

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Writing**

##### **a) Definition of Writing**

Writing is really important, it is an expression of ideas. For that reason, writing is taught to student. Writing as one of four language skills is considered as a difficult skill because the researcher should make some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way. Writing is a continuous process of thinking and organizing, rethinking and reorganizing.

Writing is a continuous process of thinking and organizing, rethinking and reorganizing. Ramelan said that the acquisition of any habit is accomplished through repeating and untiring practice on the part of the learning.<sup>1</sup> It means that the writing skill can be mastered through repeating action and practicing continually of the skill. Meyers said that "writing is an action".<sup>2</sup> This means that when we first write something down, we have already been thinking about what we are going to say and we are going to say it. Then after you have

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<sup>1</sup> Ramelan, English Phonetic, (Semarang: UNNES Press, 2003), p.4

<sup>2</sup> Meyers, Alan, Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays, (New York: Pearson Education, Inc, 2005), p. 2.

finished writing, we read over what we have written and make changes and corrections.

Harmer adds that “writing is a process and what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities”. O’Malley and Pierce add that “writing is a personal act in which researchers take ideas or prompts and transform them into self-initiated topics”.<sup>3</sup>

So, it prosecutes students to formulate goals and plans for creating an organized structure in their compositions. Writing is the most complex skill to show the relationship of ideas which needs the willingness to write and some practices done step by step to pass on knowledge or message. So, writing is one way to speak what is in our mind. It involves more than just producing words and sentences. To produce a piece of writing, we should be able to write a connected series of words and sentences, which are grammatically and logically linked. If we choose the right words and in our sentences, then the kind of purpose we have in our mind will suit the intended readers.

#### b) Types of Writing

There are two types of natural writing system (alphabet and picture) which exist in the native

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<sup>3</sup> O’Malley, J. Michael and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners. Practical Approaches for Teachers*, (Great Britain: Longman, 1996), p. 136.

language, that is an important factor in determining to easy of speech which student learn to write.<sup>4</sup> There are two types in writing:

- 1) Practical or factual writing This type deals with facts. We can find it in writing of letters or summaries.
  - 2) Creative or imaginary writing This type usually exists in literature, such as novel, romance, science, fiction, etc.
- c) The Process of Writing

The process of writing includes planning, drafting, editing and final version.<sup>5</sup>

#### 1) Planning

Experienced researchers plan what they are going to write. Before the researchers start to write or type, they try and decide what it is they are going to say. This stage is often called by pre-writing process. Pre-writing can be defined as a way of warming up the brain before write.

There are two ways of warming up the brain; brainstorming and clustering. Brainstorming is a quick way to generate a lot of

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<sup>4</sup> Marry Finnochiaro, *English as a Second Language: from Theory to Practice*, (New York: Regent Publishing Company, Inc, 1974), p.85.

<sup>5</sup> E-book: Harmer, Jeremy, "How To Teach...", p. 4-5.

ideas on a subject.<sup>6</sup> The purpose of brainstorming is to make a list of as many ideas as possible without worrying about how researchers will use them. Researchers' list can include words, phrases, sentences, or even questions.

There are five steps that must be done by researchers to brainstorm:

- a. Researchers must begin with a broad topic.
- b. Researchers must write down as many ideas about the topic as researchers can do in five minutes.
- c. Researchers can add more items to their list by answering the questions what, how, when, where, why, and how.
- d. Researchers group similar items on the list together.
- e. Researchers can cross out items that do not belong.

## 2) Drafting

The draft is the part of the writing process in which ideas are put into words and onto paper. We can refer to the first version of a piece of writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing,

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<sup>6</sup> Blanchard, Karen and Christine Root, Ready to Write, (New York: Pearson Education Inc., 2003), p. 41

a number of drafts may be produced on the way to the final version.

3) Editing (reflecting and revising)

Once researchers have produced a draft they then usually, read through what they have written to see where it works and where it does not. It is a time to re-seeing what they have written and making it better. Revision is essential for improving writing, yet students often resist revision. They may feel that once they have finished the draft the writing is done; they may believe that they have written their best on the draft; or they may unsure of how to revise. But effective revision is critical for making writing as clear and meaningful to reader as possible.

4) Final version

Once researchers have edited their draft, making the changes they consider to be necessary, they produce the final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the researcher is now already to send the written text to its intended audience.

We have to know the step of writing before we start to write, each step has the different purpose. The researcher concludes that writing is

an activity of developing ideas and feelings to produce an arrangement sentence.

d) Purpose of Writing

Purpose in writing determines the nature of the writing. Students need clear specification of the purpose in order to the task. There are the purpose in writing:<sup>7</sup> the first is expository or informative writing. The researchers share the knowledge and give information, directions, or ideas. Examples of informative writing include describing events or experiences, analyzing concepts, speculating on causes and effects, and developing new ideas or relationship. This type of writing could include a biography about a well know person or someone from the researcher's life. The second is expressive or narrative writing.

This second type is the personal or imaginative expression, in which the researcher produce stories or essays. This type or writing is often based on observation of people, object, and place and may include creative speculations and interpretations. This type of writing is often used for entertainment, pleasure, discovery, or simply, as fun writing can include poems and short plays.

The third is persuasive writing. The researchers attempt to influence other and initiate action or change.

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<sup>7</sup> O'Malley, J.M L. Valdez Pierce, Authentic Assessment for English Language Learners, Practical Approaches for Teachers, (USA: Longman, 1996), p. 137

The type of writing is often based on background information, facts, and examples the researcher uses to support the view expressed. This type of writing might include evaluation of a book, a movie, a costumer product, or a controversial issue or problem. Researchers can also use personal experience or emotional appeals to argue in support of their view.

## **B. Procedure Text**

“Procedures tell how to do something. This might include instructions for how to carry out a task or play a game, directions for getting to a place, and rules of behavior”.<sup>8</sup> In researcher’s view, procedure text is the text which gives the steps or procedures on how to do something. Procedure can be meant by instruction, step and way that can be done by someone for doing, making, and arranging something based on the right instructions.

In the term of reading text, the purpose of procedural text is to give the manual instructions or steps of making, arranging, and doing something to the readers. So, the readers not only read the whole text, but also follow the instructions based on the right steps that are given in the text.

Procedure texts consist of a sequence of instructions designed with some accuracy in order to reach an objective (e.g. assemble a computer). In our perspective, procedural

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<sup>8</sup> English K-6 Modules (Sydney: Board of Studies NSW, 1998), p. 45

texts range from apparently simple cooking recipes to large maintenance manuals (whose paper versions are measured in tons e.g. for aircraft maintenance). They also include documents as diverse as teaching texts, medical notices, social behavior recommendations, directions for use, do it yourself and assembly notices, itinerary guides, advice texts, savoir faire guides, etc.

a) Generic Structure

Every text actually has some structures. The structures of the text will be different that depends on the goal of the text. The structures represent the written information to the reader.

A Procedure text usually has three sections. There is an introductory statement or title that gives the aim or goal of the procedure, followed by a list of materials that will be needed to complete the procedure. The final section is a sequence of steps, in the order they need to be completed, to achieve this goal.<sup>9</sup>

From the explanation above, the researcher divides the structures of procedure text into three parts. First structure of procedural text is goal. Here, the researcher defines goal as the title sentence (objective) that shows what actually will be done, will be made, and what will be accomplished according to the text. Then, second structure is materials. Materials are the

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<sup>9</sup> Mark Anderson and Kathy Anderson, Text Types in English, (Perth: Macmillan Education Australia, 1998), p. 28



equipment or also can be defined as utensils which are used to make something based on the text. Finally, the last structure is steps. It is defined as the steps or directions of procedures for making something.

The last structure of procedure text is actually the main structure of the text, because it gives the procedures how do we make something based on the orderly procedures. So, the reader can follow the sequence steps according to the procedures that are given in the text.

#### b) Language Features

Based on Ghea Faizah's blog, she characterizes the characteristics of procedural text into three parts; that are the use of simple present tense, usually in imperative sentences, like put..., mix..., don't mix... Then, it also uses temporal conjunction, such as first, second, then, next, finally. Then, the last feature of procedural text is the use of action verb, like turn on, stir, and cook.<sup>10</sup> Based on the explanation above, the researcher concludes that the language features can be seen as the characteristics. The characteristics of procedural text consist of:

1. Using simple present tense or imperative sentences  
Example: stir, mix, pour, prepare, etc.

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<sup>10</sup> Ghea Faizah, Procedure - text, 2012, (<http://www.sherikell.com>)

2. Using conjunction of temporary. It is as the sign of sequent event. Example: First, second, then, after that, finally, etc.
3. Using action verb. Example: cook, prepare, add, turn off, etc.

c) Example of Procedure Text

Goal : How to Make Omelet

Ingredients : 1 egg, 50 g cheese, a cup of milk, 3 tablespoons cooking oil, a pinch of salt, and pepper.

Utensils : frying pan, fork, spatula, cheese grater, bowl, and plate.

Steps :

1. First, crack an egg into a bowl
2. Second, whisk the egg with a fork until it is smooth
3. Third, add milk and whisk well
4. Fourth, grate the cheese into the bowl and stir
5. Fifth, heat the oil in a frying pan
6. Sixth, pour the mixture in a frying pan
7. Seventh, turn the omelet with a spatula when it browns
8. Next, cook both sides
9. Then place on a plate, season with salt and pepper
10. Finally, eat while warm

Thus from an example above, everybody know how to write procedure text. First, they must write a

goal. Second, they write a list of material that will be needed for completing the procedure, such as kind of ingredients and utensils. And the last, they need steps to achieve the goal with the purpose: to tell the making process of a cheese omelet to the reader.

### **C. Teaching Writing Procedure Text**

Writing is one of the English skills has always formed part of the syllabus in the teaching of English. Writing has always been used as a means of reinforcing language that has been taught.”<sup>11</sup> It means that writing is a good instrument for students to learn English. They can put their ideas on the paper by using grammar and vocabulary which have been studied.

When writing, students need more time to think. Teacher asks students to focus on accurate language use and ideas what they will write. It will provoke their language development by finding ideas which will put on a text. There are some kinds of text in English, like procedure, recount, narrative, news item, etc. Each of text has different purpose, like the purpose of procedure text is to tell the reader how to tell how to do or make something, then the purpose of recount text is to retell past even, and the purpose of narrative text is to amuse/entertain the readers and to tell a story, etc.

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<sup>11</sup> E-book: Harmer, Jeremy, “How to Teach...”, “ p.31-32

In teaching procedure text, the teacher gives the explanation about procedure text, including the purpose, generic structure and language feature of procedure text. After students have understood about the material well, the teacher gives the jumble pictures to the students. Then ask them to arrange into sequence pictures. After that, ask them to write procedure text by their own sequence pictures in written form.

#### **D. Picture**

##### **a) Definition of Picture**

Media is tool that present the message and stimulate students to learn. It has been supported by Sadiman who stated that “Media is everything that can be used to deliver messages from the sender to the receiver so that it can stimulate the thoughts, feeling, concerns, and interests as well as students’ attention in such away that the learning process can occur”.<sup>12</sup> One of the media is picture. Picture is defined as visual representation of person, object, or scene, as painting, drawing, or photograph.

Pictures will helpful students a lot in understanding the situation and memorizing vocabularies. Actually when teacher used the pictures as their media in teaching they have activated two from five senses. And it better that explanation, because the pictures can explain clearly the teacher’s explanation.

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<sup>12</sup> Sadiman, Media Pembelajaran, (Jakarta: PT Raja Grafindo Persada, 2011), p. 7.

According to Jeremy Harmer, picture can be in form of flash card, large wall pictures, cue card, photographs illustrations, and project slide.

1) Flashcard

It is a small card which we can hold up for student to see. Flashcards are particularly useful for drilling grammar items, cueing different sentences, or practicing vocabulary.

2) Large wall picture

It is big enough for everyone to see detail. Sometimes teachers use large wall pictures, when pointing to detail of a picture to elicit a response.

3) Cue card

It is small card which students use in pair or group work. Teachers put students in pair or groups and give them some cue cards so that when a student pick up the top cue in a pile he or she has to say a sentence that the card suggests.

4) Photograph or illustration

It is a photo or an image that depicts a situation or people in action. The teachers use it to make the situation or the action clear. Photograph can be found in the book, newspaper, magazine, etc.

5) Project slide

In the multimedia class, the teachers also use it to teach. Sometimes the teachers use it to show the images in the big form.

b) Pictures as a Learning Media

Here are some useful of using media picture to teach the student in the classroom:

1. Media picture (visual) can help the students' improving (example through elaboration of structure and organization)
2. Using media picture to draw the differentiation of the concepts, into one concept in two things in one place to be understood by the students.
3. The use of media picture is to slide or visualize the real object is a picture to be clear for the students to know and understand the vocabulary.<sup>13</sup>

c) Pictures as Teaching Media

Picture is very useful and effective media in teaching. It can be used for teaching speaking, listening comprehension, structure, vocabulary and cultural contents, etc. In order to effective and large enough to be seen by the whole class. The media they are going to use will motivate the students to learn, will increase their interest, and will widen the channel of communication between the teacher and the students, so that the teaching will be more communicative and effective. In

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<sup>13</sup> Wright, A. 1992, Pictures for Language Learning. (New York: Cambridge University Press), p. 24.

this way media can make the students more interested in their study.<sup>14</sup>

d) The Advantages and Disadvantages of Using Picture as Teaching

Media There are some advantages and disadvantages using picture as media in teaching-learning English that are:

1. The advantages of using picture

Picture are all right for beginner and for young people and also to advance students. There are many benefits of pictures in a teaching process, that are; giving material by using picture it can stimulate and motivate students to become more observant and express themselves. Picture is inexpensive medium , many even be free, and fairly easy to locate and can be used by individual or in groups. Picture also can be displayed for as long as necessary so pupils can work at their own rate. Picture as up-to-date media can bring reality into the classroom, beside picture can be used to introduce, supplement, or summarize at unit. At last, by giving picture in the classroom can enriches reading and can help clarify misunderstanding.

2. The disadvantages of using picture

Beside going advantages to use in class teaching, picture or photography have also

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<sup>14</sup> [http: //massofa. Wordpress.com/category/bahasa](http://massofa.Wordpress.com/category/bahasa). retrieved on 22nd Maret 2017.

disadvantages are; picture not depict motion as film does. Picture can seem uninteresting to pupils if the picture is not unique. The other disadvantages of using picture is depicting a specific purpose that may be difficult to locate.<sup>15</sup>

### **E. Sequence Pictures**

In the learning process there are several methods or media that need to be done to achieve the intended learning goals. As well as in the teaching procedure text so that students are able to understand the meaning of procedure text and can write the text procedure appropriately, the teacher needs the right method. One of the methods that can be applied is the sequence pictures method because the sequence of images is considered as a technique that improves the ability of students.

According to Jacobs in Farisha, Sequence picture is combining between a pictures and the story.<sup>16</sup> Every picture tells a story. Using a picture will help the students to illustrate it in a short story. The picture is one of a good way to stimulate the writing ability of the students. From the pictures there can be a lot of story will find. With another word, phrase, sentence, or paragraph.

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<sup>15</sup> <http://www.shvoong.com/writing-and-speaking-advantagesdisadvantages-using-picture-media>, retrived on 22nd Maret 2017 .

<sup>16</sup> Jacobs in Farisha, [www.journal. ISSN:unismuh.ac.id/perspektif](http://www.journal.unismuh.ac.id/perspektif) Using Sequence Picture Technique To Increase The Students Writing Ability At First Grade Of SMA 1 Sungguminasa (Universitas Muhammadiyah Makassar Desember, 2016). p-112



According to Smith in Nurul Rodiyah, Sequence picture is the kinds of visual aids in the teaching learning that shows the events.<sup>17</sup> Sequence picture is suitable for writing production because it helps student to produce the text. By the sequence picture, students are helped to write their idea to the sentence with some visual pictures.

#### **F. Teaching Procedure Text Using Sequence Pictures**

Teaching is one of method to give the knowledge to students, and make the students be better life. harmer said "Teaching is the transmission of knowledge from teacher to students" teaching writing procedure text using sequence pictures is of media to increase the students ability in writing.

According to Ann Browne, she said "sequence are sets of photograph or pictures can be used as a stimulus for writing" sequence is a stimulus for writing because the students write based on the instructions as in a recipe for cooking. About the picture "all short of pictures and photographs can be used as starting point for waiting" picture can help the student write because to appear the students imagination in their ideas to write. so sequence

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<sup>17</sup> Smith in Nurul Rodiyah , Improving Students' Achievement In Writing Recount Text By Using Sequence Of Pictures at second year of SMP N 1 Kualuh Selatan.(Universitas Labuhan Batu Sumatra Utara, November 2012).p-22

pictures are step of picture of stimulus and starting, and help student to increase their idea in writing.<sup>18</sup>

### **G. Teaching Procedure Text Through Picture**

There are some steps to teach procedure text using sequence picture:

- a) Building students' knowledge.
- b) Asks students about her or his experience in making procedure text.
- c) Gives the model of text where students invited together using sequence picture to write procedure text start from the topic, goal, material and steps.
- d) Then, students makes procedure text in group.
- e) The last is teachers gives individual task to arrange a procedure text based on the sequence pictures.

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<sup>18</sup> Browne in paper Unayah, Improving Students Writing Skill On Procedure Text Using Picture Series, Paper S1 (IAIN SMH: Serang, 2015).