

CHAPTER II

REVIEW OF LITERATURE

These chapter discuss the related literature that has connection to this research. This chapter involves theoretical review, previous study and conceptual framework.

A. Theoretical Review

1. Teaching and Learning

According to Nasution (1982: 8), teaching is all complex activities carried out by teachers in organizing or managing the environment as well as possible and connecting it with children so that the learning process occurs. Then, according to Brown (2007: 8) teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, caused to know and understand. It can be concluded that teaching and learning is an activity where a teacher or someone who has an expert in a particular field provides knowledge directly so that the participant or individual can understand the material presented by the presenter. With the teaching and learning carried out by a mentor to his students, it can make an achievement of understanding the material that has been explained directly, a skill, the thinking power of each individual. In this teaching process, a teacher is required to explain in detail according to the original

provisions where students have a real image or picture. So that the learning process can be directly accepted by their way of thinking and in reality.

2. English Skills

Skills in English are very important nowadays, where the use of language is very necessary. Not only that, in the introduction of learning to kindergarten (Kindergarten) it has implemented the existence of English although it is not official for communication. In the use of English, it is mandatory for every individual to understand. Therefore, every time I step on school and even college, English is never absent in its use.

English skills must have basic skills. These skills can be used in the assessment of language skills between people. Therefore, language is an important skill to communicate in English. The English skills are listening, speaking, reading, and writing.

According to Devito (2013) listening activities can be interpreted as an active process of receiving stimuli (stimulus) in the ear (aural). Listening is an action that doesn't just happen without awareness but must be done intentionally. In the process of listening without any planning can come by chance and the sounds that are present can also attract attention and some do not. Hearing can be said to receive sound

intentionally and listening activity and paying attention to what other people say means mental activity has arisen.

Tarigan (1994) states that speaking is the ability to pronounce articulation sounds or words to express, state, and convey thoughts, ideas, and feelings. Then, speaking is a form of human behavior that utilizes physical, psychological, semantic, and linguistic factors extensively and broadly so that it is considered the most important human tool in social control. Thus, speaking activities can be said a process of changing the form of thoughts or feeling into meaningful language sounds. Speaking is not just saying without meaning, but conveying thoughts or feeling to others through spoken language.

Nurhadi (2005) "Reading is a critical-creative reading processing process carried out by the reader to gain a thorough understanding of the reading, which is followed by an assessment of the state, value, function, and impact of the reading." In reading this type of language ability, namely through receptive writing because by reading someone will again information, knowledge, and new experiences that have never been known before. Everything that is obtained through reading can make people able to enhance their thinking power, sharpen their views, and broaden their horizons. With this it can have an impact on the ability to finish school and live an easier life.

Nurgiyantoro (2001: 273), writing is an activity to express ideas through language media. Writing is a productive and expressive activity

so writers must have the ability to use vocabulary, writing, and language structure. The process of writing is to pour creativity or ideas into the form of written language, which is called an essay. Because, a writer expresses his thought, ideas, opinions or desires through writing. Basically, the notion of writing has many different meanings. It depends on someone or an expert in interpreting it.

3. Writing

a. Definition of writing

Writing is an activity that has abilities such as ideas, expressing opinions and imagination in writing. In expressing everything in the concept of thought in the form of written or written language. Then writing skills are also communication related to the desired human feelings or can be to other communities as a form of social interaction. In addition, writing can provide information to readers through writing.

Further, According to Brown (2001) "Writing is, in fact, a transaction with word whereby you free yourself from what you presently think, feel, and perceive". Means in writing is able to express everything from what is thought and develop new ideas and then poured into the form of writing and become a message for the reader. Writing is message in the form of writing or indirect communication. By writing people are able to express their feelings,

thoughts in the form of writing. In writing the ideas that are contained in writing give a message to the reader so that the reader becomes aware of the message or information conveyed.

Furthermore, According to Hartley (2008) “writing is often characterized as a hierarchically organized, goal-directed, problem solving process. Writing is a recursive process”. Therefore, writing is an activity that must be done rapidly appropriate the writing process. Writing is as a process to produce written product that will be used for readers. Writing is one of the skills in language. In writing skills, not only writing but writing has several points such as components, aspects, objectives and other. So that some of these point can help the process of writing skills so that the resulting writing is good and as a product that is used by readers.

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b. Writing Process

Process of writing is a stage where writing become writing which a desired so that writing can finish well. According to Richards and

Willy (2002) there are four processes in writing namely, planning, drafting, revising and editing.

1). Planning (Pre writing)

It is activity where students are encourage to be able to write. The reason is that students are able to create creative ideas, are able to write well and correctly, then can collect information in writing.

2). Drafting

It is students with different views such as to classmates, peers or other. But students must have good ideas to be able to communication to the audience to give direction to the writing this can give clues to the writing stage.

3). Revising

At this stage students are given a text in the form of feedback given at the responding stage. After that, students can re-correct what students wrote and how effective it is in writing or informing the reader. This correcting activity allows students to pair up to read the contents of the draft what they wrote. After knowing the meaning of what was written was unclear, it became clear, the revision carried out their own text then tried to read it with a recorder the students could at will which part needed to be revised.

4). Editing

In this editing stage, students do not expect to have to correct every mistake. If necessary, editing must be done before submitting work for evaluation. In the editing process students can find out their own writing or some kind of practice in writing. In addition, the correction process can make communication clear and unambiguous for the audience or reader.

Meanwhile, Grenville (2001) stated that writing is a process that involves the following steps:

- 1). Getting ideas (in no particular order).
- 2). Choosing (selecting the ideas you think will be most useful).
- 3). Outlining (putting these ideas into the best order-making a plan).
- 4). Drafting (doing a first draft from beginning to end, without going back).
- 5). Revising (cutting, adding, or moving part of this draft where necessary).
- 6). Editing (proofreading for grammar, spelling, and paragraph).

c. The Purpose of Writing

The purpose of writing based on Penny (1996) Ur is the expression of ideas, the conveying of a message to the reader, so the ideas themselves should arguably be seen as the most important

aspect of the writing. Further, Miller (2006) stated some purposes of writing, they are writing to understand experience, to inform, to explain, to persuade, to amuse, and to inspire others. Based on this goal, the writer understands the idea that will be made and appreciate the writing so that readers know what message the author convey.

1) Writing to Understand Experience

Writers are motivated to help who they are, help them what they want and help them write to share their experience with others reader.

2) Writing to Inform

The purpose of this writing is to convey information to readers or provides the necessary information. So that readers know what information is conveyed by the author or information that is currently happening.

3) Writing to Explain

The author takes the topic from the unclear to be abvious. Usually the author must understand the content to be explained to the reader and make sure that the author also understands its. The most important thing is that the author must explain a topic to the reader to make it clearer and also ensure that the reader understand and that the reader still needs an explanation by the authors.

4) Writing to Persuade

The purpose of this writing is the authors has a goal to change the minds of others as the author want to do something the author wants.

5) Writing to Inspire Others

This goal is to motivate or inspire readers that what they deam of, what they hope to achieve can be achieved because the human soul remind them of what is most important in life and what is possible to achieve.

6) Writing to Amuse

The purpose of this entertainment is that the writer entertains the readers or focused on the reader rather than the writer himself.

Because this goal provides an experience of what the author has achieved, besides that, writing also brings fun and makes the best use of time.

d. Component of Writing

According harmer (2002: 37) there are some components of successful writing. They are:

- 1) Mastering the mechanics of letter formation.
- 2) Mastering and obeying conventions of spelling and punctuation.
- 3) Using the grammatical system to convey one's intended meaning.

- 4) Organizing content at the level of the paragraph and the complete text to reflect or given new information or topic comment structure.
- 5) Polishing and revising one's initial efforts.
- 6) Selecting an appropriated style for one's audience.

Besides that according to Cohen (1994: 328) they are five aspects of writing. They are:

- 1) Content : main ideas stated clearly and accurately, chance of opinion very clear.
 - 2) Organization : coherent and logical.
 - 3) Vocabulary : choices of words, use of idioms, and word forms.
 - 4) Grammar : control of structure.
 - 5) Mechanics : mastery of spelling and punctuation.
- e. The Aspects of Writing

In order to write well and correctly, students must pay attention to aspects of writing. If writing must understand the aspects of writing skills it will be easy to work on. As a students, you must know what aspect of writing skills are. According to Brown (2001), "it categories for evaluating writing are: First content it includes the thesis statement, related ideas, development of ideas, and development of ideas though personal experience, illustration, facts, and opinions. Second, organization it includes the effectiveness of

introduction, logical sequence of ideas, conclusion, and appropriate length. Third, discourse includes topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, economy, variation. Fourth, syntax. Fifth, vocabulary. Sixth, mechanics, it includes spelling, punctuation, and citation of reference, neatness, and appearance. Further, according to Spratt, pulverness, and Wiliamm (2005) writing involves many sub skills which are related to accuracy. Accuracy is the way to use the correct form of language. Writing accurately involves correct spelling, correct form of letters, legible writing, correct punctuation, uses correct layout, choose right vocabulary, uses grammar correctly, joins sentences correctly and uses paragraph correctly.

f. Micro and macro skills of writing

Writing is one of the skills in English and writing is a learning or skills. In writing skill, the writer is able to consider micro and macro writing skill so that students are able to practice and form words. Ur (1996: 162) states that writing should maintain between micro and macro aspect. The learners practice specific written form at the level of word or sentence (hand writing or typing, spelling, punctuation). On the other hand, the learners emphasized on macro aspect of writing which cover on content and organization of the writing. Moreover, Brown (2000: 343) explains that micro skills are

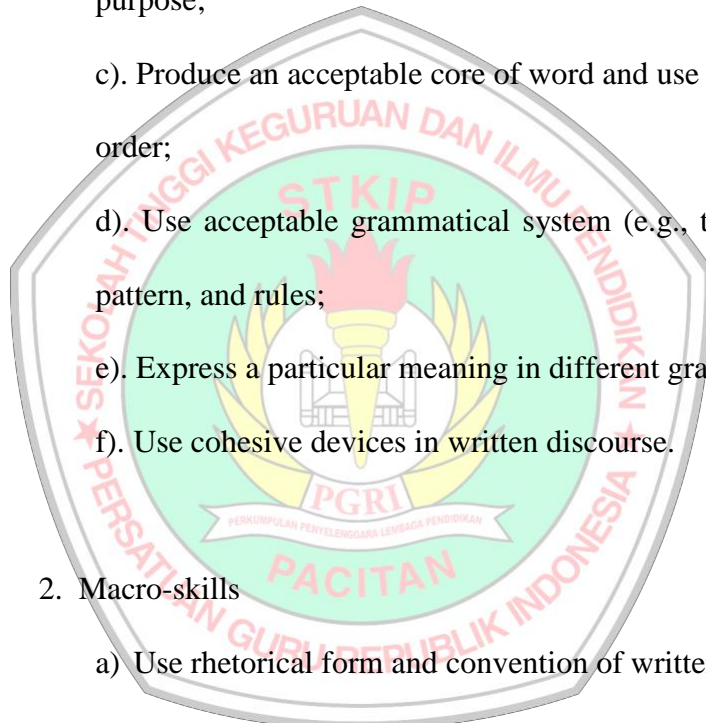
related to imitate and intensive types of writing task whereas macro skills are related to responsive and extensive writing. The description are as follow:

1. Micro-skills

- a). Produce graphemes and orthographic patterns of English
- b). Produce writing at an efficient rate of speech to suit the purpose;
- c). Produce an acceptable core of word and use appropriate word order;
- d). Use acceptable grammatical system (e.g., tense, agreement, pattern, and rules;
- e). Express a particular meaning in different grammatical forms;
- f). Use cohesive devices in written discourse.

2. Macro-skills

- a) Use rhetorical form and convention of written discourse;
- b) Appropriately accomplish the communicate function of written texts according to form and purpose;
- c) Coney link and connections between events, communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification;
- d) Distinguish between literal and implied meaning when writing;



- e) Correctly convey cultural specific references in the content of the written text, and;
- f) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with influence in the first draft, using paraphrase and synonyms, soliciting peer and instructor feedback for revising and editing.

Then Assessment in writing procedure text is important. This assessments a student competence in writing procedure text. They are several assessments in the procedure text namely, content, organization, language use, vocabulary, and mechanics.

Table 2.1 indicator assessment of writing

Content	content refers to the substance of writing, the experience of the main idea (unity), i.e, groups of related statement that a writer present as a unit in developing a subject. (Jacob 1981)
Organization	Organization is presentation of ideas is logical ; clear beginning, middle, and end; connection between ideas are drawn; transitions are smooth. (Schirmer & Baley, 2000)
Language use	language use refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentence to bring out logical relationships in writing. Thus, the essay should use the correct grammatical and syntactic pattern. (Jacob 1981)
Vocabulary	Vocabulary included of sophisticated range, effective word or idiom choice and usage word from mastery, appropriate register. (Jacob 1981)
Mechanic	The problem in the mechanics include of errors in capitalization, punctuation, spelling, and paragraphing are so few and so minor that the reader barely notices them: they do not interfere with the reading flow, and they do not draw the reader's attention away from the ideas being presented ((Schirmer & Baley, 2000)

There are several aspect of writing according to expert. First, according to Cohen (1994) they are five aspect of writing they are, content organization, vocabulary, grammar, and mechanics. Second, according to Agdia& Syafei (2020) there are some component in writing assessment that follows content, organization, language use, vocabulary, and mechanics. Third, According to Brown (2001) it categories for evaluating writing are: First content it includes the thesis statement, related ideas, development of ideas, and development of ideas though personal experience, illustration, facts, and opinions. Second, organization it includes the effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length. Third, discourse includes topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, economy, variation. Fourth, syntax. Fifth, vocabulary. Sixth, mechanics, it includes spelling, punctuation, and citation of reference, neatness, and appearance. Fourth, according to Spratt, pulverness, and Wiliamm (2005) Accuracy is the way to use the correct form of language. Writing accurately involves correct spelling, correct form of letters, legible writing, correct punctuation, uses correct layout, choose right vocabulary, uses grammar correctly, joins sentences correctly and uses paragraph correctly. Of these expert, researcher use expert according to Agdia & Syafei (2020).

4. Procedure Text

a. Definition of Procedure Text

Procedure text is a text that aims to give instruction or how to perform an action. In writing words the writer must be able to choose the use of words that depend on the purpose and context of the text. In addition, procedure text can also help someone who is having difficulty in making or carrying out the actions that will be needed. Further, Anderson & Kathy (1998) explain that is procedure is a piece of text that tell the reader of listener how to do something. The purpose of procedure text is to provide sequence information or direction so that people can successfully perform activities in safe, efficient, and appropriate ways.

According to Wardiman (2008) procedure text is the text that give some clues or how to do something through a series of actions. An action where this is in accordance with the steps or instruction and this is an activity that is actually done. Then by giving instructions or steps to do something is an instruction before using or making an action, then with these instruction people will easy understand the instruction that have been given.

Based on the above definition is a text that show, explain or tell someone to do something, by paying attention to the steps or

instruction before taking an action and describing an activity that is actually being carried out.

b. Language Feature of Procedure Text

According to Anderson (2003), produce text usually includes the following language feature:

- 1) Sentence begun with action verb imperative sentence. (ex: pour hot water into the cup).
- 2) Sequence word or temporal conjunctions (ex: firstly, next, then) and numbers. (ex: 123) than show the order for carrying out the procedure.
- 3) Adverb of manner to describe how the actions about be performed (ex: quickly, firmly).
- 4) Precise terms and technical language (ex: ml, grams, etc).

In addition, the sources added some of language features of procedure text which are not included in Greg Anderson's book. They are:

- 1) Nouns or noun groups are used in the listed material or equipment (ex: screw, nuts, bolts, screwdriver, wood)
- 2) Often the name of an item is omitted of being constantly repeated and an ellipsis is used. The person following the instruction may not be referred to or may be referred to in a general way as one or you. There is little use of personal pronouns.

- 3) Conjunctions are used to show chronological order (ex: before, while, then, after, when).
- 4) Action verbs start most sentences (ex: take, put, link).
- 5) Short statements or commands are used (ex: pick them up).
- 6) Adjectives add details relating to size, shape, colour and amount (ex: place the red cube there).
- 7) Words related to direction and specific location are found (ex: left, north, Jamison street).
- 8) Present tense is generally used.
- 9) Vocabulary ranges from technical to everyday language according to the target audience.
- 10) Emphasis is often given to important information by underlining it or writing in bold.
- 11) Adverb, prepositions and adverbial phrases add detailed information about how, where and when.
- 12) Clear, simple, precise but detailed language is used.

To sum up, all of the points of language features of procedure text above are usually used in writing procedure text.

c. General Structure of Procedure Text

In writing any some kind of text writing, one of them is procedure text is text used to explain how to make something by using sequence of steps or method. It is similar according to Bachtiar (2010: 398)

procedure text tells how to make something through a sequence of actions or steps. It usually uses imperative sentence such as cut, place, use, etc. the purpose of procedural text is to provide sequenced information or directions to that people can successfully perform activities in safe, efficient and appropriate ways.

Based on the professional Development service for Teacher (2013) states that procedure is written to explain how something is done, in a series of sequence steps. They are organized by goal, material, method, and evaluation. Feature of procedure writing include: detailed factual description, reader referred to in general way, linking words to do with time, tense is timeless. Whereas According to Wardiman, at al (2008: 18) the characteristics of procedure text are:

- 1) Goal/purpose

To give information or make something important we need so that it can be more clear to help what we need.

- 2) Material

Related to what is needed to create an object and it is very important when going to create a text procedure, because it will help complete an action that will be made when we have difficulty creating an action.

3) Method/steps

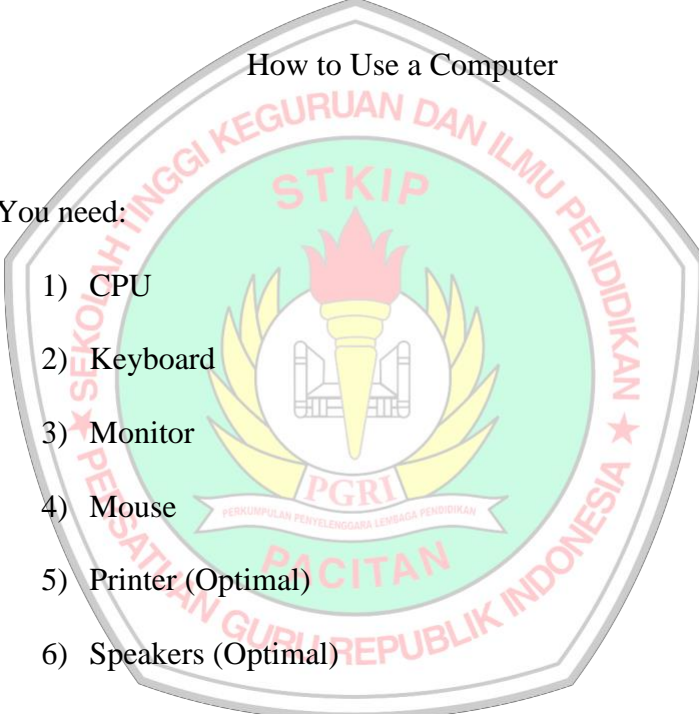
Provides information to create an object. This method must take steps so that an action or what will be made is more optimal and good.

d. Example of Procedure Text

How to Use a Computer

You need:

- 1) CPU
- 2) Keyboard
- 3) Monitor
- 4) Mouse
- 5) Printer (Optimal)
- 6) Speakers (Optimal)



Here are the step to operate a computer:

- 1) Before plug of powering up the computer system, make sure that the power cable is connected to the back panel of the CPU and is plugged into the electric socket.
- 2) Make sure the video cable is already connected to the monitor and the back panel of CPU correctly.

- 3) Make sure other device such as mouse and keyboard have connected to the back panel of CPU in the right side. Other hardware can also be connected such as speaker, printer, and so forth.
- 4) When everything is plugged in securely, then press the power button on the CPU is usually located on the front panel of the CPU.
- 5) The computer will display the windows logo and displays the desktop image.
- 6) Once the desktop image appears then the computer is ready to operate.
- 7) The proper way to shut down or turn off the computer system is by clicking on the 'start' button and choosing the 'Turn Off Computer' option. This then will display the option to 'Standby', 'Restart', or 'Turn Off' the CPU. Click 'Turn Off' to turning off the computer.

B. Previous Study

This chapter discusses the review from the previous study of other researchers. It reviews the similarities with the proposed research topic. It also discusses the values contained in it and which can support the research. There are some previous study from some researchers that will differ.

First, the research entitled *“Improving Students’ Achievement In Procedure Text Writing Through Small Group Discussion Technique.”* This research was conducted by Rahmat (2013). This research many still face difficulties in writing text, in this case procedure text. Thus, this thesis discusses about improving students’ Achievement in procedure text writing through small group discusses technique. The problem in this research: “is the use of small group discusses technique effective to increase students’ procedure text writing of the tenth years students of SMA Negeri 1 Sukadana”. This research was conducted to identify the effectiveness of improving procedure text writing through small group discussion technique. This is a quasi-experimental research and the sample of this research are 37 students of class XB and XC on SMA 1 Sukadana.

There are differences in this study. This study discusses writing skills in procedural texts and students responses related to the teaching and learning process in procedural texts.

Second, the research entitled *“A Study On The Students’ Writing Skill In Procedure Text At The Ninth Grade Students Of SMPN 1 Rambah Hilir.”* This research was conducted by susanti (2015). This research to find the students’ writing skill at ninth grade students of SMPN 1 Rambah Hilir. This research was descriptive qualitative. The number of population were 92 students. It was consists of 4 class. Each class was 23 students. To select the sample the research used clustering random sampling technique. The researcher took one class as be sample, it was class IX A that consists of 23 students. The data of this research

was students' score in writing procedure text. The data was collected by using written test. After that, the researcher analyzed the data was helped 3 raters. The findings of the research show that the students' writing skill in procedure text, was score 78, 82. It means that the students' skill in procedure text was in good category.

This research has similarities with previous research, research data is in the form of students score in writing procedure texts. The difference is that the researcher data collection was carried out using written test and interview. The results of the research on students writing skills in English get score of 70.

Third, the research entitled "*An Analysis of Students' Ability In Writing Procedure Text At Grade X Of SMK 10 Muhammadiyah Kisaran.*" This research was conducted Sari Permata (2016). The research to know the students ability in writing procedure text. The location of this research was in SMK 10 Muhammadiyah Kisaran. The time that was spend in this research was one month. This research was applied by qualitative content analysis. The subject of the research was the students at grade X TKJ-1 of SMK 10 Muhammadiyah Kisaran. Students consist of 32 students. The instruments that used in this research was a test of writing procedure text, interview, and documentation. The test was asking the students to write the procedure text well. Based on the result of the research, the students ability in writing procedure text was low. It was proved by their mean score in writing procedure text that only reach 59.0. it can be concluded that there is any significant an analysis of students' ability procedure text significantly very low. From this research, there are two instruments in examining their ability

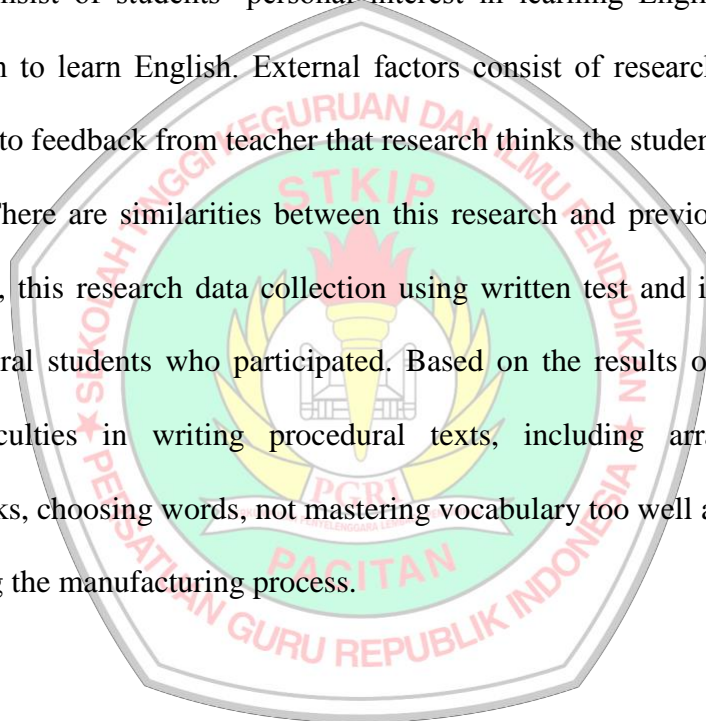
including generic structure and language feature. It is hoped that by the finding of these trouble, there will be future research on this subject so that there will be some method strategy that enable to overcome these troubles.

There are similarities between this research and previous research. The difference is that this research uses research instrument in the form of answer sheet and cell phones. Based on the research result, students ability in writing procedural texts is still low. Evidenced by the average score in writing text procedure achieved a score of 65.

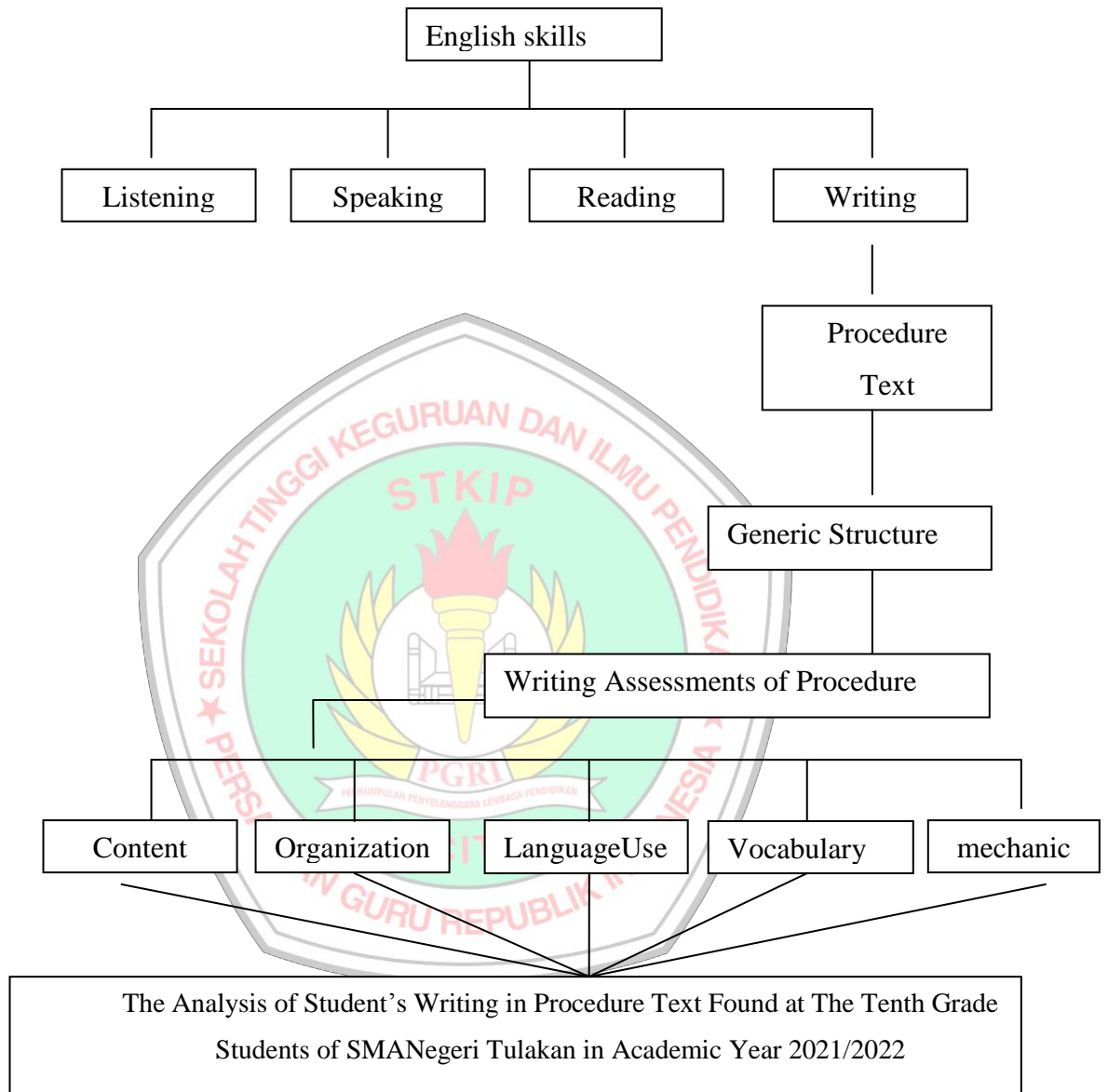
Fourth, the research entitled “*Difficulties In Writing Procedure Text Experienced By Second Grader Of SMA Purnama 2 kota Jambi.*” This research was conducted by Suryanto (2020). In writing a procedure text, the students should be able to write different procedures in sequence, and the students should also be able to distinguish the structure of procedure text which consists of aim/goal, material, and steps. Unfortunately, the researcher found out students mostly failed to write procedure text when researcher has pre-service teaching task. The study aims to find out what are difficult experienced by second graders of SMA Purnama 2 in writing procedure text. This study also intend to investigate what are the possible reasons of their difficulties in writing procedure text. The researcher conducted a descriptive qualitative research to investigate the difficulties in writing procedure text experienced by eleventh graders of SMA Purnama 2 Jambi. The data was collected through interview. There are eight students that chosen to be participant of the researcher. The students were chosen by randomly according to students ready for done interview from nineteen

students in second grade class of SMA Purnama 2 kota Jambi. Base on the result of interview, the researcher found that there are some difficulties that were usually faced by students of grade eleven in SMA Purnama 2 kota Jambi when writing procedure text. They are difficulties in learning English, lack of vocabulary capacity. The difficulties can be caused by many factors. Researcher divided the factors found in this data in to two: internal factors and external factors. Internal factors consist of students' personal interest in learning English that effect in motivation to learn English. External factors consist of researcher's assumption regarding to feedback from teacher that research thinks the students rarely get.

There are similarities between this research and previous research. The difference, this research data collection using written test and interviews. There were several students who participated. Based on the results obtained, students had difficulties in writing procedural texts, including arranging sentence frameworks, choosing words, not mastering vocabulary too well and difficulties in explaining the manufacturing process.



C. Conceptual Framework



English is language that is needed and learned among students, not only Indonesia but in all countries in the world. English is an important part of knowledge and skills can help a fulfilling professional life. In English there are four skills, namely listening, speaking, reading, and writing. Writing skill is the last possessed by students. Therefore, in writing procedural texts, students must

know the general structure before taking an action. In addition, students in writing procedural assessment also understand what the assessments are in the procedural text. With this, students who do not pay attention to or understands the assessment in the procedure text, thus causing errors in students. These errors include content, organization, language use, vocabulary, and mechanic. These errors must be evaluated, so that students can explain the text in its entirety.

