

## CHAPTER II

### LITERATURE REVIEW

#### A. Review of Literature

In conducting this research, theories are needed to explain some concepts or terms, to avoid misunderstanding and to make the same perception between the researcher and the reader, The terms need to be clarified. The terms function is to give limited concept, which specially meant in particular context. Theoretical framework of this research is presented and discussed as the following:

##### 1. Ability in Writing Descriptive Text

###### a. Definition of Ability

Ability is the quality of being able to perform; a quality that permits or facilitates achievement or accomplishment.<sup>1</sup>

General ability can be defined as potential (capability) of power (to do something physical or mental) or special natural power to do something well. It is also defined as intelligence. Super and Cities appear a definition of intelligence that always used by some people as: “intelligence has frequently been defined as the ability to adjust to the environment or to learn from experience.”<sup>2</sup>

Sarlito Wirawan Sarwana said that ability can be divided into two parts: Generally ability and Specific ability

##### (1). Generally ability

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<sup>1</sup><https://www.vocabulary.com/dictionary/ability>. Accessed at *Monday, 5 February 2018*

<sup>2</sup>WastySoemanto. 1998. *Psikologi Pendidikan (Landasan Kerja Pemimpin Pendidikan)*. Jakarta: Rineka Cipta. p. 141

It is the basic specific ability, example: two people who have ability in mathematics and the other is physics these things depend on motivation, experience had a change.

## (2). Specific ability

It is real thing, such as: mathematics, business, administration, group and to make a rule in many activities.<sup>3</sup>

The students' ability is related to the student. Effect of getting into their cognitive system. The ability is the result of learning process which involve teachers with students which is reflected from the knowledge the students' have. Ability which is achieved by the students then is realized in the form of the score, so that it will be acknowledge by the certain position of the students in the classroom because the score they have reflected their ability in learning process.

In conclusion ability is getting by learning itself, the students should concentrate their mind to the subject. Besides, the teacher should use the appropriate strategy or technique to make the students interest to learn what taught by teacher.

### **b. Definition of Writing**

Writing is a psychological activity of the language user to put information in the written text.<sup>4</sup> Writing is the expression of language in the form of letters, symbol, or words.<sup>5</sup> Writing as a process of expressing ideas or thoughts in words.<sup>6</sup>

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<sup>3</sup>SarlitoWirawanSarwana. 1974. *PengantarUmumPsikologi*. Jakarta: BulanBintang. p. 79

<sup>4</sup>SanggamSiahaan. 2008. *Issues in Linguistic*. Yogyakarta: GrahaIlmu. p. 215

<sup>5</sup>Utami Dewi.2013. *How to Write*.Medan: La-Tansa Press. p. 2

<sup>6</sup>Sutanto Leo, dkk. 2007. *English for Academic Purpose: Essay Writing*. Yogyakarta: Andi Offset.  
p.1

According to Harmer writing is one of the four skills in English. Writing is considered as the productive skill since it allows the language user to produce texts. Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English.<sup>7</sup> Writing is one of the skills which must be acquired in language learning. Experience, events, stories and ideas can be expressed through writing. Writing is very important by the reason that it helps us to communicate with others. Moreover, writing as a process of communication. In the process of writing, people give full shape to their thoughts, their feelings and even their values. Writing is also a process of self-discovering of what we are and what you are thinking.

In holy Al Qur'an, writing is also one of the important skills that should be learned. And there is a verse that states the existence of writing that is stated in Al-Qur'an that is:

Surah Al – Alaq: 4 – 5

الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Meaning:

*“Who taught (to write) with the pen. Taught man what he knew not.”*<sup>8</sup>

Surah Al – Qalam: 1

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ (١)

Meaning:

*“Nun. By the Pen and the (Record) which (men) write”.*<sup>9</sup>

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<sup>7</sup> Jeremy Harmer. 2007. *How to Teach Writing*. Malaysia: Longman. p. 31

<sup>8</sup>M. HabibShakir. *The Only Quran*. Accessed 5 February 2018.  
([http://www.theonlyquran.com/quran/Al-Alaq/English\\_M\\_Habib\\_Shakir/](http://www.theonlyquran.com/quran/Al-Alaq/English_M_Habib_Shakir/))

<sup>9</sup>Abdullah Yusuf Ali. *The Only Quran*. Accessed 5 February 2018.  
([http://www.theonlyquran.com/quran/Al-Qalam/English\\_Abdullah\\_Yusuf\\_Ali/](http://www.theonlyquran.com/quran/Al-Qalam/English_Abdullah_Yusuf_Ali/))

From some of the verses above, we can conclude that the people should study to look for the knowledge. Pen is not a creature but what can be written by the pen are many things that can be understood by human.

Allah teach human by using pen. After they are good and smart in using the pen, then many knowledge which are given by Allah. And one of that knowledge is writing. So, in writing, the writer should have self-confidence and should know what they will write. Then, get more practice since to write effectively is now become fundamental skill in the world of education.

Writing is procedure or reproduces written message. It means that writing is one of language skill use hand to transform what we think in our mind writing is within form in expressing idea, feeling and opinion. We combine our ideas into sentences and then into the text/paragraph, and the text has the meaning, so the reader can understand the meaning of the text.

Tests of language are something that must be done by teachers in language learning. Through the assessment will be known objectively student learning outcomes. Assessment will get good results if aspects are assessed in writing presented in more detail.

Writing activities involving aspects of the use of punctuation and spelling, use of diction and vocabulary, phrasing, paragraph development, processing ideas and development models essay. In connection with it, according to Zaini Machmoed in Nurgiyantoro states that the categories subject matter in the composing include: (a). The quality and scope of content, (b). Organization and presentation of content, (c). Style and form of the language, (d). Mechanics: grammar, spelling, punctuation, writing neatness and cleanliness.(e). Teachers' effective response to the paper.

Correspondingly with this, Harris and Amran in Nurgiyantoro argues that the elements composing assessed is the content (content, the ideas presented), form (organization of contents), grammar (grammar and sentence patterns), style (style: the choice of structure and vocabulary) and mechanics (spelling). When viewed from both these opinions can be concluded that the main elements in composing assessed are the quality of essay content which is followed by the organization, style, spelling, and punctuation.<sup>10</sup>

Table 1. Scoring Guide of Writing Test<sup>11</sup>

<b>Component</b>	<b>Score</b>	<b>Level</b>	<b>CRITERIA</b>
Content	<b>30-27</b>	Excellent to very good	Knowledge. Substantive. Thorough development of thesis. Relevant to assigned topic .
	26-22	Good to average	Some knowledge of subject. Adequate range. Limited development of thesis. Most relevant to topic, but lacks detail.
	21-17	Fair to poor	Limited knowledge of subject. Little substance. Inadequate development of topic.
	16-13	Very poor	Does not show knowledge of subject. Non-substantive. Not pertinent. Or not enough to evaluate.

<sup>10</sup> Ubaydillah Ibnu sholihin.2013. <http://www.zakymedia.com/2013/06/kajian-teori-hakikat-kemampuan-menulis.html>. Accessed at Monday, 5 February 2018

<sup>11</sup> Sara CusingWeigle, 2001*Assessing Writing*, US:Cambridge University Press, , p. 116

organization	20-18	Excellent to very good	Fluent expression. Ideas clearly stated/supported. Succinct. Well-organization. Logical sequencing. Cohesive.
	17-14	Good to average	Somewhat choppy. Loosely organized but main ideas stand out. Limited support. Logical but incomplete sequencing.
	13-10	Fair to poor	Non-fluent. Ideas confused or disconnected. Lacks logical sequencing and development.
	9-7	Very poor	Does not communicate. No organization. Or not enough evaluation.
<b>Vocabulary</b>	20-18	Excellent to very good	Does not communicate. No organization. Or not enough evaluation.
	17-14	Good to average	Adequate range. Occasional of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to poor	Limited range. Frequent errors of word/idiom form, choice, usage. Meaning confused or obscured.
	9-7	Very poor	Essentially translation.

			Little knowledge of English vocabulary, idioms, word form. Or not enough evaluate.
<b>Language Use</b>	25-21	Excellent to very good	Effective complex constructions. Few errors of agreement, tense, number, word order/function, article, pronouns, prepositions.
	20-16	Good to average	Effective but simple constructions. Minor problems in complex construction. Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	15-10	Fair to poor	Major problems in simple/complex constructions. Frequent errors negotiation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions. Meaning confused or obscured.

	9-7	Very poor	Virtually no mastery of sentence construction rules. Dominated by errors. Does not communicate. Or not enough to evaluate.
<b>Mechanics</b>	5	Excellent to very good	Demonstrates mastery of conventions. Few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to average	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	Fair to poor	Frequent errors spelling, punctuation, canalization, paragraphing. Poor handwriting. Meaning focused or obscured.
	2	Very poor	No mastery of conventions. Dominated by errors of spelling, punctuation, capitalization, paragraphing. Handwriting illegible. Or not enough to evaluate.



In conclusion writing is it can be concluded that writing is an active. Productive more clearly, writing is an act or process to produce some information in their mind that should be express into writing form. Writing will be the best if the students guide on the rules defined. It usually refers to contents, organization, grammatical, usage and mechanics, sentence structure, mastery on vocabulary and so on.

### **c. Definition of Descriptive Text**

Descriptive text is a piece of text describes a particular person, place, or thing. While Broad man and Jia states that descriptive text is a kind of text that is used to describe what something looks like.<sup>12</sup> Another definition about descriptive text is based on Gerot and Wignell, it is stated that descriptive is a kind of text which is aimed to describe a particular person, place, or thing.<sup>13</sup> From the definitions above, the writer concludes that descriptive text is a text which aims to describe particular things, such as people, place, even unit of days, times of day, or season.

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Description or descriptive text etymologically is derived from the word describe. Describe means to draw, to illustrate or to picture object, place, person in order to have visual

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<sup>12</sup>Furaidah, *Advanced Writing*, pusat penerbitan: University Terbuka, 2002, p. 80.

<sup>13</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, Sydney: Gerd Stable Podean Education Enterpress, 1994, p. 43.

<sup>14</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, Sydney: Gerd Stable Podean Education Enterpress, 1994, p. 43.

appearance of the object described. However, descriptive genre can also describe idea or point of view in order to have visual appearance of it. In other words, it can be said that descriptive genre is the way to describe or illustrate the object, or person, or idea by his/her eyes physically.<sup>15</sup>

From the definitions above, the writer concludes that descriptive text is a text which aims to describe particular things, such as people, place, even unit of days, times of day, or season.

**(1) Generic Structure**

The generic structure of descriptive text is shown in the following table:<sup>16</sup>

Table 2. Generic Structure of Descriptive Text

Generic Structure	Function
Identification	Identification the person, place, or thing to be described
Description	Describes parts, qualities, and characteristics

Examples of generic structure of descriptive text

1) Description of person

My Mother

Every people certainly have a mother. Because people was born from her. The existence of her among us is definitely important. That is why I love her so much. I owe great debt to what she has been doing to me until right now. I love you, mom. (Identification)

My mother's name is Khodijah. She was born 49 years ago. She is short, but not too short. She is little fat. And she is old. She has got short white straight hair. She has got brown

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<sup>15</sup>I Wy.Dirgeyasa. 2012. *Maritime English Writing: A Genre Based Approach*. Op.Cit p.3

<sup>16</sup>EnnyHammond,,*English for Social Purposes ( A Hanbook for Teachers of Adult Literacy)*, Sydney: Maquarie University, 1992, p. 78.

skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person. She never stops to support me. She always tells me to not give up so easily. She always gives me some fine solutions when I have some problems. The importance of her is never denied. That is why I never reject her willing. (Description)

Identification : My Mother = Every people certainly have a mother. Because people was born from her. The existence of her among us is definitely important. That is why I love her so much. I love you mom.

Description : Characteristic = She is beautiful, she is short, she is little fat, she is old, she has got brown skin. Her hand is so soft, and she never stops to support me.

## **2. Outline Technique**

### **a. Definition of the Outline Technique**

An outline is an arrangement of the topics or ideas in the form of a numbered list. This list shows the order and relationship of the ideas. Outlining will help lead to writing better compositions, as the subject of the composition and its purpose are clearly stated. It will help the writer stick to the subject and force the writer to list all the ideas that are to be presented. Thus, outlining assures that the composition will be complete and in logical order. It will help to eliminate ideas that are not related to the subject and to avoid repetition. In addition, the writer will see the relation of each part to the whole composition. Most of all, outlining will tell how many paragraphs the writer will need to write: a paragraph for the introduction, at least one paragraph for each main point in the body of the outline, and one paragraph for the conclusion. Outlines should not be so rigid and complex that they become barriers rather than aids to writing.<sup>17</sup>

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<sup>17</sup>George E. Wishon and Julia M. Burks. 1980. *Let's Write English*. New York: Litton Educational Publishing International. p.371

In conclusion outline technique is a way of doing something by preparing some technique or strategies in conveying the material concern with the students' behavior, classroom and teacher skill in teaching. Furthermore, every teaching technique that used by the teacher should be appropriate with the material that will be taught. So the purpose that we want can be reached.

### **b. Principle of the Outline Technique**

An outline is a formal system used to think about and organize writer's paper. For example, writer can use it to see whether writer's ideas connect to each other, what order of ideas works best, or whether writer has sufficient evidence to support each of his points. Outline can be useful for any paper to help writer see the overall picture.<sup>18</sup>

### **c. Design of the Outline Technique**

According to Alice outline is best way before writing to organize paragraph.<sup>19</sup> Outline technique helped students to gather ideas and made it an easy concept in an essay written, particularly in the manufacture of descriptive text. Outlining might not be very useful if writers are required to produce a rigid plan before actually writing.

But when an outline is viewed as a kind of draft, subject to change, evolving as the actual writing takes place, then it can be a powerful tool for writing. Architects often produce multiple sketches of plans, trying out different approaches to a building, and they adapt their plans as a building goes up, sometimes substantially (it is fortunately much easier for writers to start over or make basic changes)<sup>20</sup>

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<sup>18</sup>Jhon, *How to Make Outline*, Washington university, <http://web.psych.washington.edu> accessed on february, 3<sup>rd</sup> 2015

<sup>19</sup>Alice Oshma and Ann Hogue, *Introduction to Academic Writing Third Edition*: Pearson Education, New York 2007. P. 54

<sup>20</sup>Steven Lynn, *Rhetoric and Composition: An Introduction*. Cambridge Univ. Press, 2010

#### **d. Procedure of the Outline Technique**

According to Francois, outline is one of the best organizational techniques in preparing to write a paper. He also stated, in making a basic outline, begin with a thesis and decide on the major points of the paper.<sup>21</sup> Under these major points list specific sub points. Bellow some steps to make outline a paper: (1). Identify the topic, (2). Identify the main categories, (3). Create the first category, (4). Create subcategories.

The explanation there are:

##### (1) Identify the topic

The topic of paper is important. Try to sum up the point of the paper in one sentence or phrase. This will help writer paper stay focused on the main point.

##### (2) Identify the main categories.

What main points will writer cover? The introduction usually introduces all of writer's main points, then the rest of paper can be spent developing those points.

##### (3) Create the first category.

What is the first point writer want to cover? If the paper centers around a complicated term, a definition is often a good place to start. For a paper about a particular theory, giving the general background on the theory can be a good place to begin.

##### (4) Create subcategories.

After the main point was gotten, create points under it that provide support for the main point. The number of categories that used depends on the amount of information cover; there is no right or wrong number to use.

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<sup>21</sup>Francois, *Pre-Writing and Outline*, Wheaton College, <http://www.wheaton.edu/Academics>, Accessed on February 5, 2018

#### **e. The Advantages and Disadvantages of the Outline Technique**

The Advantage of Outline Technique is the sentence outline is done in full sentences. It is normally used when paper is focused on complex details. The sentence outline is especially useful for this kind of paper because sentences themselves have many of the details in them. A sentence outline also allows you to include those details in the sentences instead of having to create an outline of many short phrases that goes on page after page. Outline will help the writers put thoughts on paper and generate ideas to find the best ones.

While, Disadvantage of Outline Technique Since it is one of the brainstorming techniques, it is called as the natural way in developing the writing. It is only the surface of technique in teaching writing actually. Sometimes the learners are confused how to use it because the learners confused where to start writing. Besides, the learners do this way under pressure to make this technique as an effective way.

Students find it difficult to start writing a simple article that relates to the topic they are studying. This makes the muse long time just to get started writing a simple paragraph. In addition, they found it difficult to find and organize ideas related to the topic of discussion.<sup>22</sup>

### **B. Conceptual Framework**

Writing is the process of thinking to represent the ideas or thought in form of arranged symbols. It is a skill that should be practiced many times to create a good writing since it is a complex process.

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<sup>22</sup>ErlıkWidiyaniStyati, 2009*The Effectiveness Of Clustering Technique To Teach Writing Skill Viewed From Students' Linguistic Intelligence*. Unpublished Thesis.Madiun: IKIP PGRI Madiun ,, p. 26

Description or descriptive text etymologically is derived from the word describe. Describe means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described.

Writing is not only to share your ideas into the paper but also to develop it become a good text. There are many kinds of genres in writing that should be learn by the students. One of the genre is descriptive. Students feel difficult to write a descriptive text. They lack of vocabulary and confuse to determine what they should write.

By applying outline technique in writing text, the students will be motivation to find many vocabularies or knowledge that related to the subject in their writing. They can write and arrange all of the information, so that they will be help in making the descriptive text.