

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theories**

##### **1. Concept of Writing Skill**

###### **a. Definition of Writing Skill**

Writing is one of four-language skills used in communication. We can use it to express our ideas, feeling, opinion, etc. Lado (1981:284) stated that writing is an ability of using language and its representation productively in ordinary writing situation. This statement is supported by Norman (1990) in Randy stated that writing is the sophisticated ability of combining the five general components of writing; content, organization, grammar, vocabulary, and mechanics.

Moreover, Harmer (1998:73) explains that writing is a complex cognitive process that sustained intellectual effort over a considerable period. They suggest that producing text involves recursive procedures. These procedures can be realized in the classroom is number of different ways.

Harris (1969: 68) states that writing is a complex skill for learners, consequently they find it difficult to express their opinion, feeling, emotion, ideas, and estimation as well. He adds that the writing process has been analyzed in many different ways, most teachers would probably agree in recognizing at least the following five general components in writing, namely: content, form, grammar, style, and mechanics.

*Content* is the substance of writing, the ideas expressed. *Form* is the organization of content. *Grammar* is the employment of grammatical forms and syntactic patterns. *Style* is the choice of structures and lexical items to give a particular tone or flavor to the writing. *Mechanics* are the use of the graphic conventions of the language.

Sokolik cited in Nunan (2003:88) gives some definitions of writing: Writing is both a physical and a mental act. At the most basic level, writing is the physical act of committing word or ideas to some medium, whether it s hieroglyphics inked onto a parchment, or an e-mail message typed into a computer. On other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Besides that, writing is both a process and a product. The writer imagines, organizes, drafts, edits, reads, and reread. This process of writing is often cyclical, and sometimes disorderly. Ultimately, what the reader sees, whether it is an instructor or a wider reader is a product an essays, letter, and story or research report.

In other hand, Harmer (2004: 61) asserts that the difficulty of students in writing is because of the unaccustomed of the students to write something even in their native language. A common response of students if they are ask to write something is they have nothing to say, nothing to write, it means hard to them to find out and organize an ideato an

appropriate sequence of event, and finally the writing becomes an uninteresting to some students.

### **b. Component of Writing**

Writing instruction is important subject that should be dominate for student beside listening, speaking, and reading. Writing process have several component that should paid attention for students to create or produce good written form like paragraph or essay. According to Jacob in Ghanbari,etc (2012:94) there are some components in the profile of writing:

- 1) Content to measure the content of written product is not easy to do. In order to make the teacher or evaluator to count it, she or he applied knowledgeable, substantive, thorough development of thesis, relevant to assigned topic. In the example below, we can see that the writer writes about My Holiday.
- 2) Organization in organization, six descriptions have to take in good written text.They are fluent expression, ideas clearly state or support succinct, well organize and logical sequencing and cohesive.
- 3) Vocabulary the good writers have enrich their vocabularies of their writing's quality. However, it is not enough without choose the correct vocabulary to the text. In addition, the writerare able to use the variation vocabularies from that paragraph or essay. The writer can use effective word/idiom choice and usage.

- 4) Language use as like the vocabulary in writing evaluation, language use consist of eight description; effective, complex construction, agreement, tenses, number, word order of function, article, pronouns, and preposition. The example below show that writer use past tense.
- 5) Mechanics are description about spelling, punctuation, capitalization, paraphrasing, and handwriting in written product. It is as basic of the evaluation in the profile of composition. The example below show that writer use capitalization in the beginning of the sentence.

### **c. Stages in Writing Skill**

Writing is the process of expressing ideas from the writer to the reader; the reader understands what the writer means in his writing. According to Gart (2006:41-62) stated that there are 4 stages of writing process. They are:

#### **1) Prewriting**

During prewriting, the first step of the writing process, authors will generate ideas and put their thoughts in order. Examples of prewriting include anything from a sentence or two 10 describing a project's organization to an extensive outline with references to where you will place notes. Three usable formats for prewriting include the following:

- a) Bubbling (mind web)
- b) Outlining
- c) Drawing/writing a captioned cartoon strip

#### **2) Drafting**

Each use of the writing process is likely to take most students a similar amount of time, although the steps on which they spend their time may vary. For example, if students spend time on their prewriting, they will gain it back while drafting; if they rush through the pre-write, they may take longer to draft. This is to be expected. Some students will fly through the planning stage of their writing, giving it the minimum required effort and nimbly inserting ideas on the fly as they draft. Others will agonize over their pre-write and view the draft as filling in the blanks of an organized outline. Both approaches have their advantages and disadvantages

### 3) Revising

Revising is often neglected in the writing process. Students often feel that they have already written the paper, and they see any extra work, such as revising, as just that extra work. But in revising lies the greatest potential for learning. While revising, 11 students learn techniques to make their writing better techniques they can apply the next time they draft. In this multistep process, it is effective for students to first revise their own work and then get comments from a peer or adult.

### 4) Proofreading/Editing

Editing as part of the writing process should first be done by the author and then again by a peer or adult, using the appropriate editing marks. Just as in revision, it is useful to ask students to make multiple passes through their writing, checking only one area at a time, for

example spelling, paragraphing, or commas, problems. Have students cross out and replace rather than erase, which quickly erodes a draft into smudge marks and holes. Remind students to be especially aware of the following grammar issues:

- a) Punctuation—Does each sentence end with the proper mark? Are phrases broken into sentences where appropriate? Are there run-ons or fragments? Are pauses marked by commas?
  - b) Capitalization —Are beginnings of sentences, dates, and proper nouns capitalized?
  - c) Agreement—Do sentences agree in number and tense?
  - d) Tense —Is tense consistent throughout?
- 5) Publishing

Publishing is central to the implementation of Authentic Writing which, you will remember, includes the pairing of choice and purpose. How and where you publish student writing will determine whether it in fact has purpose or whether the writing was simply an exercise. The writing workshop format, and thus your writing-process class, is helped greatly by intrinsic motivation.

#### **d. Writing Assesment**

Assessing writing is very important for the teacher, because can monitor students' writing skill development or their learning process achievement. In order to asses students' writing skill in recount text accurately, teacher should use scoring criterion. In assessing students'

writing. Jacob et al ( 1981: 90 ) states that there are five indicator of writing to be asses, they are: content, Organization, Vocabulary, Language Use, Mechanics. The scale of each as in following table:

**Table 3.4**

**Indicator and Criteria of Scoring Writing Based on Jacob**

Content	Criteria of Each Item	Score
	<ul style="list-style-type: none"> <li>• Excellent to very good: Knowledgeable; substantive; thorough development of thesis; relevant to assigned topic.</li> </ul>	30-27  26-22
<ul style="list-style-type: none"> <li>• Good to average: Some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail.</li> </ul>	21-17	
<ul style="list-style-type: none"> <li>• Fair to poor: limited knowledge of subject; little substance; inadequate development of topic.</li> </ul>	16-13	
<ul style="list-style-type: none"> <li>• Very poor: does not show knowledge of subject; non substantive; not pertinent; or not enough to evaluate.</li> </ul>		

Organization	Criteria of Each Item	Score
	<ul style="list-style-type: none"> <li>• Excellent to very good: Fluent expression; ideas clearly stated/supported; succinct; well organized; logical sequencing; cohesive.</li> </ul>	20-18
<ul style="list-style-type: none"> <li>• Good to average: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but</li> </ul>	17-14	

	<p>incomplete sequencing.</p> <ul style="list-style-type: none"> <li>• Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development.</li> <li>• Very poor: does not communicate; no organization; or not enough to evaluate.</li> </ul>	<p>13-10</p> <p>9-7</p>
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	Criteria of Each Item	Score
Vocabulary	<ul style="list-style-type: none"> <li>• Excellent to very good: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register.</li> </ul>	20-18
	<ul style="list-style-type: none"> <li>• Good to average: adequate range; occasional errors of word / idiom form, choice, usage but meaning not obscured.</li> </ul>	17-14
	<ul style="list-style-type: none"> <li>• Fair to poor: limited range; frequent errors of word/form choice, usage; meaning confused or obscured.</li> </ul>	13-10
	<ul style="list-style-type: none"> <li>• Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form, or not enough to evaluate</li> </ul>	9-7

	Criteria of Each Item	Score
LanguageUse	<ul style="list-style-type: none"> <li>• Excellent to very good: effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.</li> </ul>	25-22
	<ul style="list-style-type: none"> <li>• Good to average: effective but simple construction; minor</li> </ul>	21-18



	<p>problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.</p> <ul style="list-style-type: none"> <li>• Fair to poor: major problems in simple / complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured.</li> <li>• Very poor: virtually no mastery of sentence constructions rules; dominated by errors; does not communicate; or not enough to evaluate.</li> </ul>	<p>17-11</p> <p>10-5</p>
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	<b>Criteria of Each Item</b>	<b>Score</b>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>• Excellent to very good: demonstrates mastery of conventions few errors of spelling, punctuations, capitalizations, paragraphing.</li> </ul>	5
	<ul style="list-style-type: none"> <li>• Good to average: occasional errors of spelling, punctuation, and capitalization, paragraphing, but meaning not obscured.</li> </ul>	4
	<ul style="list-style-type: none"> <li>• Fair to Poor: Frequent errors of spelling, punctuations, capitalizations, paragraphing; poor handwriting, meaning confused or obscured.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Very poor: no mastery of conventions dominated by</li> </ul>	2

	<p>errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible; or not enough to evaluate.</p>	
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## 2. Concept of Genre Texts

### a. Defenition of Genre

Many experts try to introduce and present their concept about genre. According to Christie (2005:233) argues, Genre is a technical term for a particular instance of a text type. In addition, Hyland (2007:4) defines, Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. In line with the definitions above, Nunan (1999:308) also stated:

- 1) Genre is a purposeful, socially constructed oral or written communicative event, such as narrative, a casual conversation, a poem, a recipe, or a description. Different genres are characterized by a particular structure or stages, and grammatical forms that reflect the communicative purpose of the genre in question. Furthermore, Knapp and Watkins (2009:21) argue:
- 2) Genre is an organizing concept for our culture practices, any field of genres constitutes a network of contrasts according to a variety of parameters, genre is a place occasion, function, behavior, and interactional structure; it is very rarely useful to think of it is a kind of text, genre is 13 culture competence involves knowing the

appropriateness principle for any genre, knowing the kind of margin you have with it, being able to vary it, knowing how to shift from one to another and how many factors would be involve in any such shift."

Dealing with several definitions above, the researcher can infer that genre is a term for an organized concept and technique which has purposeful and meaningful constructed activities, and it also has grammatical forms, stages and aimed orientation to create a particular text types both in oral and written according to the situations

#### **b. Distribution of Genre Texts**

There are fourteen genres or types of the texts should be taught at school, those are recount, report, spoof, discussion, explanation, exposition analytical, exposition hortatory, news item, anecdote, narrative, procedure, description, review and commentary. In this research, the researcher focused on the recount, descriptive and procedure text.

##### **1) Recount Text**

###### **a) Definition of Recount Text**

Derewianka (2005: 9-10) say that social function of recount is to retell events for the purpose of informing or entertaining. It consists of orientation, events, and re-orientation. Orientation provides the setting and introduces participants, events tell what happened, and in what sequence and re-orientation is optional-closure of events. It also focuses on specific participants, use of material processes, its circumstances of time and place, and use of the past tense.

Derewianka (1990: 14-15) states that in a recount we reconstruct past experiences. A recount is the unfolding of a sequence of events overtime and use language to keep the past a live and help to interpret experience. The purpose is to tell what happened.

Moreover, recounts tell what happened. The purpose of a factual recount is to document a series of events and evaluate their significance in some way. The purpose of the literacy or story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by the narrator about the events.

The purpose of recount text is to reconstructs past experience by retelling about the events in order in which they have occurred. It has generic structure such as: first, orientation-background information about whom, where and when, then, series of events in chronological order and a personal comment.

In conclusion, the purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened. And recounts are written to retell events with the purpose of either informing or entertaining their audience. It also focuses on individual participants or events.

## **b) Generic Structures and Language Feature of Recount Text**

### **(1) Generic Structure of Recount Text**

According to Derewianka (1990:15), recount generally begins with an orientation, which gives the reader/listener the background information needed to understand the text (who was involved, where it happened, when it happened). Then the recount unfolds with a series of events ordered in chronological sequence. At various stages there may be some personal comment on the incident.

Then Knapp and Watkins (Sherlie, 2008:20) say that the basic recount also consist of three parts. First, the setting or orientation: background information answering who, when and where. Then events are identified and described in chronological order and conclude comments express a personal opinion regarding the events described.

In addition, Gerot and Wignell (in Yan: 2004) say that generic structure in recount consist of orientation, events, and re-orientation. Orientation provides the setting and introduces participants, events tell what happened, and in what sequence and re-orientation is optional-closure of events.

From discussion above, it can be concluded that recounts begin by telling the reader who was involved, what happened, where this events took place, and when it happened that is called orientation. Then, retelling the sequence of events is then described in chronological order and they're maybe a re-

orientation at the end, which summarizes the events. It can be seen o the following example:

<b><u>Generic</u></b>	<b>Airplane</b>
<b><u>Structure</u></b> <b>Orientation</b>	Last month, I went to traveling by airplane and only on one occasion have I ever felt frightened.
<b>Sequence</b> <b>Event</b>	After taking off, we flew low over the city. It slowly went high to the sky. But, suddenly it turned round and flew back to the airport. An air-hostess told us to keep calm and to get off the plane quietly as soon as it touched down. Everybody on board was worried and we were curious to find out what happened. Later we learnt that there was a very important person on board. Earlier somebody told the police that there was a bomb on the plane. After we landed, the police searched the plane carefully
<b>Re-orientation</b>	Fortunately they did not find a bomb and five hours later we were able to take off again.  <i>Adopted from: www. bahasainggris-smp.com</i>

## (2) Language Features of Recount Text

According to Derewianka (1990:14-15), there are several the language features of recount text

- a. Focuses on specific participants

It means that the participants of recount text should be specific. The writer should focus to the specific participants in order to story. For example:

Last month, *I* went to traveling by airplane and only on one occasion have I ever felt frightened.

b. The use of adjective to clarify the noun

It means that in recount text, writer use adjective to clarify the noun. For example:

Everybody on board was *worried* and we were curious to find out what happened.

c. The use of action verbs

It means that in the recount text, writer use the verb that shown an event (the activity can be seen). For example:

Last month, I *went* to traveling by airplane and only on one occasion have I ever felt frightened.

d. Use of simple past tense

It means that in the recount text, writer use the simple past tense. For example:

*Wewere* curious to find out what happened.

e. Use of linking items to do with time

It means that the recount text, writer use of linking item to do with time. For example:

*Last month*, I went to traveling by airplane and only on one occasion have I ever felt frightened.

From discussion above, when writing recount, it has to focus on individual people. Then, use the words that indicate when and where the events took place. After that, it is written in the past tense.

### c) Types of Recount

Derewianka (1990: 15-17) states that there are three types of recount such as personal recount, factual recount and imaginative recount. The first one is personal recount; retelling an activity that the writer/speaker has been personally involved in.

The second one is factual recount. In writing a factual recount, the writer records the particulars of an incident. (Report of a science experiment, police report, news report, and historical account). The last one is imaginative recount. In writing imaginative recount, the writer is required to write an imaginary role and give details of events. The characteristics of imaginative recount are: usually written in the first person and it may be appropriate to include personal reaction.

## 2) Descriptive Text

### a) Definitions of Descriptive Text

Descriptive is not a new term for us. In our daily life, we often describe something to our family or friends. We describe the clothes



in the shop, a little cat on the road, or delicious food that we have just eaten. In education, descriptive is one of the texts that should be learned by the students whether in junior high school or senior high school. A descriptive text is a kind of text that describes something.

Descriptive gives a picture about something. It depends on sensory language that relates to sounds, taste, touch, and smell. On the other hand, Gerot and Wignel in Mursyid (2006: 4) asserted that descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others. The purpose of descriptive text is to describe a particular person, place or thing.

Descriptive text is usually also used to help reader develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc. To complete our intention to, here are the characteristics based on descriptive writing or text.

In other word, descriptive text presented the idea by providing detail about characteristic of people, place, and thing. According to Daiker (1994: 273) stated in descriptive writing is present an object, place, person (or group of people) activity, or event so as to make the readers feel what felt, sense what sensed, and experience what experienced.

Based on the explanation above, it is concluded that descriptive text is a text that describes a particular person, place, or things.

### **b) Generic Structures and Language Features of Descriptive Text**

Hammond cited in Mursyid (2006:4) there are two basics part of description text, such as identification and description. Identification identifies the phenomenon to be described. While, description describes the part, qualities, and characteristics.

The generic structures and language features are important aspects that should be considered by the writer in writing descriptive text. Further explanation about the generic structures and language features of descriptive text will be explain in the following paragraphs.

#### **1. Generic structures**

Generic structures are general form of genre. Each of genres has its own generic structure. Paltridge (2009:71) explained that generic structures describes text structure based on its internal patterning of rhetorical organization. According to Hammond cited in Mursyid (2006: 4) the generic structures of descriptive text are identification and description. In addition, Brown (2007) argued that identification and description are belonging to organization. For example:

<b>Title</b>	<b>My Classroom</b>
<b>Identification</b>	Hello! My name is Naoki. I am 7th grade

	student of SMP 1 Lebakbarang. I want to tell you about my classroom.
<b>Description</b>	<p>My classroom is next to the school library. It is a big and clean classroom. It has two white doors and six brown windows. The walls are green and there are some pictures on them. There are twenty tables and forty chairs.</p> <p><i>Adopted from: <a href="http://www.bahasainggris-smp.com">www.bahasainggris-smp.com</a></i></p>

The table above is explanation about generic structures in writing descriptive text based on Hammond cited in Mursyid (2006: 4):

a. Identification

Identification function is to identify the phenomenon to be described. Identification as one of the generic structure that will give information about the object or the phenomenon that will be described.

b. Description

Description contains subtopics which describe parts, qualities, or characteristics. It can be described colors, shapes, size, weight, height, width, density, content, and so on.

2. Language features

According to Hammond in Mursyid (2006: 4-5) there are few language features of descriptive text, such as:

a. Focus on specific participants

It means that the participants of descriptive text should be specific. It does not tell the whole class of things. The writer should focus to the specific participants in order to describe a particular person, thing, animal, or place.

b. Using simple present tense

Simple present tense is used to express events or situation that exist, always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future.

c. Verbs of being and having

For example; It has two white doors and six brown windows..

d. The use of descriptive adjectives

It means that in descriptive text, writer uses adjective to clarify the noun. For example, It is a big and clean classroom.

e. Use of detailed noun phrase

It means that to give information about the subject. For example; It is a big and clean classroom.

f. Use of action verbs

It means that in the descriptive text, writer uses the verb that shown an event (the activity can be seen). For example: *run, sleep, walk, etc.*

g. Use of adverbial relating verbs

It means that to give additional information about behavior. For example: *fast, at tree house.*

h. Use of figurative language

For example: *John is as white as chalk.*

In teaching and learning process of this text, at Senior High School students can be asked to describe something that they know well. For example, describing their own bedroom, their pet, or their favorite actor or actress. It will not be difficult for them because they can see it directly.

In short, descriptive text is a text that describes a particular person, place, or thing to the reader. The writer should consider about the generic structures and the language features of this text. This text has identification and description as the generic structures. It is begin by identifying the object that is described and then giving description about it. The language features of the text focuses on specific participants, the use of adjective, the use of action verbs, the use of relating verbs, the use of thinking and feeling verbs and the use of simple present.

### 3) Narrative Text

#### a) Definitions of Narrative Text

Narrative text is a text to tell the story in the past such as legend, fables, short story, folk tale, and myth. The general purpose of narrative text is to entertain the reader. Knapp and Watkins (2005:220) say narrative is a story writing to entertain a reading audience which has powerful social role and powerful medium for changing social opinions and attitudes. Then, Pardiyono (2007:94) adds that the purpose of narrative text beside to entertain, the narrative text can give the moral knowledge to the reader especially for children. The main characteristics of narrative text are the problem and the way to solve the problem.

#### b) The generic structures of the narrative text

- a. **Orientation** is to tell the background of the story or to introduce the character in a story, time, and place of the story. Besides that orientation must use interesting word and the reader want to read it.
- b. **Complication/crisis** is the conflict or the problem of the story. The conflicts are stacked base on what happened.
- c. **Resolution** is the problem solving or the way to solve it.
- d. **Reorientation** is the end of the story and to show that the story finish. It is an optional choice for the writer who wants to write this text.

The other form of making a narrative text by Pardiyono (2007:97) that the generic structures of narrative text are:

- a. Orientation tells about the topic of an activity or event that will tell of the text.
- b. Sequence of events that leads to conflict tells about the activity or conflict of the story. The function is to amuse the reader and give the moral lesson.
- c. Resolution tells about the problem solving.
- d. Coda is the moral message that the reader can get it an important lesson.

While Wahidi (2009:7) states that narrative text is a text focusing specific participants. The function is to tell stories or past events and entertain the readers. The generic structure of narrative text is:

- a. Orientation, introducing the participants and informing the time and the place
- b. Evaluation, it is optional, used to a stepping back to evaluate the plight
- c. Complication or problem, describing the rising crises which the participants have to do with
- d. Resolution, showing the way of participant to solve the crises, better or worse
- e. Reorientation, it is optional.

Besides that, the language features of the narrative text are:

- a. Noun phrase (*a beautiful princess, a huge temple, etc*)
- b. Connectives (*first, before that, then, finally, etc*)
- c. Adv of place and time (*in the garden, two days ago, etc*)
- d. Simple past tense (*He walked away from the village*)
- e. Action verb (*walked, slept, went, etc*)
- f. Saying verb (*said, talked, told, etc*)
- g. Thinking verb, feeling verb, verb of sense (*she felt hungry, she thought she was clever, she smelt something burning*)
- h. Reported Speech
- i. Adjective Clause

**c) The Example of Narrative Text**

**MalinKundang**

<p>A long time ago, in a small village near the beach in West Sumatera, a woman and her son lived. They were MalinKundang and her mother. Her mother was a single parent because Malin's father had passed away when he was a baby.</p>	<p>Orientation</p>
<p>One day, when MalinKundang was sailing, he saw a merchant's ship which was being raider by a small band of pirates. He helped the merchant. The merchant asked MalinKundang to sail with him. To get a better lived MalinKundang agreed.</p>	<p>Complication / Crisis</p>



<p>Many years later, MalinKundang became wealthy, when he was sailing trading journey, his ship landed on a beach near a small village. The villagers recognized him, an old women ran to the beach to meet the new merchant. She was Malins mother. Unfortunately, when the mother came, MalinKundang said to her, “enough, old woman! I have never had a mother like you, a dirty and ugly woman!” After that, he ordered his crews to set sail. She was full sadness.</p>	
<p>Finally, she cursed MalinKundang that we would turn into a stone. If he didn't apologize. Suddenly, a thunderstorm came. His huge ship was wrecked and it was too late for MalinKundang to apologize. It was really too late for him MalinKundang to avoid his course. Suddenly, he turned into a stone.</p>	Resolution
<p>Now people called it BatuSimalinKundang. We can see the stone in Air Manis beach, Padang West Sumatra.</p>	Reorientation

## B. Relevant Studies

In conducted the research, the researcher used relevant studies. The idea of this study was taken Sari (2013), in her thesis about *An Analysis of*

*Students' Writing Skill in Descriptive Text at Class VII of Junior High School 2x11 EnamLingkung.* In the research, she concluded that , the students writing skill in the grade VII of Junior High School 1 2x11 EnamLingkung is fair and the components of writing that haven't mastered by the students were content, organization, and language use. It means that based on the students writing result, the researcher found that students in grade VII of Junior High School 1 2x11 EnamLingkung can made descriptive paragraph, but not the good one. The big problem that the researcher found from the writing result and 28 interview is students cannot arrange the good sentence and find the equal word in English.

Then, Elga (2014) *An Analysis Of Students' Writing Skill on Recount Text at Class VIII of Islamic Junior High School Tanjung Raya.* Based on the result of the test found that the mean score of student based on component writing is 65.27. The score indicate that most students cannot yet reach Minimum Achievement Criteria (MAC) specified by school that is 75. For the each component, got mean score, that is 20.33 (68%) for content, 13.47 (67%) for organization, 13.00 (65%) for vocabulary, 15.27 (61%) for the language use, and 3.13 (63%) for mechanics. While to the students' skill on generic structure of recount text is 2.4 (61%) for the orientation, 2.03 (51%) for the series of event, and 2.1 (53%) for the reorientation. Based on the result of student writing form paragraph analysis and supported with test arrangement sentence, hence difficulty of student are in find the equal vocabulary and language use mastery in English. From the writing can be

concluded that the component of writing and generic structure on recount text that haven't mastered.

Another researcher, Adawiyah (2014) *An Analysis of Students' Writing Skill on Descriptive Text at the Class Ten of State Islamic Senior High School 1 Durian Tarung*. The highest score in arrangement words is 100 points and the lowest score is 20 points. 6 students (14.3%) got very good score in arrangement words mastery. It means those students can write arrangement words well. Meanwhile, no students got good and fair score in arrangement words mastery. Next, 17 students (40.5%) got average score in arrangement words mastery. Then, 19 students (45.23%) got poor score. Based on the 29 finding of the research can be said that the students' writing skill on descriptive text was still low. It means that the score are below the Minimum Achievement Criteria for English lesson that is 78 point. Based on the table criterion in research finding, almost half students had problem in writing descriptive text.

In addition, Tiara Gustini (2009), a student of UNP in her research, found that students' ability in using mechanics was moderate. It shows that there were 15 students (55.55%) had moderate ability. Students had mistake in using mechanics in writing descriptive text, such as using punctuation, spelling and capitalization because they did not appropriately use point, coma and capitalization.

FitriPurnama Sari (2013) a student of UNP in her research found that the students have some problems in writing recount text. The students did not

really master in content, vocabulary, and grammar of writing aspect. However, based on the questionnaire that researcher gives to the students, some students still have some problems in writing recount text but the students did not faced the problem in content of writing. The students only have problems in grammar and mechanic.

This research itself focuses on analyzing of students' writing skill on genre text at class IX of Junior High School 1 SintogaLubukAlung. The purpose of this research is to find out and to describe the students' skill in writing on descriptive, recount and procedure text related component of writing, and then to find out and describe the students is not mostly mastered on kinds and generic structure of texts.

### C. Conceptual Framework

In this research, the researcher analyze the students' problem in writing on descriptive, recount and procedure text by class IX of Junior High School 1 SintogaLubukAlung. The researcher collecting the data from the students by asking them to write descriptive, recount, and narrative text. Then, the researcher identifies the factors of students writing those are component of writing, and generic structures.

**Figure 1. Conceptual Framework**

