

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents about some theories related with the research. It is about the theory of writing, the theory of teaching writing, the teaching writing by using brainstorming, teaching writing in Senior High School.

2.1 Basic Concepts of Writing in English Language Learning

This section contains theories about the meaning of writing and the importance of writing in English language learning based on experts who are in accordance with the research topic discussed by the researcher.

2.1.1 Definition Of Writing

There are four important to mastery when learning English. They are reading, listening, speaking, and reading. Writing is one of important skill in learning English language. (Brown, 2008) stated that trends in teaching writing of English Second Language and other language are integrated with teaching in other skills, particularly in the speaking and listening. When the teachers asked students to find ideas in writing, the students will try to search the source in the internet, newspaper, magazine, radio, and television. During searching the information, they do not only use one skill but they apply some skills like speaking, listening, and writing.

Writing, as defined by (Hyland, 2023), is a complex cognitive and social activity that goes beyond the simple act of putting words on paper. According to his comprehensive definition, writing involves the integration of multiple skills and knowledge sets, including linguistic competence, strategic competence, and sociocultural awareness. He emphasizes that writing is not just about producing text but about creating meaning through a process of negotiation between the writer's intentions and the reader's expectations. This definition highlights the importance of understanding writing as both a product and a process, where writers must consider not only what they want to say but also how their message will be received by their intended audience

A comprehensive perspective on writing is provided by (Ridge, 2013), who defines writing as a communicative act that serves multiple purposes and functions in academic and professional contexts. According to Hedge, writing is "more than producing accurate and complete sentences and phrases; it is about guiding students to produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or audience." This definition emphasizes the importance of coherence, cohesion, and rhetorical organization in writing, suggesting that effective writing instruction must focus on both local and global aspects of text construction.

Based on the theories presented above, it can be concluded that writing is an essential and complex skill in English language learning. It is not only about constructing grammatically correct sentences, but also about delivering clear and meaningful communication to a specific audience. As stated by (Brown, 2008),

writing in the context of English as a Second Language is closely integrated with other skills such as speaking and listening, especially when students search for ideas through various media sources. This shows that writing is not a standalone skill, but part of a broader language learning process.

(Hyland, 2023) emphasizes that writing is both a cognitive and social activity that involves linguistic knowledge, strategic planning, and awareness of the reader. Writers must understand not only what to write, but also how the message will be understood by the audience. Similarly, (Ridge, 2013) describes writing as a purposeful act of communication that requires coherence, cohesion, and the ability to develop and organize ideas effectively.

In summary, writing is a multi-dimensional process that combines language mastery, idea development, and audience awareness. Therefore, effective writing instruction should consider writing as both a product and a process, and provide students with strategies to develop their ideas and structure their texts clearly and meaningfully.

2.1.2 Important Writing in English

According to (Hyland, 2023), writing plays a crucial role in English language learning as it serves as both a tool for communication and a means of learning. He argues that through writing, learners are forced to process language at a deeper level than through reading or listening alone. The act of writing requires learners to make their knowledge explicit and organize their thoughts coherently, which leads to better language acquisition. This perspective emphasizes that writing is not just a

product of language learning but an essential process through which language competence is developed and reinforced.

In addition (Brown and Lee, 2022) present a cognitive perspective on the importance of writing in English language learning. They theorize that writing activates multiple cognitive processes simultaneously, including language processing, memory retrieval, and problem-solving. When students engage in writing tasks, they must actively recall vocabulary, apply grammatical rules, and organize ideas logically. This complex cognitive engagement leads to stronger neural connections and better retention of language patterns. They particularly emphasize how the slower pace of writing, compared to speaking, allows learners to reflect more deeply on language use and form.

Furthermore (Ridge, 2013) provides a comprehensive theoretical framework explaining why writing is crucial for language development. She posits that writing serves multiple functions in language learning: it helps consolidate new language structures, vocabulary, and concepts; it provides a concrete record of learning that students can review and reflect upon; and it develops critical thinking skills as learners must organize and express their thoughts clearly. Furthermore, she emphasizes that writing skills are increasingly important in today's digital age, where written communication often dominates professional and academic interactions.

The theories above highlight the central role of writing in English language learning, not only as a form of communication but also as a key process for language development. According to (Hyland, 2023), writing enables learners to process

language more deeply than receptive skills such as reading and listening. It requires learners to articulate their thoughts clearly and explicitly, which strengthens their overall language competence.

(Brown and Lee, 2022) add a cognitive perspective, stating that writing involves a wide range of mental processes, including memory, language application, and processing, memory retrieval, and problem-solving. When students engage in writing tasks, they must actively recall vocabulary, apply grammatical rules, and organize ideas logically. This complex cognitive engagement leads to stronger neural connections and better retention of language patterns. They particularly emphasize how the slower pace of writing, compared to speaking, allows learners to reflect more deeply on language use and form.

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(Brown and Lee, 2022) add a cognitive perspective, stating that writing involves a wide range of mental processes, including memory, language application, and logical organization. The deliberate and reflective nature of writing helps learners internalize vocabulary and grammatical structures more effectively than spontaneous speech.

(Ridge, 2013) further emphasizes the value of writing in reinforcing language learning by consolidating knowledge, encouraging critical thinking, and providing a tangible record for review. She also notes that in today's digital world, writing is an essential skill for academic and professional success.

In summary, writing plays a vital role in the development of English proficiency. It supports deeper language processing, encourages cognitive engagement, and helps learners become more autonomous and reflective in their learning journey.

2.2 Descriptive Text in English Learning

This section contains theories about the meaning of descriptive text and the kinds of difficulties faced by students in compiling descriptive text in English language learning, based on experts who are in accordance with the research topic discussed by the researcher.

2.2.1 Definition and Structure of Descriptive Text

Descriptive text is a type of text that aims to describe a person, place, animal, or object in detail so that the reader can imagine the object contained in the descriptive text that has been made. Based on a statement from (Anderson and Anderson, 2003), Descriptive text is used to provide information about something objectively, without inserting personal opinions. This text usually describes the physical characteristics, behavior, or condition of the object in detail, so that the reader seems to see directly what is being described. (Gerot and Wignell, 1994) added that descriptive text helps students organize information systematically to describe something clearly. This text is very useful in the English learning process because it trains students' ability to use descriptive vocabulary and construct sentences well.

Descriptive text itself consists of two main parts, namely identification and description. Identification is the part where the writer will introduce the subject to be described starting from the origin of the subject, where the object is located, who the object is discussed, for example “This is my Cat” or “My house is big and beautiful” after explaining the identification part then in the description part the writer explains the characteristics or attributes of the subject in more detail, such as shape, color, size, and function. For example: “It has white fur, green eyes, and a long tail.” This structure helps students organize paragraphs logically, so that the descriptions they write become clearer and easier for readers to understand (Colman & Schiffmann, 1993)

According (Colman and Schiffmann, 1993) descriptive texts are characterized by several important language elements. These include a focus on specific participants (e.g., “my cat”, “the Eiffel Tower”), the use of attributive and identification processes (e.g., is, has, looks like), descriptive adjectives (e.g., tall, blue-eyed, ancient), and the use of the present tense, as the information presented usually refers to general truths or facts. These features support clarity and richness of description.

(Derewianka, 1990) also emphasized that descriptive texts usually use relational verbs such as "is," "are," and "has," which help connect the subject to its characteristics. He highlighted the importance of descriptive language, especially adjectives and noun groups-to convey the appearance, quality, or condition of the subject. In addition, adverbs of place or position are often used to guide the reader through the spatial layout of the object or scene being described, such as on the left side or next to the door. These linguistic features help form a clear and organized description.

From a more grammatical and stylistic perspective, (Knapp & Watkins, 2005) argue that descriptive writing uses intensive adjectives and expanded noun groups to build strong mental images. They note that spatial sequencing is a common pattern in descriptive texts, where the writer organizes information from top to bottom or left to right, creating a logical structure for the reader. They also point out that descriptive writing relies heavily on relational processes rather than material ones, which differentiates it from narrative texts.

(Emilia and Christie, 2013), within the framework of genre-based literacy pedagogy, explain that the language of descriptive texts supports learners in moving from concrete to abstract thinking. They emphasize the importance of teaching students to use descriptive nominal groups (e.g., the long, winding road) and to develop accuracy in subject–verb agreement and verb tense, particularly the present tense. They also introduce the concept of grammatical metaphor, especially in more advanced writing, to help students produce more compact and academic expressions.

Based on the theories presented above, it can be concluded that descriptive text is a fundamental genre in English language learning that enables students to clearly and systematically describe specific people, places, animals, or objects. This type of text follows a structured format identification followed by detailed description which helps students logically organize their ideas. The linguistic features of descriptive text include the use of specific participants, present tense verbs, descriptive adjectives, and spatial organization to create vivid mental images. Experts such as (Anderson and Anderson, 2003b), (Gerot and Wignell, 1994), and (Colman and Schiffmann, 1993) highlight the importance of objective and detailed information, while (Derewianka, 1990), (Knapp and Watkins, 2005), and (Emilia and Christie, 2013) emphasize the role of grammatical accuracy, relational verbs, and descriptive noun groups in building clear and cohesive texts. Overall, mastering descriptive text supports students in developing both their vocabulary and their ability to express ideas with clarity and precision.

2.2.2 Difficulty Students in Writing Descriptive Text

One of the main challenges students face in writing descriptive text is generating initial ideas that are appropriate and rich in detail. (Almassry et al., 2023) found that students struggled to start writing because they did not know what topics were specific and interesting enough to describe descriptively. In a study conducted by (Mulyasin et al., 2022) showed that most students experienced writer's block at the planning or pre-writing stage; students were unable to organize information logically before writing, which directly affected the content and quality of the description.

In addition, the lack of vocabulary is also another obstacle for students in writing descriptive texts, (Nuralisaputri and Megawati, 2023) described that more than 50% of students stated that students did not have enough variety of words to convey their writing results in detail and accurately. Based on research (Afiani, 2024) also reinforces that due to the lack of vocabulary variation, students often use the same vocabulary repeatedly or even use in their mother tongue because they do not find the right English equivalent.

Besides ideas and vocabulary, coherence between paragraphs is a determining factor in the quality of descriptive text. (Mulyasin et al., 2022) found that students' paragraph structure was very weak, with unnatural transitions between sentences and unclear flow of thought. Furthermore, an international study (Siekman et al., 2022) showed that intermediate English writers also struggled with structure and coherence, often omitting important parts such as the conclusion or failing to maintain one main idea throughout the text. As a result, students' descriptive texts become fragmented and difficult to follow. This suggests that the

teaching of transition techniques and paragraph structure is urgently needed to improve text quality.

Based on the theories above, it can be concluded that students face several major challenges when writing descriptive texts, including difficulties in generating ideas, limited vocabulary, and lack of coherence. Many students struggle to begin writing because they are unsure of how to choose specific and engaging topics, leading to writer's block during the planning stage. Additionally, a limited range of vocabulary hinders students' ability to express details clearly and accurately, often resulting in repetition or the use of their native language. Furthermore, issues with paragraph structure and coherence, such as weak transitions and disorganized ideas, make descriptive texts fragmented and hard to understand. These findings highlight the importance of teaching pre-writing strategies, vocabulary enrichment, and paragraph organization to help students write more effective and coherent descriptive texts.

2.3 Teachers' Teaching Strategies in Learning Writing

This section contains theories about the teacher's strategy in writing learning such as: the role of the teacher in writing learning, various types of writing instruction and the effectiveness of using brainstorming in English language learning based on experts who are in accordance with the research topic discussed by the researcher.

2.3.1 Teachers' Role in Learning Writing

The role of the teacher in learning English writing is very important and influential. Hattie (2012) emphasizes that teacher effectiveness has a greater influence on student achievement than other factors such as class size or socio-economic background. Add (Graham and Perin, 2007b) teaching strategies that include collaboration, specific feedback, and teaching writing strategies are crucial in improving students' writing ability.

In learning to write according to (Desai and Dr. Singh Shivkumar, 2023) the teacher acts as a facilitator, moderator, mediator, class controller, collaborator, and reference source. The teacher designs planning activities, selects topics, and uses writing strategies such as brainstorming, peer-discussion, and provides constructive feedback. This approach helps students develop sustainably and increases their motivation and engagement in writing.

In a study conducted by (Luthfi and Sibarani, 2021) By using scaffolding theory, the teacher's role is to facilitate descriptive text writing with explicit models (modeling, joint negotiation, independent) to implicit models (sense-making, course composing, external feedback). Teachers systematically bring students' schema of knowledge to life and encourage them to write independently, improving their confidence and writing skills.

Theories above show that teachers play a vital role in helping students develop writing skills. (Hattie (2012) states that teacher effectiveness strongly impacts student success. (Graham and Perin, 2007b) highlight the importance of collaborative strategies, explicit instruction, and feedback. (Desai and Dr. Singh

Shivkumar, 2023) add that teachers act as facilitators and motivators by using activities like brainstorming and peer discussions. (Luthfi and Sibarani, 2021) emphasize scaffolding, where teachers guide students from modeling to independent writing. Overall, teachers are key in supporting and improving students' ability to write descriptive texts effectively.

2.3.2 Types of Writing Instruction Strategies

Effective teaching practices by teachers include several strategies. (Ariyanti & Fitriana, 2017) found that teachers who are effective in improving students' writing skills are those who: (1) use a writing process approach; (2) provide diverse text examples; (3) facilitate peer review; and (4) provide feedback that focuses on content and organization, not just on grammar. Hattie (2012) also emphasized that teachers who are able to provide constructive and specific feedback can significantly improve students' writing ability.

In the context of teaching writing in EFL classrooms, the results of the study (Graham & Perin, 2007) also support the identification of various learning strategies that have proven effective in improving the writing skills of secondary school students. They highlight the importance of using writing process strategies, explicit teaching of writing techniques, and providing feedback that focuses on content and structure. These strategies allow students to build writing skills gradually and reflectively, especially in composing texts such as descriptive. (Hattie, 2009) in his meta-analysis revealed that providing specific and immediate feedback from teachers has a significant effect on students' writing learning outcomes. She emphasizes that the most impactful teaching strategies involve active student engagement, scaffolding, and reflection during the writing process.

Based on the theories presented, it can be concluded that effective writing instruction strategies in EFL classrooms emphasize the use of process-based approaches, explicit teaching of writing techniques, the provision of diverse text models, facilitation of peer review, and the delivery of specific feedback focused on content and organization. The expert in the above consistently highlights that active student engagement, scaffolding, and reflective practices during the writing process are essential components in enhancing students' writing abilities. These strategies enable learners to develop their writing skills gradually and systematically, particularly in producing coherent and well-organized texts such as descriptive writing.

2.3.3 Effectiveness Of Brainstroming Strategy

According (Melinda, 2018) stated that Brainstorming is a prewriting technique that helps students compile a list of potential ideas for a given topic. It enables creative thinking, organizes thoughts, and motivates students to participate actively in writing tasks. Brainstorming is particularly effective because it allows students to explore new ideas and relationships between concepts, ultimately improving their fluency and organization in writing. Brainstorming is a fundamental strategy in teaching writing as it activates prior knowledge, encourages creativity, and fosters active student participation. It is effective in helping students organize and structure their ideas, which significantly improves their writing skills in various genres. (M. M. Rahman, 2020) supports this view by stating that brainstorming promotes both divergent and convergent thinking, which facilitates the generation and organization of ideas before composing a text. (Martinez-Lopez,

2021) further argues that the use of brainstorming not only increases students' motivation but also improves their ability to structure and develop coherent writing.

However (Gultom and Gurning, 2014) found that brainstorming significantly contributed to students' writing achievements by enabling them to plan, develop, and revise their writing with more clarity and purpose. These findings affirm that brainstorming, when applied systematically, serves as an essential instructional technique to foster idea generation, boost creativity, and improve text structure in EFL writing classes—particularly in descriptive writing tasks.

Based on the theories above, it can be concluded that brainstorming is a highly effective prewriting strategy in EFL writing instruction, particularly for descriptive texts. It plays a crucial role in helping students generate, organize, and refine their ideas before writing. As highlighted by Melinda (2018), Rahman (2020), and Martinez-Lopez (2021), brainstorming stimulates creative and critical thinking, enhances student engagement, and supports the development of coherent and well-structured texts. Additionally, Gultom and Gurning (2014) emphasize its contribution to improving students' writing performance by promoting clarity and purposeful planning. When implemented systematically, brainstorming not only activates students' prior knowledge but also builds confidence, encourages active participation, and significantly enhances the overall quality of their writing.

2.4 Brainstorming as a Learning Strategy

In this section contains theories about the strategy in writing learning such as: the definition and concept of brainstorming, as well as the steps of applying brainstorming in learning English writing based on experts who are in accordance with the research topic discussed by the researcher.

2.4.1 Definition and Concept of Brainstorming

According to (M. M. Rahman, 2020) Brainstorming is a structured pre-writing strategy that encourages students to generate and express ideas freely without concerns about correctness or organization. The process involves both divergent thinking (generating multiple ideas) and convergent thinking (selecting and organizing the most relevant ideas). Rahman emphasizes that effective brainstorming in writing should be systematic yet flexible enough to accommodate various learning styles and linguistic abilities.

In addition (Martinez-Lopez, 2021) presents brainstorming as an interactive pedagogical strategy that combines individual reflection with collaborative learning. In their framework, brainstorming serves multiple functions: it activates prior knowledge, encourages creative thinking, facilitates vocabulary recall, and helps students establish logical connections between ideas. The strategy is particularly effective when implemented through structured activities that guide students from initial idea generation to final text production.

Based on the theories above, it can be concluded that brainstorming is an essential pre-writing strategy that not only supports idea generation but also enhances the overall organization and clarity of students' writing. (M. Rahman,

2020) highlights the dual function of brainstorming through divergent and convergent thinking, which allows students to freely generate ideas and then refine them into coherent structures. Meanwhile, Martinez-Lopez (2021) emphasizes the pedagogical strength of brainstorming as it engages both individual reflection and collaborative interaction, helping students activate prior knowledge, expand vocabulary, and establish logical connections between ideas. Together, these perspectives suggest that when implemented in a structured yet flexible manner, brainstorming can significantly improve the quality and fluency of students' descriptive writing, making it a highly effective instructional tool in EFL classrooms.

2.4.2 Steps Of Brainstorming in Learning

According (Gultom and Gurning, 2014) The brainstorming process involves three main stages: (1) Introducing the brainstorming technique to students by explaining its purpose and rules, (2) Allowing students to freely generate and list ideas related to a topic without criticism or judgment, and (3) Organizing and selecting the most relevant ideas to develop structured content. This systematic process enhances students' creativity, encourages active participation, and improves their ability to organize ideas in writing

In addition (Handayani et al., 2022) stated that Brainstorming in writing includes the steps of planning, generating ideas, organizing thoughts, developing drafts, and revising for content and organization. These steps guide students to move systematically from initial ideas to a finished written piece.

It can be concluded that brainstorming is a structured and sequential strategy that plays a critical role in guiding students through the writing process. The brainstorming stages starting from the introduction of the technique, free idea generation, and selection of relevant content help students develop creativity and engage actively in the learning process. Furthermore, by incorporating steps such as planning, organizing, drafting, and revising, brainstorming enables students to transform scattered thoughts into coherent and well-organized written texts. This approach not only improves students' writing quality but also builds their confidence in managing the writing process effectively.

2.5 Relevant Studies

Table 2.1: Relevant Study

Researcher and Year	Title	Method	Purpose	Conclusion	Difference	Similarity
Triyastuti (2019)	Improving Writing Skills of Students through Brainstorming (Picture and Simple Word List)	Pre-experimental	To examine how brainstorming strategies using picture and word lists improve students' writing skills	Brainstorming significantly improved students' writing skills and increased their interest in writing	Used simple word lists and pictures as brainstorming tools	Focus on brainstorming to enhance descriptive writing ability
Utami (2014)	Improving the Ability in Writing Descriptive Texts through Brainstorming Technique	Classroom Action Research (2 cycles)	To improve students' writing skills using brainstorming at SMP level	Brainstorming effectively helped students generate and organize ideas for descriptive writing	Focus on junior high school level and action research cycles	Explores brainstorming's impact on descriptive writing
Sudrajad et al. (2023)	Increasing Student's Ability to Write Descriptive Text Using the Brainstorming Method	Classroom Action Research	To increase students' descriptive writing skill through brainstorming method	Significant improvement seen in students' post-test scores after implementing brainstorming	Used group-based classroom setting in lower secondary	Use of brainstorming to improve descriptive writing skill

Researcher and Year	Title	Method	Purpose	Conclusion	Difference	Similarity
Kembaren & Patmala (2022)	An Analysis of Brainstorming Learning Strategy on the Students' Writing Descriptive Text	Qualitative Case Study	To analyze how brainstorming affects students' descriptive writing	Brainstorming encouraged critical thinking and vocabulary improvement	Focus on analysis rather than intervention	Analyzes role of brainstorming in writing descriptive text
Juliani et al. (2020)	Penerapan Teknik Brainstorming Melalui Gambar untuk Meningkatkan Kemampuan Menulis Teks Deskriptif	Pre-experimental Quantitative	To determine the effect of brainstorming through images on writing skills	Significant improvement in students' writing through image-based brainstorming	Incorporates visual aids in brainstorming	Focuses on improving descriptive writing using brainstorming
Anggraini (2020)	Brainstorming Technique in Teaching Writing Descriptive Text	Quasi-experimental	To compare the effectiveness of brainstorming vs conventional technique	Students taught with brainstorming showed better writing performance	Compared with conventional teaching methods	Uses brainstorming to teach descriptive writing

2.5 Conceptual Framework

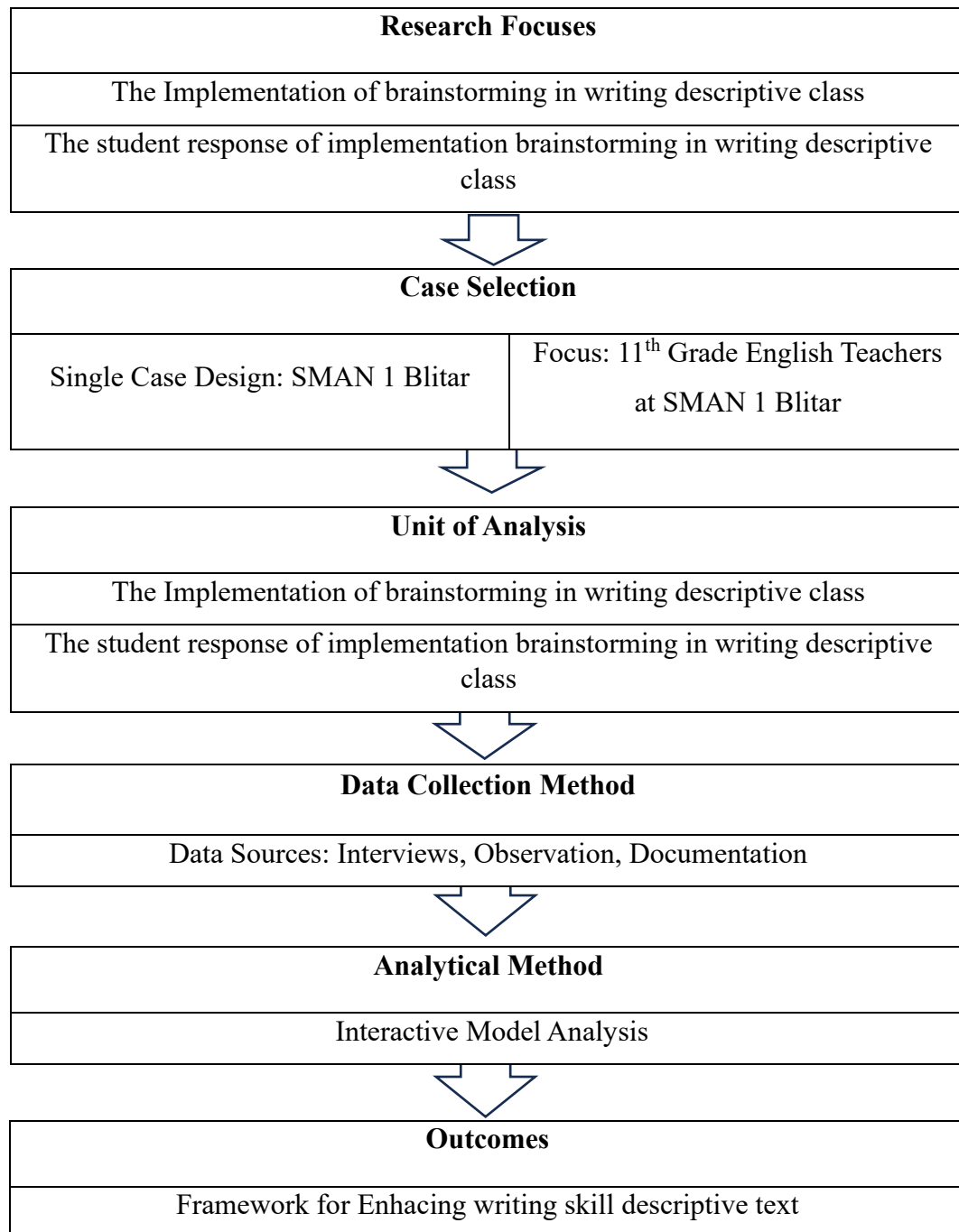


Figure 2.1: Conceptual Framework

