word that connects parts of a sentence is called a conjunction. The common coordinating conjunctions are: 'and', 'but', 'or', 'yet', 'nor'. There are also subordinating conjunctions. These establish the relationship between a dependent clause and the rest of the sentence. A few common example is: 'as', 'because', 'whereas', 'in order that', 'since', 'although'.

Coherence and cohesion mean that all of the parts are connected logically and linguistically to form a whole.

3) Vocabulary

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Vocabulary is a set of lexemes, including single word, compound words and idioms (Richard, et al, 2010:629). In writing, precise vocabulary also takes a part in influencing the readers so that the language can represent and strengthen what the writers want to say. The writers should pay attention to the usage of words and how to place those words effectively in writing.

Vocabulary is necessary for writers to become conscious of word, to consider their meaning, to enjoy their sounds and to respect their importance. Mastering vocabulary mean that the writers are able to select effective idioms, words choices and appropriate in their writing ability.

According, Hadfield (2008:45) divides vocabulary into two kinds of vocabulary, there are:

- a) Productive (active) vocabulary is words that they are able to produce themselves.
- b) Receptive vocabulary (passive) is words that they understand but may never produce.

Based on Nation (2001:11) states that we can distinguish four kinds of vocabulary in the text, those are:

(1) High-Frequency Words

High-frequency words are vocabulary which mostly appears in text. There is a small group of high frequency which is very important because these words cover a very large

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proportion of the running words in spoken and written texts and occur in all kinds of the language.

(2) Academic Words

The text is from academic textbook and contains many words that are common in different kinds of academic text: policy, phase, adjusted, sustained. Typically, these words make up about 9% of the running words in the text.

(3) Technical Words

The text contains some words that are very closely related to the topic and subject of the text. These words include indigenous, regeneration, pod carp, beech, rimy, and timber. These words are reasonably common in this topic area but not so common elsewhere. As soon as we see them, we know that topic is being dealt with. Technical words like this typically cover about 5% of the running words in a text.

(4) Low-Frequency Words

This group is included words like zoned, pioneering and perpetuity, aired and pastoral. They make up over 5% of the words in an academic text. There are thousands of them in the language, by far the biggest group of words. They consist of the technical words for other subject areas, proper nouns,

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words that almost include the high-frequency list and words that we rarely use in the language.

4) Language use

It is related to highlight effective complex construction, few errors of agreement, and the order of articles is used. In composing paragraphs or text, the mastery of grammatical order is very important for writer. It will influence what message that will be caught by the readers.

Language use refers to the effective complex construction, agreement, tense, number, word order, articles, pronoun and prepositions.

In writing descriptive text the students have to use an appropriate grammar, in this case simple present tense. In composing the text, students have to choose the appropriate and accurate words to express the ideas.

5) Mechanics

Mechanics is one of the components in writing that tells about punctuation, capitalization, and spelling. This component is required for writer to recognize the basic rules of writing in producing right meaning. Good writers demonstrate mechanically the aspects of writing including spelling, punctuation, capitalization, paragraphing and handwriting.

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Mechanics is the use of the graphic conventions of the language. It refers to the appearance of words, to how they are spelled or arranged on paper. The example of mechanic is when writing the first word of a paragraph, it must be intended. The other example of violating the mechanic rule is:

She dresses beautifully

She dresses beautifuly.

Those two sentences above violate the rule of mechanic. Conventionally writing a sentence must be started by capital letter and ended with punctuation such as period, question mark, or exclamation mark. The rule of spelling also states that the adverb form of beauty has two *Is* that must be beautifully.

The rules of mechanic try to make the writing seem consistent and clear. The convention may seem arbitrary. In fact, it was developed from thousands of experiences. The mechanic represents the economic and efficient way of writing.

There is a discussion about punctuation in the mechanic. This subject is a little bit complicated. Some punctuation is cut-and-dried, while the others fall into the area of usage or style.

The purpose of taking punctuation in writing is making the text clearer and reading easier. There are four function of punctuation, those are: a) Separating (e.g. a period separating sentences). b) Classifying or enclosing (e.g. parentheses enclosing

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extraneous information). c) Connecting (e.g. a hyphen connecting a unit modifier). d) Impacting the meaning (e.g. a question mark making an otherwise declarative sentence interrogative).

The function of punctuation mark is the basic rule governed and determined whether it is needed or not. The modern tendency is to punctuate to prevent misreading (open style) rather than to use all punctuation that is allowed by the grammatical structure (close style). Open style allows subjectivity, arbitrariness, and the use of some marks though it results in a more inviting product. The role of author's editor's subjectivity is crucial to make a well-punctuate text.

The main function of punctuations is to help the readers comprehend the intention of the writer. It could be done by choosing the appropriate grammar or logical structure of a certain sentence.

It will be very nice if the rule of punctuation could be reduced as simple as possible such as always using comma here, a semicolon, a dash in such-and such a place, etc. However, the role cannot be changed. It depends much on the writer's purpose. Punctuation is a group of absolute rule, general convention, and individual option.

The example of flexible rule is when a declarative sentence is ended by a period. However, taking a comma in coordinated

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independent clause is a convention (e.g. the sun had already set, and the air was growing chilly”). Sometimes comma is ignored when the clauses are not long and simple. Moreover, a comma or other mark is applied unconventionally because the writer wants to give an unusual stress or rhythm.

Punctuation does not warranty that anything goes although it practiced by the good writer that may seem a bland of rule, convention, and idiosyncrasy. The writer must learn when the rules are absolute; when the conventions give his/her allow to choose some option, such as and, of course, what the option are; and when the writer may follow the heart without forgetting the reading. The effort is done to punctuate effectively. The writer, of course, should consider who the readers are. The younger writer should study the punctuation harder that the older because they already have a good skill of punctuation.

In the discussion of various punctuations, the writer should differentiate the rules, conventions and unconventional but possible uses. The distinction is a little bit complicated. The writer should have a special strategy to make the rule easier. To reduce the confusion, it must be remembering that the pure communication is the simple rule underlying all effective punctuation.

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The other consideration is that punctuation is not something the writer imposes in a sentence after finishing writing it. Coma, semicolon and other marks are the part of grammar and style. The mistake in punctuation does not mean that the writer violates the arbitrary rule. She/he just shows the confusion of constructing the sentence. To write well, the writer must punctuate well; yet to punctuate well, the writer must also write well. Therefore, both punctuation and writing cannot be separated each other.

In short, mechanic is the use of language convention in writing. The convention is the rule of language. Punctuation is also discussion in mechanic. From the above, it can be seen that the writing process, as commonly conceived, is highly sophisticated skill combining a number of diverse elements, only some of which are strictly linguistics.

Based on components of writing above is used by the researcher to assess the students' ability in writing descriptive text using scoring types based on Brown (2007) as follows:

Table II.1
Criteria of Writing Scoring

Aspect	Score	Performance Description	Weighting
Content (C) 30% 1. Topic 2. Details	4	The topic is complete and clear and the details are relating to the topic	3 x
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O)	4	Identification is complete and descriptions	2 x

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20% 1. Identification 2. Description		are arranged with proper connectives	
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20%	4	Very few grammatical or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% 1. spelling 2. punctuation 3. capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

$$\text{Score} = \frac{3C + 20 + 2G + 1.5V + 1.5M}{40} \times 100$$

There is a breakdown of each trait above into subtracts of the writing scoring above, which are also small in number and homologous or corresponding. As a result, the researcher uses the rubric or composition to score the students' writing.

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2. Descriptive Text

a. The Definition of Descriptive Text

Descriptive text is a text which describes particular persons, things, or places in specific way. Therefore, our visualization is needed. To create this texts, our imagination must flow on a paper. Kane (2000:352) states, “Descriptive texts is description about sensory experience –how something looks, sounds, tastes. Mostly, it is about visual experience, but description also deals with other kinds of perception. The purpose of descriptive texts is to describe and reveal a particular person, place, or thing in detail or specific to make the readers able to visualize the description”. It can be concluded that descriptive text is used to describe everything which is seen by writer in detail.

According to Emilia (2010:103), “Descriptive texts is a texts which is intended to describe a particular person, place or thing”. The schematic structure of Descriptive texts is divided into two: Identification and Description. Besides schematic structure, descriptive texts also has its own linguistic features. Linguistic features of descriptive texts are: the use of specific participant, written in present tense, the use of linking verbs, the use of adjectives, rational and material process.

Therefore, the most important thing to create a descriptive text is on how we transfer our ideas in our mind into a piece of

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paper. Our ability to develop sentences by sentences become paragraph needed and we have high potential in developing the paragraph so that the content of the paragraph is logical. It also as benefits to avoid misunderstanding for readers. A good descriptive texts can make the readers also imagine what particular things, persons, or places that are being describe to the writer.

b. Criteria for Good Description

The key to writing a good description is to use details that help the reader imagine the person the students are describing. So when the students describe what a person looks like, the students write about physical characteristics such as height, weight, and hair color. There are two keys to writing good description. The first key is to use space order, and the second key is to use specific detail. In space order, students might describe something from top to bottom or from left to right. For example, when they describe a person, they could start with the person's head with the person's feet. They could describe a room from left to right or from right to left. Imagine that they are standing in the doorway and write about each part of the room in order, moving from the left side of the room around to the right side, and ending at the doorway again.

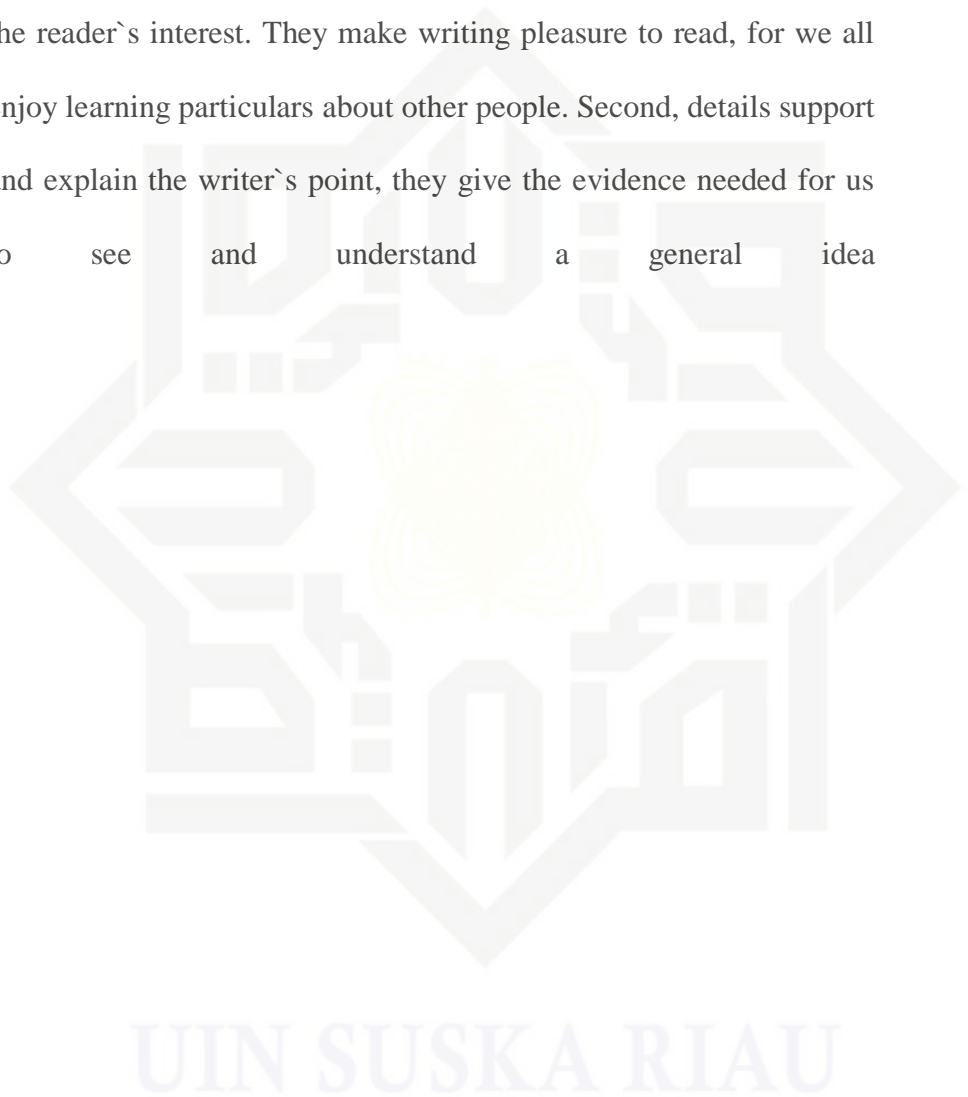
The second key to writing good description is to use specific details. When students describe something, they paint a picture with words. The goal is to make the reader see what they have described.

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The way to do this is to use many specific details, specific means exact, precise. The more specific they can do, make the reader can see what they are describing.

Specific details have two functions. First of all, details excite the reader`s interest. They make writing pleasure to read, for we all enjoy learning particulars about other people. Second, details support and explain the writer`s point, they give the evidence needed for us to see and understand a general idea



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c. Generic Structure of Descriptive Text

When we are creating descriptive texts, there is generic structure which makes our writing true. The generic structure of descriptive texts are identification and description. According to Pardiyo (2007:33-34), Descriptive texts has generic structure as follows:

- 1) Identification : a part of description texts which tells a topic and characters that would be describe.
- 2) Description : a part of paragraph of description texts which tells the content of describing the particular persons, places or things.

The generic structure of the descriptive text is different from other texts. Gerot and Peter (1994:208) mention that “there are two components in the descriptive text: first, identification; identifies phenomenon to be described, and description; describes parts, qualities, and characteristics”. The identification usually occurs in the first paragraph and the description stated in the continuing paragraph. The description consists of three parts: the parts of the place, the quality of the place and the characteristic of the place.

Sudarwati and Eudia (2005:27) mention that “there are two components of the generic structure of descriptive text. They are identification; identify phenomenon to be described and description;

describes parts, qualities, and characteristics”. They add that “the language features for descriptive text are focus on specific participants, use of attributive and identifying process, frequently use classifiers in nominal groups, and use of Simple present tense”.

Table II.2
Generic Structure of Descriptive Text

Generic Structure	Function
Identification	<ol style="list-style-type: none"> 1. It is a statement or a short paragraph that identifies the object that is going to be described. 2. It is usually interesting and able to provoke the readers to be eager to read the text.
Description	<ol style="list-style-type: none"> 1. 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. 2. 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.

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Table II.3
Example of Descriptive Text

My Family

My family has four members: those are I, my sister, and parents of course.

My mother is 47 years old. Her name's Anisa. She's thin-faced and she's got long, blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking, always well-dressed and elegant.

My father, Lukman, is 5 years older than my mother. He is 52. In spite of his age he's still black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard-working. Besides that, he is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

Finally, my sister Nadina. She is 22. She is also red-haired and green-eyed. She has long wavy hair and freckles. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English and also knows Arabic and Mandarin. I want to be so smart as she is.

They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. My sister has been going to primary school there. Unfortunately, I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now we are happily living in Jakarta.

d. 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:

1) 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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a) Identification

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

b) 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.

c) Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, 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

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show what they are like. A 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 devotees.

2) Description of places

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

3) Description of things

To write a description about something, the writer must have a good imagination about the thing that will be described. 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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a) 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 readers recognize easily can make what we are describing more familiar to them.

b) Using Effective Verb

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting. For instance, “the wind had chiseled deep grooves into the sides of the cliffs” is more specific than “the wind had made deep grooves.” The verb chiseled also gives the reader a more accurate picture of the wind’s action than made does.

e. Language Features of Descriptive Text

Gerot and Wignell (1994:28) states, Descriptive texts has language features consist of identifying process, classical nominal groups, using simple presents tense, using specific nouns, using detail noun phrase to give information about the subject, various

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adjectives functioning to describe, relating verbs to give information about the subject, action verbs, adverbial to give additional information, and figurative language skill”.

Language feature of descriptive texts is focused on what type on sentence is used. From all kinds of sentences in English language such as simple present, simple future tense, simple past tense, simple past future, etc, the simple present is one that is being used in descriptive texts. Language future in this texts type is also about what kind of verb that is being used. From all kinds of verbs such as mental verb, behavior verb, action verb, etc, action verb is the one that is being in descriptive texts. Adjectives and specific participants are also taken part in this descriptive texts.

1) Using Simple Present

It is used to describe an action that is regular, true or normal. Tense which is often used is simple present tense. However, sometimes it uses past tense if the things are described does not exist anymore.

2) Using Adjectives

An adjective is a word that describes, identifies, modifies, or quantifies something (a noun or a pronoun). It can be a single word, a phrase, or a clause. It is to make clearer nouns.

3) Using Action Verbs

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Action verbs are verbs that specifically describe what the subject of the sentence is doing. This type of verb tells about information in a sentence and can convey emotion and a sense of purpose that extends beyond the literal meanings of the words.

4) Specific Participant

Specific participant tells about object in specific details that is going to be described. It can be particular persons, things or places that are being described in detail and specific ways.

B. Relevant Research

Relevant research is designed in order to avoid plagiarism. According to Syafi'i (2015:122) relevant research is the observation of the writer on some previous researchers that has been conducted by other researchers in which is they are relevant to the research you are conducting. Relevant research is design in order to avoid plagiarism. There are two relevant research related to this research:

1. Junita Siahaan (2013) the first research entitled "An analysis of students' ability and difficulties in writing descriptive texts". The findings revealed that the students representing the middle and high achievers had a good. The result of percentage is, the percentage of analysis " an organization is 1.27%. the percentage of analysis in fluency/structure is 53.05% it is divided into article 2.44%, auxiliary verb 6.1%, tense 18.29, pronoun 4.88, preposition 3.05, pluralization 9.15, and conjunction 9.16,

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percentage of word choice is 18.9 it is divided into noun 7.93, verb 1.83, adverb 4.88, and adjective 4.27 and percentage in mechanic is 26.83 it is divided into spelling 18.29, punctuation 1.83%, and capitalization 6.71. this research revealed that the students from middle and high achievers have good control about the schematic structure of descriptive text.

2. Hermi Jelita Putri (2013), the second research entitled “An Analysis of Students’ Ability in Writing Descriptive Text by Using “Mind Map” at the Second Grade of SMP Islam Terpadu Adzkia Padang”. Research problem of this research were: This research reports on an analysis of the students’ ability in writing descriptive text by using mind map at second grade of SMP Islam Terpadu Adzkia Padang. The total number of population of this research 51 students. The researcher took 50% of the population as the sample. There were 25 students as the sample. The result of data analysis it was showed that 4 students (16%) got high ability, 19 students (76%) got moderate ability and 2 students (8%) got low ability. The result of this research showed that in general the students’ ability in writing descriptive text by using mind map at second grade of SMP IT Adzkia Padang was moderate.

Based on the previous above, the researcher is motivated to conduct a research on type analysis used by the students writing ability. The researcher used a descriptive design by using quantitative approach to describe the students” in writing descriptive text. This research intended to find out the

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students" ability in writing descriptive text. The research will be conducted on the tenth grade of senior high school 12 Pekanbaru.

Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding. According to Syafi'i (2015:122), operational concept is derived from related theoretical concept on all of the variables that should be practically and empirically operated in academic writing a research paper.

Operational concept is a guidance used to avoid misunderstanding in carrying out the research.

Writing descriptive text as dependent variable (Y) has some composition:

1. The students are able to develop the content of writing descriptive text.
2. The students are able to write based on generic structure of descriptive text.
3. The students are able to apply language features in writing descriptive text.
4. The students are able to choose word order in writing descriptive text.
5. The students are able to write a descriptive text with correct mechanics.



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 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.