

CHAPTER II

LITERATURE REVIEW

This chapter, the researcher consisted of the concept of ability, concept of the writing, concept of the descriptive text and Previous related study.

A. Literature Review

1. Concept of Ability

Eriana (2019) Ability is a belief that has been shown to impact learner behavior through perseverance, effort, and motivation, ability being present in a student's approach to learning. This research explores the relationship between students' concept of ability and motivational orientation, testing whether these factors relate to the approach students take in their learning. Abilities are developed through learning, and that those levels can be increased through effort and applying their additional learning to their abilities. Ability strongly influences students' intentions, increased ability is associated with self-determined motivation that is most likely to lead to positive achievement behavior. This needs to be noted by educators who realize the importance of creating an intrinsic environment for learners.

Writing can be used to judge the knowledge of a person in a language. If a person has a good ability to write, he means that he or she has a good knowledge of English. Nunan said in Maarof & Murat (2013) stated that the most difficult thing to do in language learning is to produce coherent, fluent, and long writing. He means that to produce writing must be coherent and fluent.

Ability level is the fashionable feature of functioning that A person displays in a very coherent and convincing manner in intellectual activities. This is supported by David and Floyd in Adeyemo (2010) who state that high ability learners are smarter than low or medium capacity learners to complete tasks in science courses. According to them, intelligence is the general level of cognitive activity, representing the capacity to understand concepts and use complex concepts to solve intellectual problems. Based on some of these definitions, we can conclude that writing ability means the task of producing written work that is linked together in a certain way and forms a coherent whole within its deliberate collection and organization of experiences, as well as within its creation of sentences from use. The ability to write in this process-oriented/cognitive approach is described as the ability to introduce and generate concepts and use some revision and editing practices to develop them to maturity in a particular context.

2. Concept of Writing

Kartika (2017) states that writing is a language that transforms our thoughts. In other words, writing can be explained as a way to communicate with observers, facts, thoughts, or ideas by transforming them into language, and it is also concerned with monitoring whatever words or characters that we have in the writing, reading, and analysis process.

In learning English, we all know that in learning a second language, writing or learning to write is not just writing something. Writing is also one of the four basic skills that is very challenging and difficult to master. This is supported by

Ekarista (2018) who states writing skills in a second language, explaining that writing skills are complicated and difficult to learn a language.

In addition, according to Harmer (2017) stated that writing has always been used as a means of reinforcing language that has been taught. Its mean that the teacher can ask the student to write recently material such as paragraph. It can be added that reinforcement writing guides the students to improve their performance.

Based on the explanation above, writing is a process in communication which uses a conventional graphic system learn. In order to have good writing skill, someone should know the step of structure and some other related to another. It is also important that communication will be successful if the readers symbol that people can understand.

The purpose of writing is to give information from the writer to the readers and convey the message or information accurately, effectively, and correctly. In order to attain the purpose, the purpose, the writers language clearly, so it can be understood by the readers.

In conclusion, writing is very important to develop the students performance in English because writing is one of the main part in English .Writing is a activity of using language in written text consisting of sentence or clause or even only phrase to express thought to the readers in written form. Therefore, it will be easily understood by the reader.

As one of four language skills, writing is important because it constitutes the clarification of someone's through and feeling. Through this skill the

students can explore their own thinking, various feelings, and also the concept by using word papers. Indeed, in writing the students can express their ideas, thoughts, and facts in well-formed structures.

The Writing Plan is developed by the teacher and shared with students as a way to create how the author of the selected text has organized his/her text. The author of the chosen text has composed his/her text. Writing is introduced into the teaching sequence at the point of 'reconstructed writing'. The writer explains how to prepare an inter-writing plan in advance. This is because this needs to be done.

in preparation for the reconstructed writing activity. Preparing a Writing Plan is not difficult to do, but requires a little practice at first. A simple exercise that teachers can use to help them prepare their first Writing Plan is as follows.

a. Step 1: Preparing the Writing Plan, the purpose of the Writing Plan is to reinforce to students what the writer is doing.

b. Step 2: Reconstructing the author's text

So far in the teaching sequence, the teacher and students have 'deconstructed' the chosen text to understand its parts.

3. Concept of Descriptive Text

Description or descriptive etymology is derived from the word describe which means to draw, to illustrate or to picture an object, place, person in order to have a visual appearance of the object described (Wardiyasa, 2014).

Descriptive is writing about characteristic features of a particular thing. According to Oshima and Hogue (2017), descriptive writing appeals to the

senses, so it tells how something looks, feels, smells, tastes, and/or sounds, in addition, a good description is like a “word picture”, the reader can imagine the object, place, or person in his or her mind. A writer of good description is like an artist, who paints a picture that can be “seen” clearly in the mind of the readers.

Based on explanation above, the descriptive writing performance is a type of writing what a person or thing is like in particular. Therefore, in choosing a subject that will be written in the descriptive text composition, the writers focus on the topic sentence, the supporting details, and the conclusion because all of them will make impressed and will be easier to describe.

The aim of description is to reveal character, the scenes and to establish the mood. Brown (2001) stated the purpose of writing is to give some information. Meanwhile, Grenville stated that any piece of writing will be trying to do at one of the following things.

- a. Entertaining the readers so they laugh, at least engaging their feeling in some way.
- b. Informing the readers about something.
- c. Persuading used to convince the readers of something..

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

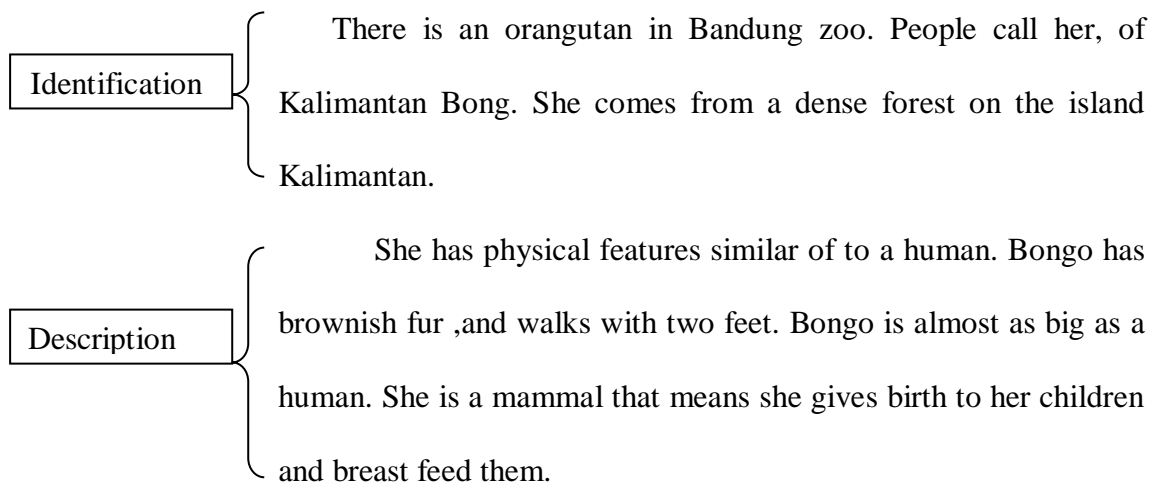
According to (Wardani et al., 2014) Organization of descriptive text, the generic structure of descriptive text consists of identification and description.

- a. Identification : about introducing subject or thing that will be describe.
- b. Description : brief detail about who, or what of the subject.

Teacher should do these things in teaching descriptive writing, namely active students experience, guiding the students to observe physical object, ask the students to write down small description of first impression, compare their, description with others, editing and revising.

Example of Descriptive Text:

Bongo the Orangutan



(Sources: Nurul Indah Prismawati.2017)

B. Previous Related Study

The research uses some relevance studies in doing the research. There are two previous studies that are used. The first one is done by Sri Rahmadhani Siregar and Nursahara Dongoran on 2020, her study “Students Ability inWriting Descriptive Text at seventh Grade of SMP Negeri 11 Padangsidimpuan in the Academic Year 2020”. In this research a sample with 70 students from 3 classes, the data were collected from students’ writing test. In writing test, there are

generic structure and language features. The indicators divided into some sub indicators, generic structure is divided into identification and description. The mean score of the students writing descriptive text mastery was 78.5, the result of this research showed the students writing descriptive text mastery in good category. The similarities between previous research and this study are methods, objectives and data collection, while the differences between previous research and this study are population and sample.

The second one is titled “The Students Ability in Writing Descriptive Text at SMP Negeri 7 Lubuk Linggau”. This research was conducted by Roselia Putri Lestari, Maria Ramasari, and Dewi Syafitri on 2022. This research used quantitative method to and data collected in write descriptive text, the population in this research was all eight grade students of SMP Negeri 7 Lubuklinggau. The sample of this research VIII.2 considered 27 students who taken class by using sampling. The mean score of students was 61. There were 5 students(18%) on Very Good category, 5 students on (18%) Good category, 1 student (4%) on Nearly Good category, 8 students on (30%) Sufficient category, and the last 8 students on (30%) Nearly Sufficient category. It means that the ability of students in writing descriptive text was categorized into Nearly Good, and their ability was categorized into failed (the students' score were lower than KKM $61 < 68$). In conclusion, the biggest difficulties faced by students were about grammar, and organizing the ideas. The similarities between previous research and this study are method, objectives and data collection, while the differences between previous research and this study are population and samples.