

Hak Cipta Diindungi Undang-Undang

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Introduction Competence and Performance

Competence is a person's underlying (subconscious) linguistic ability to create and understand sentences, including sentences they have never heard before. According to Chomsky (1965, p.4) competence refers to the speaker-hearer's knowledge of his language. Simple present tense is the competence in this research because simple present tense is ability to create good sentences. According to Bialy stock, 1986; Gombert, 1992 in Rolland's book handbook of Reading Intervention said that, children's capacity to segregate linguistically redress sentences from verbal strings that are syntactically mistaken and not appropriate sentences in the language (Rolland, 2011 p.103).

Performance is the real world linguistic output. It may accurately reflect competence, but it also may include speech errors. Performance refers to the specific utterances, including grammatical mistakes and non-linguistic features like hesitations, accompanying the use of language. Chomsky said that performance is applying knowledge of the actual language in concrete situations (Chomsky, 1965 p.4). Therefore, a theory of language ought to be a theory of competence. Once a full theory of competence is developed, it can be coordinated into a theory of performance, which will also consider other cognitive abilities.

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## 2. The Nature of Writing

Writing is one of the four skills that should be mastered by the students to be successful in learning language. It can be as a tool of communication. Harmer proves that writing is encourages students to focus on accurate language use because they think as they write (Harmer, 2004 p.31) it may well provoke language development as they resolve problem which the writing puts into their minds. According to Brown (2007) there are two kinds of skill of writing as follows :

### a. Micro Skills

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed to suit the purpose.
- 3) Produce an acceptable core of words and use appropriate word order patterns.
- 4) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), pattern, and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.

### b. Macro Skills

- 1) Use the rhetorical forms and conventions of writing discourse.
- 2) Appropriately accomplish the communicative functions of written texts according to form and purpose.

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- 3) Convey links a connection between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplifications.
- 4) Distinguish between literal and implied meanings when writing.
- 5) Correctly convey culturally specific references in the context of the written text.
- 6) Develop and use a battery of writing strategies, such as accurately assessing the audience' interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonym, soliciting peer and instructor feedback and using feedback for revising and editing.

**a. Writing Ability**

Writing is a subject that productive language skill. Produce the language in the written form. It can be defined as a process of expressing and organizing the ideas and feeling. The purpose of writing is to communicate the ideas and feeling from mind to another mind in the written text. In addition, through writing someone can share their knowledge, conveying ideas, feeling and intention to other people, (in Hughey et al. 1983 p.33) demonstrates that is an essential form of communication because through writing, the writer can express their feeling, dream, hopes and joy as well as their fears, anger, and frustrations.

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### b. The Process of Writing

Writing is a long process. It should face several steps because process of writing is never a one step-action. Nunan (2005, p.101) says that the process writing approach involves the process-steps necessary to produce a good quality final piece of writing. When students first write something, students have already been thinking about what to say and how to say. Next, after the students have finished writing, the students read over what they have written and made changes and correction until they are satisfied that their writing expressed exactly on what they want to say.

According to Oshima and Hogue (2007, p. 15) writing is never a one-step action; it is an ongoing creative act. Then, they also explain that the process of writing has roughly four steps. In the first step, you create ideas. Next, the second step you organize the ideas, then write a rough draft and in the final step, you polish your rough draft by editing it and making revision. In conclusion, writing is truly a long process by using four steps that can be followed by students. The steps are as follows :

#### 1) Prewriting

The writing process begins with a kind of preparation called prewriting. Prewriting is a way to get ideas. It also can be defined as a plan to make an essay or writing. Reid (1988, p. 46) classifies that prewriting includes three activities.

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- a) The students may begin with a general subject and then narrow to more specific details. Then, asking questions about the general subject may lead the students to an interesting topic.
- b) Begin the planning with a single idea (perhaps a fact), by asking questions, discover the topic you would like to communicate to your audience.
- c) Another form of prewriting is brainstorming. The process of writing as many thought as you have as quickly as you can. There is also Listing: a prewriting technique in which you write the topic at the top of a piece of paper then quickly make a list of the words or phrases that come into your mind.

## 2) Organizing

The next step in the writing process is to organize the ideas into a simple outline. The students of our models wrote a sentence that named the topic and told the main idea. In other words, organizing ideas give them a change to put their own point of view and their own thought into their writing by approaching the organization of writing is that to rank the ideas based on the usefulness.

## 3) Writing

The next step is to write a rough draft. The drafting stage is where you really begin writing. Writing rough draft quickly can

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be done without stopping to think about grammar, spelling or punctuation. It can be seen many errors in rough draft, but finally the errors should be revised. The most important thing here is to get the words into paper. It means writing as much as possible without much caring about grammatical devices because all errors can be revised at the next steps.

#### 4) Polishing : Editing and Revising

Polishing is the most successful if you do it in two steps. The first is revising which means by attacking the big issues of the content and organization. After that work on the smaller issues of grammar, punctuation and mechanic is called editing step.

##### a) Peer Editing

The peer editor is needed with a job is to read, ask questions, and comment on what is good and on what might be changed or made clearer. The peer editor here should not check the grammar or punctuation.

##### b) Self-Editing

The students checked their paper and do correction most of their errors and wrote the following final draft. Based on the point above, it can be conclude that polishing (revising and editing) is the closing of the writing process to

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make the writing perfectly, beginning from content, grammatical devices, and so forth.

#### c. The Purpose of Writing

There are some common purpose in writing. They are writing to inform, writing to convey, writing to explain, writing to persuade, and writing to amuse others, writing to persuade is about to persuade the reader of the correctness of the writers' point of view on a particular issue (Syafi'I et.al. 2014:102).

According to Ur (2009: 163), the purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of the writing

In addition, Grenville (2001: 1), state there are general purpose of writing: writing to entertain; it means that writing does not make the readers laugh, but it at least engages their feelings in some way, writing to inform; it means that the writer tells the readers about something, writing to persuade; it means persuade the readers to convince something.

#### d. The Components of Writing

In making a good writing the writer should able to understand about the component of writing. There are five components of writing that the writer should be consider in composing writing, they are content, organization, vocabulary, language use and mechanics. In line

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with, Huges Arthur also mention that there are five component of writing ( 1998 p.101-102).

## 1) Content

It mean that the content should be knowledgeable, substantive, through development of thesis and also relevant to assigned topic.

## 2) Organization

It mean that the organization should be fluent expression and the ideas clearly stated/supported, then the writing is succinct, well-organized and logical sequencing.

## 3) Vocabulary

It mean that the vocabulary should sophisticated range, effective word/idiom choice and usage, next using word form mastery and appropriate register.

## 4) Language use

It mean that the writer can apply effective complex constructions, agreement, tense, number, word order/function, article, pronouns, and preposition.

## 5) Mechanic

It mean that the writer should able to use good spelling, punctuation, capitalization, and paragraphing.



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### e. The Writing Assessment

In assessing writing, there are some aspects that should be considered by the teacher. Hughes says that there are some aspects that include in assessing writing. They are :

#### 1) Grammar

Grammar has important role in writing. It is very important for the students master the grammar in order to produce the correct sentences in writing a paragraph.

#### 2) Vocabulary

A good writer can express the idea with appropriate words. So, mastering vocabulary is necessary to prevent for misunderstanding.

#### 3) Mechanics

Capitalization, spelling, and punctuation are included in mechanics. Spelling is very important in order to make a meaningful writing. Both capitalization and punctuation are signal that help readers understand what the writer means.

#### 4) Form/Organization

A well-organized paragraph must be supported by ideas clearly, fluent expression, logical sequencing, and cohesive (Hughes, 2003, pp.101-103).

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### 3. The Nature of Simple Present Tense

#### a. Simple Present Tense

The Simple Present Tense refers to action or situation that do not change frequently. It is used to describe habits or routines, to express opinions, or to make general statements of fact, the simple present tense can also be used to refer to the future Patricia Werner (1990, p.125 ).

According to Azar (1989, p.11) stated that simple present says that something was true in the past, is true in the present, and will be true in the future. It is used for general statements of fact.

From the definition above, it can be conclude that simple present tense is the tense that may be use to express an activities that is a situation in present time and also to habitual and fact which formed which base of verb in an activities.

#### b. Pattern of Simple Present Tense

Simple present tense has three forms which are divided into positive, negative, and interrogative forms. They are conducted on two types of sentences, both verbal and nominal sentences. They can be seen as follows.

##### 1) Simple Present Tense Form of Verbal Sentences

When the predicate is a verb, the sentence will be called “verbal sentence”. The are three forms of verbal sentences of simple present tense:

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## a) Positive Sentence

The Formula :

I/You/They/We + <b>V1</b> + O
He/She/It + <b>V1</b> + <b>s/es</b> + O

For Example :

1. They **play** football
2. She **goes** to school everyday
3. Mr.Antoni **reads** a newspaper

## b) Negative Sentence

The Formula :

I/You/They/We + <b>do not</b> + <b>V1</b> + O
He/She/It + <b>does not</b> + <b>V1</b> + O

For Example :

1. They **do not play** football
2. She **does not go** to school everyday
3. Mr. Antoni **does not read** a newspaper

## c) Interrogative Sentence

The Formula :

<b>Do</b> + I/You/They/We + <b>V1</b> + O?
<b>Does</b> + He/She/It + <b>V1</b> + O?

The Example :

1. **Do** they **play** football?
2. **Does** she **go** to school everyday?
3. **Does** Mr.Antoni **read** a newspaper?

In verbal sentence of simple present tense, there are rules of the use of suffix –s and –es to the stem of verbs.

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- 1) They are ended by **ch, sh, ss, x,** and **o** add **-es**, i.e: **watches, finishes, passes, fixes, goes.**
- 2) They ended by **y** after a consonant, the **y** changes into **ie** then added by **-s**, i.e: **carries, studies, cries.**
- 3) They ended by **y** after a vowel, **y** does not change then **-s** is added to the stem, i.e: **plays, buys.**

## 2) Simple Present Tense Form of (Non-Verbal) Nominal Sentences

When the predicate (in a sentence) is a noun, pronoun, noun phrase, adjective or adverb, the sentence will be called “Nominal Sentence”. The three forms of nominal sentence of simple present tense which are divided into :

### a) Positive Sentence

The Formula :

**S+is/am/are+adjective/noun/adverb**

For Example :

She **is** happy.

I **am** a student.

They **are** at home.

### b) Negative Sentence

The Formula :

**S +is/am/are+not+adjective/noun/adverb**

The Example :

She **is not** happy.

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I **am not** a student.

They **are not** at home.

## c) Interrogative Sentence

The Formula :

**Is/Am/Are+S+adjective/noun/adverb?**

The Example :

**Is** she happy?

**Am** I a student?

**Are** they at home?

## 4. Time Signals of Simple Present Tense

Time signal are words and phrases that tell us when an event takes place. Time signals for the simple present tense identify more than just one event. Remember that the simple present tense is used for repeated events.

## a. Adverb of Time

Every day	Every week	Every month	Every year
Every/each	In the morning	Once/twice a day	Here/there

Note : Adverb of time used in the first sentence or end sentence.

Example : You write a letter every day.

You do not write a letter every month.

## b. Adverb of Frequency

Always	Never	Seldom
Often	Now	Sometimes

Note : Adverb of frequency is often used before verb or after verb.

Example : They usually study English.

They do not always study English.

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Based of the statement above we can conclude that simple present tense is a sentence construction which tells or shows the daily activities and general truth in the nominal or verbal form of positive, negative, interrogative and negative interrogative sentences using its particular time signals.

## 5. The Nature of Descriptive Texts

### a. The Definition of Descriptive Texts

Descriptive texts is a texts 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. According to Sanggam Siahaan and Kisno Shinoda (2008, p.89) description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract. It can be a person, or animal, or camping. It can be about topic. In relation to 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 texts is used to describe everything which is seen by writer in detail.

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### b. Generic Structure of Descriptive Texts

When we are creating a descriptive texts, there is generic structure which makes our writing true. Identification and description are the generic structure of descriptive texts. According to Pardiyono (2007: 34), “ descriptive texts has generic structure as follows :

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

### c. Language Features of Descriptive Texts

Gerot and Wignell (1994 : 28) state, “ Descriptive texts has language features consist of identifying process, classical nominal groups, using simple present tense, using specific nouns, using detail noun phrase to give information about the subject, various 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 tense, simple future tense, simple past tense, simple past future, etc, the simple present is one that is being used in descriptive texts. Language feature 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, mental verb, action verb, etc, action verb is the

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one that is being used 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, some times 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

Action verbs are verbs that specifically describe what the subject of the sentence is doing. This type of verb tell 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.

### d. Descriptive Text in Writing Ability

Writing ability is the skill of a to communicate information to a reader or group of readers. It means that writing ability is the ability to express the ideas and thought in writing clearly that must be mastered by the writer in writing. There are five aspects that must be ordered by writer. It is needed to give clearly of information that as



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the writer means. It means that in writing, the students have to attend the five component of writing in order to create good writing.

According to Emilia (2010: 103),” Descriptive texts is a texts which is intended to describe a particular person, place or thing. It means descriptive text is a kind of text with a purpose to give information about particular person, place or thing.

Based on the explanation, it can be concluded that descriptive text in writing ability is the ability to express idea, feelings, and thoughts in written form to describe and give information about particular person, place, or thing to the readers by fulfilling the five important points of writing including content, grammar, organization, vocabulary, and mechanics. Thus, in order to produce the good descriptive text the students should have a good ability in writing.

#### e. The Example of Descriptive Text

##### Beach Parangtritis

Beach Parangtritis is fairly well-known attractions in Yogyakarta in addition to other objects such as Samas beach, Baron, Kukup, Krakal and Glagah. Parangtritis has a uniqueness that is not found in the views of other attractions besides the big waves are also the existence of mountains of sand around the beach, which is usually called dunes. This attraction has been managed by the Bantul pretty well, ranging from lodging facilities and markets selling souvenirs Parangtritis.

In Parangtritis there are also ATV, horse and carriage horses can be rented for up the coast from east to west. In addition Parangtritis also a place for air sports.



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## B. Relevant Research

Syaff'i (2015) indicated that operational concept is to observe some previous researches conducted by other researchers in which they are relevant to the research that will be conducted. Besides, we have to analyze what the point that will focus on, inform the designs, the findings, and the conclusion of the previous researches.

1. A research by Dina Zahra, a 2015 alumnus of STKIP PGRI Sumatra Barat entitled “ An Analysis of Students’ Ability in Using Simple Present in Writing Descriptive Text .” This research is purposed to see the student’s ability in writing descriptive text and understand about grammar usage, especially in the simple present tense. From this research she found that the average score in the form of simple present is 52,09 % and the average in making sentences of simple present tense is 29,50 %. So, the students ability in using the simple present tense is on low level. The correlation with the write research is variable X. The writer research will talk about simple present tense understanding.
2. A research by Siti Munawaroh, a 2017 alumnus of State Islamic University of Sultan Syarif Kasim Riau entitled “ The Correlation between Students’ Learning Motivation and Their Ability in Writing Descriptive Texts at the Tenth Grade of State Senior High School 7 Mandau.” The objective of this research is to find out the students’ motivation in learning English and their writing ability at the Tenth Grade of State Senior High School 7 Mandau. In her research she analyze

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the data using product moment correlation technique to measure the correlation between two variables measured strength and direction of relationship using SPSS version 20.0 for windows. It can be seen that  $r_o$  is 52.65 and  $df$  is 72.31. Based on the  $r$  table, it can be analyzed that  $r_o$  is higher than  $r$  table either at level of 5% or at of 1% . So that it can conclude that  $H_o$  is rejected and  $H_a$  is accepted and there is a significant relationship between students' learning motivation and their ability in writing descriptive texts. The correlation this research with the writer research is the variable Y of writer's research is a part of variable Y of Siti Munawaroh's research that is their ability in writing descriptive text.

### C. Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding in this research. Operational concepts are derived from related concepts on all of the variables that should be practically and empirically operate in an academic writing of the research paper. This research deals will correlation between two variables.

They are : Variable X is the students' understanding of simple present tense

Variable Y is the students' ability in writing descriptive text

#### 1. Variable X

Variable X is the independent variable, the indicator of variable x (students' understanding of simple present tense) are follows :

1. The students are able to use positive form in verbal sentence of simple present tense.

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2. The students are able to use negative form in verbal sentence of simple present tense.
3. The students are able to use interrogative form in verbal sentence of simple present tense.
4. The students are able to use positive form in non-verbal sentence of simple present tense.
5. The students are able to use negative form in non-verbal sentence of simple present tense.
6. The students are able to use interrogative form in non-verbal sentence of simple present tense.
7. The students are able to use adverb of time in the simple present tense correctly.

## 2. Variable Y

Variable Y is the dependent variable, the indicators of students' ability in writing descriptive text from the syllabus of the school are as follows :

1. The students are able to develop their ideas in writing text.
2. The students are able to write description of descriptive and identification coherently of descriptive text.
3. The students are able to use simple present tense well.
4. The students are able to use words, phrase (vocabulary) appropriately.
5. The students are able to use spelling and punctuation correctly.



6. The students are able to use pronoun in descriptive text.
7. The students are able to use adjectives in descriptive text.

#### D. Assumption and Hypothesis

##### 1. The Assumptions

Before starting the hypothesis as temporary answers to the problem discussed, the writer would like to present the assumptions, the better the students' understanding about simple present tense, it assume that the students' will get the better ability in writing descriptive text.

##### 2. The Hypothesis

**Ha** : There is a significant correlation between students' understanding of simple present tense and their ability in writing descriptive text at the first grade of Junior High School Muhammadiyah 1 Pekanbaru.

**Ho** : There is no a significant correlation between students' understanding of simple present tense and their ability in writing descriptive text at the first grade of Junior High School Muhammadiyah 1 Pekanbaru.