

CHAPTER II

REVIEW OF RELATED LITERATURE

This research chapter focuses on the review of related literature and theories. the researcher focuses on difficulties of students in writing, especially in descriptive text.

2.2 Descriptive text

Students in junior high school are taught twelve different types of texts. Those are descriptive, recount, narrative, procedure, explanation, discussion, exposition, news item, information report, anecdote and review. The study concentrated on teaching descriptive text to junior high school students in their second year. A generic text that can be incorporated into another text is called a descriptive text. According to Husna (2013), Writing that includes an object's definition and description of its features is known as a descriptive text. While Gerot and Wignel (in Mardiyah, 2013) state The purpose of a descriptive text is to provide the reader with clear visual information about a certain object, person, or location by describing it in detail. Hyland (2002) states that providing an account of fictitious, real-world events and occurrences is the aim of descriptive writing. For this reason, readers or listeners can understand the subject and experience the writer's perspective by thoroughly imagining and researching what the writer is describing.

According to Indah (2022) The word "describe," which means to present the characteristics of an object, person, place, and experience that the learner is currently experiencing, is the root of descriptive text. Descriptive language uses words to convey sensations such as how something feels, sounds, tastes, and looks. Before they start writing descriptive texts, students should become familiar with the generic structure of these types of texts. The generic structure of the descriptive text is preliminary (to identify the phenomenon to be described), description/content (describing the parts, qualities, and traits), and conclusion. An additional requirement Generic Structure must finish the descriptive text. According to Djuharie (2007:24), description texts have the following general structure: 1) Identification: the topic or object to be explained is introduced. 2) Description: the subject's informational attributes, such as conduct, physics demonstration, quality, particular acts, etc. According to Mark (2003) The first basic structure is an introduction, which is a general starting statement in the first paragraph; the second is a description, which is a series of paragraphs describing the subject; and the conclusion is the last.

- A. The introduction, sometimes called identification, is the statement that informs the audience about the subject of the description. It can give the listener a brief overview of the subjects who, what, when, and where.
- B. The descriptive content of a text Topic sentences often start each paragraph. The subject sentences give a sneak peek at the information that will be covered in the remaining paragraph. One aspect should be described in each paragraph.

C. In descriptive writing, a conclusion signifies the end of the text; however, the writer need not add a conclusion when writing a description. The following example must be seen in order to better understand the explanation above.

Based on the above, description it can be concluded that descriptive texts are texts that physically describe people, places, moments and objects based on their appearance. It has several elements: firstly, the generic structure consists of description and identification and the second is the features of the language.

3.1.1 Structure of Descriptive text

Djuharie (2007) states that identification and description are the two parts of a descriptive text. The writer introduces a person, place, or thing as an object of the narrative in identification. The writer will provide a broad introduction so that the reader will know what the writer is going to discuss. In a description, the author explains the item that has been selected for identification; this can begin with the item's outward features and go through to its attributes. (Wignell, Gerrot: 1994).

3.1.2 Type of Descriptive text

There are five types of descriptive text namely, describing process, describing an event, describing personality, describing object and describing place.

A. Describing process

The depiction of a process is not only to explain how a process has already been achieved, but also to explain why it is carried out and what it is necessary to complete the process in order to achieve the goals that have been targeted.

B. Describing an event

To describe an event, the author must be able to remember what happened. It happens in this case. For example, people write about the inspection of viruses contained in vegetables. He must explain all the details related to the event, so the reader can really imagine the actual situation or situation.

C. Describing a personality

The first thing that we must do in describing a person is recognizing the individual characteristics. We need to describe people occurs fairly areas of physical attribute (hair, eyes, skin), emotional (warm, nervous,), attributes (greedy, honest, humble, trust) and intellectual.

D. Describing a place

Presenting a concrete thing is the way to describe place, for example; a house, library, swimming pool, bus station, and market.

E. Describing an object

To describe an object accurately is done by providing physical objects' characteristics such as color, shape, size, surface, and others.

2.2. The difficulties of Descriptive Text in Writing

The challenges faced by students arise from their inability to comprehend and manage the learning process in the classroom, leading to subpar performance. Various elements can contribute to a student's challenges, including the learner's background, the teaching technique, the learning environment, and potentially the

working relationship between the teacher and the student (Westbood, 2001: 26). The first is that internal factors led to the difficulties. The student's internal factors, such as interest, drive, well-being, and aptitude, are what matter. According to Muhibin Syah, "the internal factor is divided into two aspects: psychological and physiological." The second is that outside factors contributed to the challenges. Social and nonsocial environments are among the factors.

According to Abu and Widodo (1991:75), there are two factors, internal and external factors. Internal factors are factors that originate from within the individual and can affect individual learning outcomes. This factor is usually in the form of attitudes as well as inherent traits in a person. So, the internal factor in writing difficulty is a factor that comes from within a student. For example, a student's motivation levels can have a large impact on their writing ability. A student who is highly motivated will be more likely to put in the effort needed to write a good piece of work, as opposed to a student who is apathetic and does not have much enthusiasm for writing. Similarly, a student's level of literacy can also have an impact on their writing ability. A student with a limited vocabulary may struggle to express their ideas as eloquently and accurately as a student with a larger vocabulary.

Finally, a student's interest in the topic being written about can also have an impact on the quality of the writing. A student who is interested in the topic is more likely to research it thoroughly and be able to write about it in greater depth and detail, compared to a student who is less interested in the topic and does not have the same level of enthusiasm.

External factors are factors that come from the outside individual, namely the conditions in the school environment, both the family environment and the student community. Supporting facilities can also influence students to learn, such as smartphones, laptops, books, and others.

Abu and Widodo (1991:77:79), students external factors cover all situation and conditions around environment that do not support students learning activity, such as factors non-social environment include the situations and conditions surrounding the student which do not support their learning activities. Then, non-social factors include the location of the student's house, the school building, the learning instruments, the curriculum and the school timing. In addition, when discussing student external factors, Jamarah in Maisari (2011), stated it is important to further divide the cause of learning difficulties into four categories: student factors, school factors, family factors, and society factors.

Student factors refer to any external factors which are directly related to the student, such as their physical, mental and emotional health, learning style and abilities, personality, and lifestyle. For example, a student may experience difficulties with learning if they suffer from a physical impairment which makes it difficult for them to attend or participate in classes or if they are dealing with a mental or emotional health issue which affects their ability to focus and concentrate during class.

School factors refer to the external factors within the school environment which may impact the student's learning. This includes the physical environment such as the size and condition of classrooms, the quality of the teaching staff, and

the availability of resources and support services. For example, a student may experience difficulty with learning if they are placed in an overcrowded classroom or if they do not have access to the resources they need to complete assignments.

Family factors refer to any external factors which are related to the family environment of the student. This includes the economic status, educational level, and cultural values of the student's family. For example, a student may experience difficulty with learning if their family does not have the resources to provide them with the necessary materials for school or if their parents do not value education.

Finally, society factors refer to any external factors which are associated with the wider society in which the student lives. This includes the general attitudes and beliefs of the society towards education, the availability of educational opportunities, and the quality of the education system. For example, a student may experience difficulty with learning if their society does not place a high value on education or if the education system is inadequate or inefficient.

