

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theories

1. Concept of Writing Skill

a. Definition of Writing Skill

Writing is a communicative competence, which means there is a process of conceptualize data happen in brain then produce it in written information. Writing is not an easy skill to be mastered. Learning writing mean, learn how to organize experience, information or ideas in certain patterns. Writing is not only the action of jotting down the word or sentences into a written language, but also arranging them into well-organized product in order to make it understandable.

Harmer (2004: 8) stated that the product of writing is not instant, there is a process where the writer has chance to plan and modify their writing before it appear as the finished product. Learning to write is a process of discovering and organizing ideas, putting them on paper, reshaping and revising them. Brown (2001:335) argues that:

“Written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally,...,writing pedagogy focuses on how to generate ideas, how to organize them coherently”.

In addition, 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 asked to write something is they have nothing to say, nothing to write, it means hard to them to find out and organize an idea to an appropriate sequence of events, and finally the writing becomes uninteresting to some students.

Besides that, Florian (2003) stated that there are six meanings of "writing" that can be distinguished. They are: (1) a system of recording language by means of visible or tactile marks; (2) the activity of putting such as a system to use; (3) the result of such activity, a text; (4) the particular form such as a result, a script style such as block writing; (5) artistic composition; (6) a professional occupation. Based on these things, it means that writing is a process of making a sentence until a paragraph that has meaning which can be used to a professional occupation,

Irene (2012:1) stated that a popular statement in early journal articles and textbooks was "writing is a process, not a product," and today there is general agreement that an important goal for a writing course is to help students develop an effective writing process. In addition, based on Ozhima (2005: 98) it means that writing can be referred to how to do something in creating ideas, applying in their work. Besides that, the writer should know about the process in writing activity.

Meanwhile, Sokolik (2003) in Caroline Linse states that writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is poised and comprehensible to the readers.

Furthermore, Nation (2009) cites that writing is an activity that can usefully be prepared for by work in other of listening, speaking, and reading. It means that writing activity has multi functions that are related to other skills. For instance, task from a teacher can be started from listening, speaking, reading, and writing.

In the other hand, based on Ken (2011), writing is central to personal experience and social identities, and we are often evaluated by our control of it. The various purposes of writing, its myriad contexts of use and the diverse backgrounds and needs of those wishing to learn it, all push the study of writing into wider frameworks of analysis and understanding. Besides, writing is also disembodied. It is removed from context and the personal experiences of writers and readers because meanings can be encoded in texts and recovered by anyone who speaks the same language as the writer.

In line with the descriptions above, the writer concludes that writing is not only writing something using a pen in a sheet of paper but, it is a process of how people develop their idea and organize it to be a good sentence and good paragraph. Writing is a tool to express ideas and feeling as well. Writing can help human life in many aspects

because there are combinations between process and product in writing activity.

b. Purpose of Writing

There seem to be many different kinds of writing, such as novels, poems, short stories, scripts, letters, essays, reports, reviews, instructions, and all quite different. But they are all writing. They all have the basic aim of getting ideas from one brain into another. There are three common purposes in writing:

a. Writing to entertain

Entertain does not necessarily make the reader laugh but it at least engages their feeling in some way. People who read imaginative writing can be entertained (emotionally gripped) by something very serious, even sad, as well as by something funny. An exciting plot can involve the emotions. Writing that involves emotions can be reflective or contemplative. The examples are novels, stories, poems, etc.

b. Writing to inform

Inform tells the reader about something. It can also be entertaining but that is just a bonus is not the main purpose. The examples are newspaper articles, scientific or report business, etc.

c. Writing to persuade

Persuade tries to convince the reader of something. It includes the opinions but as part of logical case backed up with the evidence.

The examples are advertisement, some newspaper and magazine articles, etc.

c. Component of Writing

According to Jacobs (1981: 12), there are five components of writing namely; Content, organization, vocabulary, language use and mechanics. Below is the explanation of each:

a. *Content*

Content is a substance of a text. There are four descriptors for content, they are knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.

b. *Organization*

Organization is related to the appropriate sequence of events or chronological order of an event in a text and appropriate length. It means the idea of the text should be well-organized, the idea must relate from one to another in paragraph.

There are six descriptors for this component; fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive.

c. *Language use*

In writing evaluation, language use consists of eight descriptors: effective complex construction, agreement, tenses, number, word order/function, articles, pronouns and prepositions.

d. *Vocabulary*

A writer should choose a correct vocabulary. Usually good writers have enriched their vocabulary for their writings' quality. Because vocabulary is a basic of writing, without grammar very little can be conveyed, but without vocabulary nothing can be conveyed. Vocabulary in this case consists of four descriptors: sophisticated range, effective word / idiom choice and usage, word form mastery, appropriate register.

e. *Mechanics* is related to spelling, punctuation, capitalization, paragraphing and handwriting in written product.

Based on the explanation above, researcher concludes that there are five components that should be considered for a good and meaningful writing such as: Content, Organization, Vocabulary, Language Use, and Mechanic. By comprehending the aspects or components of writing, learner can produce a well-organized text, easy to be read and understandable.

Moreover, since writing is a complex activity and difficult to the student, teacher must be clear about the purpose of teaching writing in order to help students faces the difficulties of writing.

d. Types of Writing

According to George and Julia (1980 : 383), there are four types of writing, they are :

a. Description

The purpose of description is to present the characteristics of object, persons, places, and sensations the learner presents. The thing that the learner has to do in writing description is to show the readers, not to tell them. She has to try to make the readers see what she sees, smells or tastes what she smells or tastes. Description attempts to give feeling to the readers. The writing in this form should be written or described as really as possible.

b. Narration

Narration is a form of writing, which relates the story to act of events. The series of events are arranged in chronological order of time. The example of these types are short stories, novels, and new stories.

c. Exposition

It explains something an explanatory paper tells what thing it is, how it works, how it is made, how it is like or unlike something else or how something a caused.

d. Argumentation/Persuasion

This technique is used in persuading and convincing someone about something. George (1980: 384) said that it is used to persuade the readers to follow the writer's ideas, make a case, prove or disprove a statement.

e. Steps of Writing

According to Donald Graves (1983) in Andrew P. Johnson (2008:179), there are five steps process in writing. The steps are *Prewriting, Drafting, Revising, Editing, and Publishing & Sharing*. They will be explained as follow:

a. *Prewriting*

The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, and power writing.

b. *Drafting*

Drafting is the writer's first attempt to capture ideas on paper.

c. *Revising*

This is the heart of the writing process. Here a piece is revised and reshaped many times.

d. *Editing*

This is the stage where grammar, spelling and punctuation errors are corrected.

e. *Publishing and Sharing*

This is where students' writing is shared with an audience. Writing becomes real and alive at this point.

Based on the steps of writing process above, writer draws a conclusion that to get a great writing, everyone who writes something

should do the five steps. Besides, by doing each steps, we will be able to know how to write well, how to get someone read our writing and get the knowledge after reading it.

f. Scoring Rubric of Writing Assessment

Scoring rubric of writing assessment based on Jacob's criteria (1981:90) can be seen in the following table:

Table 2.1
Criteria of Students' Writing

NO	COMPONENTS OF WRITING	SCORE	LEVEL	CRITERIA
1	CONTENT		30 – 27	EXCELENT TO VERY GOOD: <ul style="list-style-type: none"> • Knowledgable • Substantive • thorough development of thesis • relevant to assigned topic
			26 – 22	GOOD TO AVERAGE <ul style="list-style-type: none"> • some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail
			21 – 17	FAIR TO POOR <ul style="list-style-type: none"> • limited knowledge of subject • little substance • inadequate development of topic
			16 – 13	VERY POOR <ul style="list-style-type: none"> • does not show knowledge of subject • non-substantive • not-pertinent • OR not enough to evaluate
2	ORGANIZATION		20 – 18	EXCELENT TO VERY GOOD: <ul style="list-style-type: none"> • Fluent expression • Ideas clearly stated/supported • Succinct • Well-organized

				<ul style="list-style-type: none"> • Logical sequencing • Cohesive
			17 – 14	GOOD TO AVERAGE <ul style="list-style-type: none"> • somewhat choppy • loosely organized but main idea stand out • limited support • logical but incomplete sequencing
			13 – 10	FAIR TO POOR <ul style="list-style-type: none"> • non-fluent • ideas confused or disconnected • lacks logical sequencing and development
			9 – 7	VERY POOR <ul style="list-style-type: none"> • does not communicate • no organization • OR not enough to evaluate
			20 – 18	EXCELLENT TO VERY GOOD <ul style="list-style-type: none"> • Sophisticated range • Effective word/idiom choice and usage • Word form mastery • Appropriate register
			17 – 14	GOOD TO AVERAGE <ul style="list-style-type: none"> • Adequate range • Occasional errors of word/idiom form, choice, usage but meaning not obscured
3	VOCABULARY		13 – 10	FAIR TO POOR <ul style="list-style-type: none"> • Limited range • Frequent errors of word/idiom form, choice, usage • Meaning confused or obscured
			9 – 7	VERY POOR <ul style="list-style-type: none"> • Essentially translation • Little knowledge of English Vocabulary, idioms, word form • OR not enough to evaluate
4	LANGUAGE USE		25 – 22	EXCELLENT TO VERY GOOD <ul style="list-style-type: none"> • Effective complex construction • Few errors of agreement, tense,

				number, word order/function, articles, pronouns, prepositions
			21 – 18	<p>GOOD TO AVERAGE</p> <ul style="list-style-type: none"> • Effective but simple construction • Minor problem in complex construction • Several errors in agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
			17 – 11	<p>FAIR TO POOR</p> <ul style="list-style-type: none"> • Major problem in simple/complex construction • Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • Meaning confused or obscured
			10 – 5	<p>VERY POOR</p> <ul style="list-style-type: none"> • Virtually no mastery of sentence construction rules • Dominated by errors • Does not communicate • OR not enough to evaluate
5	MECHANICS		5	<p>EXCELLENT TO VERY GOOD</p> <ul style="list-style-type: none"> • Demonstrates mastery of convention • Few errors of spelling, punctuation, capitalization, paragraphing
		4	<p>GOOD TO AVERAGE</p> <ul style="list-style-type: none"> • Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured 	
		3	<p>FAIR TO POOR</p> <ul style="list-style-type: none"> • Frequent errors of spelling, punctuation, capitalization, paragraphing • Poor handwriting • Meaning confused or obscured 	
		2	<p>VERY POOR</p>	

				<ul style="list-style-type: none"> • No mastery of conventions • Dominated by errors of spelling, punctuation, capitalization, paragraphing • Handwriting illegible • OR not enough to evaluate
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2. Genre

a. Definition 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."

3. Genre, based on Rudi Hartono (2005: 6) in Azhar (2015), is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose. The meaning of the genres intended is that students are able to understand the concept and they would be able to identify a kind of texts that students will have to write. One of its main concerns is to discover and describe the major characteristic of kinds of writing.
4. Smith (1990) in Himawati (2009: 21) stated that genre are kind of text that each of them has communicative purpose, text structure and characteristics of linguistic. Language is social phenomena and that to use language- to speak or write is to be engaged in a entirely social activities. It means that anything about language is the kind of words. We use sentences, we construct ways, we interact with language has social reason and social effect.

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

There are fourteen genres or types of the texts should be taught at school, those are:

1. Recount is a kind of genre used to retell events for the purpose of informing or entertaining.
2. Narratiive is a kind of genre used to amuse, to entertain and to deal with actual or various experiences in different ways.
3. News story is a factual text which informs reader's events of the day which are considered newsworthy or important.
4. Anecdote is a kind of genre used to share with others an account of an unusual or amusing incident.
5. Spoof is a kind of genre used to retell an event with humorous twist.
6. Procedure is a kind of genre used to describe how something is accomplished through a sequence of action or steps.
7. Explanation is a kind of genre used to explain the process involved in the information or workings of natural or socio-cultural phenomena.

8. Report is a kind of genre used to describe the way things are, with references to arrange or natural, manmade and social phenomena in our environment.
9. Analytical exposition is a kind of genre used to persuade the reader to take action on some matter.
10. Discussion is a kind of genre used to present (at least) two points of view about an issue.
11. Description is a kind of genre used to describe a particular thing, person or place.
12. Review is a kind of genre used to critique or argue an art work or event for a public audience.
13. Commentary is a kind of genre used to explain the processes involved in the information (evolution) of social-culture phenomenon, as though a natural phenomenon.
14. Hortatory exposition is a kind of genre used to persuade the reader or listener that something should or should not be the case.

3. Recount Text

a. Definition of Recount Text

Based on Curriculum 2013, there are some kinds of text that Students of Junior High School need to learn, one of them is Recount Text. The researcher believes that recount text is the next which is so close to the students' life. The students do not need to think hard to

find the ideas in creating the story, because they went through with the events, so they can write the story smoothly. According to Mark and Kathy Anderson (1997: 48), speaking and writing about past events is called recount. They further explain that a recount is a text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience a description of what occurred and when it occurred.

Furthermore, according to Derewianka, recount text is a text that retells events or experiences in the past which its purpose is either to inform or to entertain the reader with the schematic structure of the body paragraph. There is no complication among the participants in recount text instead in recount text explores the series of events which happened to the participants. However, it just focuses on the events themselves. The events will be told chronologically based on the time and place. While in narrative, as stated by Derewianka (1990: 14), the body paragraph is complication which the story has the climax of the problem and the story ended by solving the problem. It can be summed up that recount text is a kind of text that retells about events or experiences in the past chronologically based on the sequence of events. The purpose is to give the audiences information or to entertain.

b. Type of Recount Text

Derewianka (1990: 10) explains that there are five types of recount text, namely:

1. Personal recount is retelling an event that the writer was personally involved, in example: personal experience, personal letter, diary, entries, journal, anecdotes, and postcard. Personal recount is usually written in the first person (I and We) and often to entertain and to inform.
2. Factual recount is concerned with recalling events accurately. It can range from everyday task, such as accident, structured research, science, news recording and police record. The emphasis is on using language that is precise, factual, and detailed, so that the reader gains a complete picture of events, experiences, or achievements.
3. Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real, such as fiction.
4. A procedural recount records the steps taken in completing a task or procedures. Example; include a flows, chart of actions, required for
5. A biographical recount tells the story of a person's life using third person narrator (he, she, and they). In this case of autobiography, first person is used (I and we).

Hardy and Klarwein (1990: 12) have a bit different type of recount text. They classify recount text into two, they are; Personal Recount as in personal letters and excursion write-ups and Historical Recount which attempts to retell past experience in the objective view, such as reports of science experiment and police reports.

c. Generic Structure of Recount Text

Based on Anderson (1998: 24), recount text usually has three main sections; orientation, sequence of events and reorientation.

Table 2.2
The Schematic Features of Recount Text

The Stage	Function
Step 1 : Orientation	Introductory paragraph that tells who, what, where, and when.
Step 2 : Sequence of Events	A sequence of events in the order in which they occurred.
Step 3 : Reorientation	A conclusion.

It can be elaborated the three sections of recount text as follows:

Step 1 : *Orientation*

Orientation introduces the participants, place and time. It provides all the necessary background information to make sense of the text. 5W question (Who, What, Where, When, and Why) are used in order to have systematic and thorough information. Therefore what happened, who or what was involved in the story, why, where and when the events occurred, need to be written.

Step 2 : *Sequence of Events*

This step tells the sequence events that happened in the past based on the time and place when it occurred.

Step 3 : *Reorientation*

It consists of optional closure of events or it can be stating personal comment of the writer to the story.

Model of a recount text

A Postcard

Dear Nan,

We are having a great holiday here on the Gold Coast. Yesterday we went to Movie World.

When we got up in the morning, it looked like rain. After a while the clouds disappeared and it became a sunny day. Then, we decided to go to Movie World.

The first ride, I went on was Lethal Weapon. Next, I saw the Police Academy show. After that, I had lunch as I was really hungry.

Meanwhile, Mum and Kelly queued for the Batman ride.

About one o'clock we got a light shower of rain but it cleared up soon after. We then went on all the other rides followed by the studio tour.

It was a top day. See you when we get back.

Love

Sam

d. Language Features of Recount Text

Recounts usually include the following language features:

1. Focus on individual participant/a group participant.

Recount text focus on what an individual or a group of people were doing. It can be written in the first or third person. First person, is happening to the person writing the recount. Example: *I went to Jakarta*. The third person, an observer is telling it. Example: *Tommy went to Jakarta; he saw a nasional monument*.

2. Using Past Tense

Past tense in the form of a verb used to describe actions in the past. Many linguistics explain by the own *term* but most of them have the same content.

3. Simple Past

The simple past indicates that the activity or situation began and ended at a particular time in the past. Example:

I walked to school yesterday.

If a sentence contains *when* and has the simple tense in both clauses, the action in the *when clause* happen first. Example:

I stood unders a tree when it began rain.

4. Past Progressive

The progressive indicates that the activity was in progress in the past. Example:

I was walking in the zoo at ten o'clock yesterday.

Sometimes, the past progressive is used in both parts of sentence when two actions are in progress simultaneously. For example:

While I was studying in my room, my sister was cooking fried rice in the kitchen.

5. Past Perfect

The past perfect expresses an activity that was completed before another activity or time in the past. For example:

My parents had already eaten by the time I got home.

If before or either is used in sentence, the past perfect is not necessary because the time relationship is already clear. For example:

After the homework had done, I went to bed.

6. Past Perfect Progressive

The past perfect progressive emphasize the duration of an activity that was in progress before another activity or time in the past. For example:

Tommy had been studying for a year in Jakarta before he moved to this school.

This tense also may express an activity in progress recent to another time or activity in the past. For example:

When Tommy got home, his hair was still wet because he had been swimming.

7. Using Material (action) Process

Material processes are processes of material doing. They express the notion that some entity physically does something- which may be done to some other entity.

8. Focus on Temporal Sequence of events (temporal conjunction)

Conjunction is a connective. It is a part of speech (or word class) that serve to connect words, phrases, clause or sentence. For example: *yesterday, last year, on the weekend, then, etc.*

e. Indicator and Criteria of Recount Text's Generic Structure

No.	Generic Structure	Criteria of Each Item	Score
1	Orientation	Orientation introduces participants, it shows time of an event, it shows place of an event, it identifies an event clearly, and it fulfills all criteria well	4
		Orientation introduces participants, it shows time of an event, it shows place of an event, it identifies an event clearly, but one criteria above is not fulfilled	3
		Orientation introduces participants, it shows time of an event, it shows place of an event, it identifies an event clearly, but some of the criteria are weak	2
		Orientation introduces participants, it shows time of an event,	1

		<p>it shows place of an event, it identifies an event clearly, but three criteria are not fulfilled</p> <p>Orientation introduces participants, it shows time of an event, it shows place of an event, it identifies an event clearly, all criteria above are not fulfilled</p>	0
2	Series of Event	<p>Event should be in chronological order. Event should be in complete sentences. They can be informative or entertaining for readers. They are not added with irrelevant detail to the topic. It fulfills all criteria well</p> <p>Event should be in chronological order. Event should be in complete sentences. They can be informative or entertaining for readers. They are not added with irrelevant detail to the topic, but one criteria is not fulfilled</p> <p>Event should be in chronological order. Event should be in complete sentences. They can be informative or entertaining for readers. They are not added with irrelevant detail to the topic, but two criterias are not fulfilled</p> <p>Event should be in chronological order. Event should be in complete sentences. They can be informative or entertaining for readers. They are not added with irrelevant detail to the topic, but three criterias are not fulfilled</p> <p>Event should be in chronological order. Event should be in complete sentences. They can be informative or entertaining for readers. They are not added with irrelevant detail to the topic, but all criterias are not fulfilled</p>	4 3 2 1 0
3	Reorientation	The orientation should be in complete sentence. It is a personal opinion. It	4

	<p>does not state new events, and it has one or more adjectives. It fulfills all criteria well</p>	
	<p>The orientation should be in complete sentence. It is a personal opinion. It does not state new events, and it has one or more adjectives, but one criteria is not fulfilled</p>	3
	<p>The orientation should be in complete sentence. It is a personal opinion. It does not state new events, and it has one or more adjectives, but two criterias are not fulfilled</p>	2
	<p>The orientation should be in complete sentence. It is a personal opinion. It does not state new events, and it has one or more adjectives, but three criterias are not fulfilled</p>	1
	<p>The orientation should be in complete sentence. It is a personal opinion. It does not state new events, and it has one or more adjectives, but all criterias are not fulfilled</p>	0

4. Descriptive Text

a. Definition of Descriptive Text

Description is about sensory experience-how something looks, sounds, tastes. There are so many things in life that can be described, objects exist by the trillion; people by billion; views are infinitely available. So the obvious place to begin is with us. Besides, description gives sense impression. The feel, sound, taste, smell, look of things. Emotion maybe described too, feelings such as happiness,

fear, loneliness, gloom, and joy. Based on Wishon and Burks (1980: 128), description helps the reader through his/her imagination to visualize a scene or a person, or to understand a sensation or an emotion.

b. Generic Structure of Descriptive Text

The generic structure of descriptive text is divided into two parts, they are identification and description. The identification part is the part where the writers of descriptive text identifies phenomena to be described. The description part describes part, qualities, and characteristics. Descriptive text focuses on specific participants. It normally uses simple present tense.

Model of a Recount Text

My Best Friend

My best friend is Desi and she is my classmate. We go to school together.

Desi comes from an educated family. Her father is a school principal and her mother is also a teacher.

She is punctual, well-educated, and has good manners. She is really hard working. She always does her homework. She is also well-dressed and well-behaved. All teachers have a high opinion of her.

Desi has a well-slim body. She has a pointed nose and white skin. She has a good heart. She is truthful, honest and obedient.

He also join the volley ball team, ands he makes his parents very proud of her. She secures good marks and is usually top of her class in examinations. She inspires me to work harder. She keeps me away from bad company. I am happy to have such a friend.

c. Language Features of Descriptive Text

Language features of descriptive text are;

1. Specific participant has a certain object, is not common and unique (only one). For example: Padang beach, my house, my cat, etc.
2. The use of adjective (an adjective) to clarify the noun. For example: a beautiful beach, a big house, my adorable cat, the famous place in Padang, etc.
3. The use present tense for telling the facts of object description.
4. The use of action verb to show an activity. For example: run, sleep, walk, play, etc.

d. Indicator and Criteria of Descriptive Text's Generic Structure

No.	Generic Structure	Criteria of Each Item	Score
1	Identification	Function is to identify the phenomenon to be describing that will give information about the object or the phenomenon that will be described, and it fulfills all criterias well	4
		Function is to identify the phenomenon to be describing that will give information about the object or the phenomenon that will be described, but one criteria is not	3

		<p>fulfilled</p> <p>Function is to identify the phenomenon to be describing that will give information about the object or the phenomenon that will be described, but two criterias are not fulfilled</p> <p>Function is to identify the phenomenon to be describing that will give information about the object or the phenomenon that will be described, but three criterias are not fulfilled</p> <p>Function is to identify the phenomenon to be describing that will give information about the object or the phenomenon that will be described, but all criterias are not fulfilled</p>	<p>2</p> <p>1</p> <p>0</p>
2	Description	<p>Description contains subtopics which describe parts, qualities, or characteristics, and it fulfills all criterias well</p> <p>Description contains subtopics which describe parts, qualities, or characteristics, but one criteria is not fulfilled</p> <p>Description contains subtopics which describe parts, qualities, or characteristics, but two criterias are not fulfilled</p> <p>Description contains subtopics which describe parts, qualities, or characteristics, but three criterias are not fulfilled</p> <p>Description contains subtopics which describe parts, qualities, or characteristics, but all criterias are not fulfilled</p>	<p>4</p> <p>3</p> <p>2</p> <p>1</p> <p>0</p>

B. Relevant Studies

In analysing this research, the researcher needs to review some thesis to help her analysis. She found a researcher who analysed about students' writing.

A thesis by Haryadi (2015) that was researching about students' writing skill in descriptive text of the second year students at SMPN 2 Bangun Purba and also find the factors affect it. In term of grammar, students' mean score was 58 and categorized as average level. Then in vocabulary, students' mean score was 61 and categorized as good level. Furthermore, in terms of mechanics, students' mean score was 54 and categorized as average level. In addition, in terms of style, students' mean was 53 and categorized as average level. Then, in terms of organization, students' mean score was 55 and categorized as average level. The first point, generally, the students' mean score of writing skill particularly in writing descriptive text was 56 and it considered as the average level of skill. The second is that there are two factors affect the students' writing skill. They are related to; the components of writing (grammar, vocabulary, mechanics, style, and organization) and; the generic structure of descriptive text (identification and description).

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.

Beside that, Nung Sri Andayani (2013), *The Analysis od Students' Ability in Writing Recount Text* found the students' ability in recount text was categorized as poor. The mean score of students' ability in writing recount text given by two rater (the researcher and the teacher) was 16 students (42%) categorized poor. Therefore, it can be said that teaching learning process in writing recount text was not yet satisfying.

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.

C. Conceptual Framework

Based on the curriculum, it is stated that the first year students of junior high school are expected to be able to express their ideas in written form. In the

first year, they learn how to describe a particular thing, person and place which is learned in descriptive text. Then, in the second year, they learn how to retell the experiences, events, or incidents in the order, namely recount text. It means the students are expected to be able to write in both of genres, descriptive text and recount text. Furthermore, based on the researcher's observation in State Islamic Junior High School 5 Padang, many students still have difficulties in writing process. The first one is due to their weakness in vocabulary and grammar. It is difficult for the students to express their ideas about the topic. Most of the students only translate their thoughts from their native language into English. Then, they often select the inappropriate choice of word. Obviously, knowing the weaknesses of the students, the teacher have never analyzed the students writing based on the component of writing itself. Thus, the researcher would like to remind the students that it is important to comprehend all the components of writing well; content, organization, vocabulary, language use, and mechanics.

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Based on the explanations that have been shown above, here is the conceptual framework of this research.

