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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The nature of Writing ability

a. Definition of writing ability

Writing is one of the language skills in English. It is category as productive skill. Writing as productive skill means that the process of producing something through written forms. According to Nunan (1999, p.275), Writing pedagogy has been the tension between process and product approaches to the teaching of writing. Product approaches focus on the final product, the coherent, error-free text.

Talking about the writing as the process, they have already been thinking and how they are going to say it when the learners writing something down for the first time. After finishing the writing, they have to read what they have been written and doing correction. Therefore, the learner should consider some process like imagining, organizing, drafting, editing, reading, and re-reading in order that they can produce their ideas and thought into good written form.

Writing is not an easy skill. Reid (1993, p. 28) States that writing is a complex skill. There are some components that should be focused on writing. Because of that, People say that writing is not as easy as what we think. It needs study hard and much practice to develop this skill. In this case, it can be concluded that writing is not an

easy job because it is full of the process that has to be through by the writer to make a good writing product.

Writing ability is the ability of a person to express his/her ideas, feelings, or something in his/her minds to others by using written language. When students take distance, they are using written language to help them wrestle with information, ideas, feelings, and intuitions.

In teaching learning process, writing can give more chances to the students to create their ideas, to produce and to express what their arguments, explanations, and opinions. As (Nunan, 2003, p. 86) says that writing is a process and a product. Process means that the act of gathering ideas and working with them until they are presented in a manner that is polished. It means that the process of writing can help the writer arrange ideas and their feeling.

In writing, the writers can deliver their ideas to the readers indirectly and they can arrange their ideas continuously. Moreover, the writer can explore their deepest feeling and thought. It can conclude, writing in other word can be a way of defining ourselves and our problem, of clarifying our knowledge, and our ideas in understanding and solving our problems.

In teaching writing, there are some principles used. Rijlaarsdam and Bergh (In Dilkawaty, 2012, p. 98) state that there are two principles in maximizing the acquirement of writing ability. First, practice makes perfect. The aim of learning is fluency obtained after

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the basic skills and strategies are acquired. Practicing helps the learners to be fluency by integrating the components into the execution of the task. Second, similarity of task, it means that when the students learn to write an essay, they must write an essay. It means that these principles can be used to make student correctly in writing process.

There are some components of writing that have been stated by Hughes (In Zulkifli, 2016, p. 91-92) there are:

1) Content

Content is one of the writing components that discuss above how the writers can think creatively and develop their thought to gather all information into communicative message. So from the content the writer can develop their ideas and share the information for the reader in writing.

2) Organization

It tells about the systematic of ideas or flow of ideas. It pertains the ideas which must be stated clearly, well organized, logically sequence, and cohesive.

3) Vocabulary

In writing process of vocabulary also takes a part in influencing the reader so that the language can represent what the writers want to say. The writer should pay attention to the use of the words and how to place those words effectively in writing.

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means the vocabulary used should be sophisticated range and effective words idiom in order to make good writing.

4) Language use

Language use can defined as the creation or interpretation of intended meaning in discourse by an individual or as the dynamic and interactive negotiation of intended meaning between two or more individual in particular situation. It is related to the highlight effective complex construction, few errors of agreement and the order of article is used.

5) Mechanics

It contain about handwriting, spelling, punctuation, etc. Essay mastery of conventions, good spelling, punctuation, capitalization and paragraphing and also hand writing

Based on the expert' explanation above, the writer concluded that writing is one of ability in communicating by using text or written form. It is an important way to communicate between the writer and the reader. It involves the process, identifying the components of writing such as; content, vocabulary, language use, and mechanic. The writer takes all indicators of this writing component to be combined with indicators of descriptive text.

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b. The writing of Descriptive Text

Description is writing about characteristic features of particular thing. According to Oshima (2007, p. 61) description is writing about how something (or someone) looks feels, smells, tastes, and sounds. A good description is a word picture the reader can imagine the object, place, or person in his or her mind. In addition, McCarthy (1998, p. 5) states that description writing is that domain of writing that develop images through the use of precise sensory words and phrases and though devices such as metaphor and the sounds of words. Oshima (2007, p. 1) Mention that descriptive writing appeals to the senses. So it tells how something looks feels smells, tastes or sounds.

Dealing with definition of descriptive paragraph above, Syafi'I et al (2007, p. 39) said that there are several elements to descriptive. It should use word that appeal to the five senses, smell, touch, hearing, taste, or feeling.

Descriptive text is one of types of genre implemented in teaching writing. Descriptive text is purposed to imagine somebody, something, a place, and an animal. Schacter et al (2007, p.15) said that descriptive writing is describes a person, place or thing in a way that enables the reader to capture the description. It means that Descriptive text is a kind of writing that consists of description, characteristics, definition of something, object or something. Descriptive writing also involves putting across feelings, describing place, things and object.

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In descriptive text there are some elements before make descriptive text they are is generic structure and language features. The generic structure of the descriptive text is different from other texts. There are two main components in the generic structure of descriptive text. They are identification and description

Sudarwati et all (2005, p.27) mention that “there are two components of the generic structure of descriptive text. They are:

1) Identification

Identification is identifying phenomenon to be described and description; describes parts, qualities, and characteristics

2) Description

It means that descriptive writing is organized how the person, place, or object exists in the real world.

The descriptive text is also has several language features that are commonly used for the writing of the text. These language features usually called as lexical grammatical features. According to Jaya, et al (2008, p. 14), says that a descriptive text uses: Specific noun, Simple present tense, noun phrase, adjective, relating verb, thinking verb, action verb.

From explanation above, descriptive writing is taken as the focus of this study. It caused by the subject of this study is the first grade of Vocational High School Muhammadiyah 3 terpadu Pekanbaru. Then based on K-13 Curriculum, the first grade of

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Vocational High School still has descriptive text as the topic to be mastered. So they are familiar enough with the descriptive text so that they can produce the descriptive text with correct generic structure.

3) Assessment of Writing Of Descriptive Text

The purpose assessing the students' writing Descriptive Text is to know the students ability in writing and describe how far students understand about descriptive text. Oshima et al (2007, p.61) mention that description is writing about how something (or someone) looks, feels, smells, tastes, and sounds. In addition, McCarthy (1998, p. 5) states that description writing is that domain of writing that develop images through the use of precise sensory words and phrases and though devices such as metaphor and the sounds of words. It can conclude that a descriptive writing should be concentrate and detail, so the readers know and understand what the writer is telling about.

Based on explanation above, the descriptive text is consisting two main points. First, identification is identifying phenomena to be described and description; describes parts, qualities, and characteristics. Second, description is descriptive writing is organized how the person, place, or object exists in the real world.

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Furthermore, Hughes 1998 (in Aisyah 2016, p.91-92) said those five components of writing they are:

- a) Content is one of the writing components that discuss above how the writers can think creatively and develop their thought to gather all information into communicative message.
- b) Organization is tells about the systematic of ideas or flow of ideas.
- c) Vocabulary In writing process of vocabulary also takes a part in influencing the reader.
- d) Language use defined as the creation or interpretation of intended meaning in discourse by an individual or as the dynamic and interactive negotiation of intended meaning between two or more individual in particular situation.
- e) Mechanics it contain about handwriting, spelling, and punctuation.

In this research, the indicators of writing of descriptive text components are follows

Variable	Indicators
Writing of Descriptive Text	Content
	Organization
	Vocabulary
	Language use
	Mechanic

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2. Linguistic Intelligence

a. The nature of Linguistic Intelligence

Howard Gardner 1983 (Al-makhlafi 2015, p.1 and Rad et al 2014, p.1) said that the classified human intelligence into nine kinds of intelligence; they are linguistic intelligence, logical/mathematical intelligence, visual/spatial, musical-rhythmic, bodily/kinesthetic intelligence, intrapersonal intelligence, Naturalistic Intelligence and Existensial. One of the intelligence that students should be developed is linguistic intelligence.

Gadner (2005, p. 5) States that linguistic intelligence is the ability of the individual which involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. So, linguistic intelligence has influence with the using and developing language generally, either in spoken or in written. This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information.

Amstrong (2009, p. 33) State that a person who has linguistic intelligence with the high ability, they think through the words. They also love reading, writing, telling stories, playing word games. In addition, they also need books, writing materials, diary, debates, and other things so to support their learning activities. In addition (Verghese, 2013, p. 6) mention that People with linguistic intelligence

love and are talented with words. They enjoy reading, writing and learning languages. They have an ability to teach and learning languages. They learn best by They learn by reading, taking notes and going to lectures.

Amstrong (2018, p.2) said that the capacity to use words effectively, whether orally (e.g., as a storyteller, orator, or politician) or in writing (e.g., as a poet, playwright, editor, or journalist). In addition People with linguistic intelligence like words and the ways that they can be used in reading, writing, and speaking. They are sensitive how to words sound, what they mean, and how they are used. They also enjoy playing with words or creating word games. They show their intelligence by being a good poet or writer, a super speller, a bookworm, an excellent storyteller, a compelling debater, or whiz at learning language. It can be concluded that linguistically intelligent people have some special criteria. Hoer et all (2010, p. 106) the special criteria of Linguistic Intelligence they are:

- 1) Good communication speaking and writing
- 2) Ability to constructing words
- 3) Like many books and keep it well
- 4) Good memory for information, names, facts, and quotes.
- 5) Like learning foreign language
- 6) Enjoy playing word game
- 7) Good vocabulary

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8) Like communication either oral or writing

From explanation above, linguistic is not only the ability in using the spoken form of language (listening and speaking) but also in the spoken of written (reading and writing). Therefore, amstrong (2018, p.16) said that linguistic intelligence not only can be seen on the people who can speak rhetorically (such as debate and public speaking, strong telling) but also can write beautifully (such as writing poems, journal, and novel)

b. The Influence of Linguistic Intelligence and Writing Ability

Linguistic intelligence refers to ability to use words and language the people with linguistic intelligence usually think in words rather than pictures. According to Amstrong (2003, p. 168) says that intelligences has been assumed to be the most important domain of intelligence contributing to reading and writing.

Based on Hoer all (2009, p.106) a person who has linguistic intelligence with the high ability might gravitate telling stories, playing word games they also need books, writing materials, diary debates and other thing to support the learning activities. It means that student's linguistic intelligence influences their writing ability. Therefore if the students have high linguistic intelligence they are typically good at writing, and they tend to learn best by writing.

It can conclude that, people have high linguistic intelligence they will be able to learn second language especially English language.

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People have linguistic intelligence easier to explain or share their ideas spoken or written.

B. Relevant Research

There are some related studies that have been done by many researchers about the influence of students' linguistic intelligence toward their writing ability

1. The first study was conducted by Hafsyah Maisyarah(2016) entitle” The Correlation Between Student Verbal-linguistic Intelligence and Reading Achievment at the Fifth Semesters of the Department Of English Education of Syarif Hidayatullah State Islamic University of Jakarta”. After the several process of data analysis, the writers conclude that the data analysis, where the average students score was 56.00 and mode score 60.00. Most of the students got score upper than the mean score obtained 56.00. The research design is correlational research. Meanwhile, from the data description of verbal – linguistic intelligence, it is found that the fifth semester students of Department of English Education commonly in low - average level, which is indicated by the result of the average score found 87.87 and the mode score was 84.00. However, although the students are considered in low – average level, there are still many students in average and borderline level. It is indicated that the students who got score of verbal –linguistic intelligence under the mean obtained 87.87 are higher than the students who got score upper the mean score. It means that the fifth semester students of Department of English Education should increase their

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verbal – linguistic intelligence in order to have good sense in reading. Based on her research findings, she found that there is significant correlation between students’ verbal – linguistic intelligence and reading achievement at Fifth Semesters of the Department of English Education of Syarif Hidayatullah. It means that H_a was accepted and H_o was rejected.

This relevant research has difference and similarity. The difference is, in this relevant research the researcher tries to find the influence of student’s linguistic intelligence and their writing ability. The writer focuses skill writing. Then similarity is, the researcher try to find influence linguistic intelligence for students

2. The second research was conducted by Hanna Hayyu Purnamasari (2013) entitle” The Correlation Between students’s linguistic Intelligence and Their Reading Ability at the First grade Students of SMA Islam Yakin Tutor Pasuruan. The research design is correlation research. Based on her research findings, she found that there is significant correlation between students’s linguistic intelligence and reading ability at the first grade students of SMA Yakin Tutor Pasuruan. It indicated that the correlation between linguistic intelligence and reading ability was between 0.7 and 1.0 (-0.7 and - 1.0). It means that the calculated $r = 0.822$, was classified as strong correlation. It means that H_a was accepted H_o was rejected.

This relevant research has difference and similarity. The difference is, in this relevant research the researcher tries to find the influence of student’s linguistic intelligence and their writing ability but she tried to

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find for reading ability. In this case, the writer focuses skill writing. Then similarity is, the researcher try to find influence linguistic intelligence for students

Based on explanation above, two researchers found the positive correlation between student's linguistic intelligence for reading comprehension, and reading achievement. In this research, the writer tries to find out the student's linguistic intelligence and writing ability of descriptive text.

C. Operational concept

Operational concept is used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. Operational concept is a concept consist of some indicators that guide the writer to measure some related aspect of variable X and Y, it should be interpreted into particular words in order to be easier to measure. There two variables in this research. That is variable X as students' linguistic intelligence and students' writing ability as variable Y. thus, the writer determine some indicators of both variables are follows

1. There are some indicators of linguistic intelligence, as follows:
 - a. The students have a good communication speaking and writing
 - b. The students have a good ability to construct words.
 - c. The students like books and keep them.
 - d. The students' good memory for information, names, facts, and quotes from expert.

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- e. The students like learning foreign language.
 - f. The students enjoy word games.
 - g. The students have good vocabulary for his/her age.
 - h. The students Like communication either oral or writing
2. There are some indicators of students' ability in writing are follows:
 - a. The students are able to share content in writing
 - b. The students are able to organize their ideas in writing
 - c. The students are able to use vocabulary correctly
 - d. The students are able to use language correctly
 - e. The students are able to use correct punctuation in writing

D. Assumption and Hypothesis

1. Assumption

In this research, the writer assumes that the result of this research shows there is a significant influence of students' linguistic intelligence on their writing ability at the first grade of Vocational High School Muhammadiyah 3 Terpadu Pekanbaru

2. Hypothesis

a. Null hypothesis (Ho)

There is no significant influence of students' linguistic intelligence on their writing ability in Descriptive Text at the first grade of Vocational High School Muhammadiyah 3 Terpadu Pekanbaru.

b. Alternative hypothesis (H_a)

There is a significant influence of students' linguistic intelligence on their writing ability of Descriptive Text at the first grade of Vocational High School Muhammadiyah 3 Terpadu Pekanbaru.



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