

CHAPTER II

THEORETICAL FRAMEWORK

A. Writing

Before the researcher continue to the more explain of material, for the first researcher will explain about:

1. The meaning of writing

Writing is one of English skill that we must be able and understand. With writing make us are able to deliver our minds to everybody.

Writing skill is a key skill in second language learning and all teachers need to evaluate their students writing abilities. The issues surrounding the assessment of second language learners' writing abilities are becoming more and more relevant in the age of global communication.

According to Alice Oshima and Ann Hogue That writing is a progressive activity.¹ This mean that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you finished writing, you read over what you have written and make change and correction. It means that writing as the skill to improve our ability especially in language acquisition. Writing is process to create ideas as communicative.

¹ Alice Oshima And Ann Hogue, *Introduction to Academic Writing: Second Edition* (Addison Wesley Longman: 1997), P. 2

According to Douglas Brown, “writing was primarily a convention for recording speech and reinforcing grammatical and lexical features of language”.² Today, the ability to write has become an indispensable skill in our global literate community. Writing skill, at least at rudimentary levels is a necessary condition for achieving employment in many walks of life and is simply taken for granted in literate cultures.

According to Harmer writing is frequently useful as preparation for some other activity, in particular when students write sentence as a preamble to discussion activities. This give students time to think up ideas, rather than having to come up with instant fluent opinions, something that many especially at lower level, find difficult and awkward.³ This means, writing is an activity to make students creative and it make students able to think up idea, that it can be implemented in writing. Then the writing can improve students writing with a thinking process which getting ideas and arranging ideas, and writing which in express ideas, feeling and thought are arrange in word, sentence and paragraph by used eyes, hand and brain, when students learn write, they learn how to generate ideas.

Depend on statement above writing is to state ideas or feelings on written expression. To state the ideas on written expression is not easy must have competence to think well and to know other related

² H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco State University: Longman, 2004), p. 218.

³ Jeremy Harmer, *How to Teach Writing* (Edinburgh Gate: Pearson Education Limited, 2004),P.33

aspects such as written content understanding and written form understanding. Because it is always a composing of a new meaning, writing enables them to find and establish their own connection and network of information and ideas. Writing is the way to develop an idea and express the feelings. Then the people can communicate with other by writing.

Besides, writing will have many types such as descriptive text, narrative text, recount text, procedure text, report text, announcement, short message, shopping list, invitation, personal letter, greeting card as well as advertisement. Writing can be procedure if we have knowledge, information, and idea.

2. The Purpose of Writing

According to Grenville, there are three purposes of writing: to entertain to inform and persuade, in this research focus to inform⁴

1) To entertain

Writing to entertain generally takes the form of imaginary or creative writing. Meaning that the writer need to use his/ her creativity. It must not make the readers laugh, but engage their feeling in some ways.

2) To inform

Writing to inform has purpose to tell the readers about something. This kind of informative writing can focus on objects, places, procedure and events it can be seen in

⁴ Kate Grenville, *Writing from start to finish: A Six Step Guides*, (Sidney: Allen and Unwin,2001),p.1

newspaper and article, scientific or business reports, instructions or procedures and essays for school and university.

3) To persuade

The writer tries to convince the reader of something that a point of view is valid by presenting the fact/data so that readers follow writer opinions and act upon it.

Based explanation above writing has many purpose especially for students in the school. By writing the student can express their idea to other people. By writing they can entertain, persuade and inform others be delivered that the writer need a creativity and ideas when they write. The writer also gives a new information about the place, procedure and event in the newspaper or journal that they had write. The purpose of writing will influence the text produce, language use and the information.

3. The Process of Writing

According to Andrew P. Johnson says that there are five step to the writing process.⁵

1) Prewriting

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

⁵ Andrew P. Johnson, *Teaching reading and writing, A Guidebook for Tutoring and Remediating Students* (USA: 2008), P. 179-180

neighbor, or power writing (described below) are all ways to generate ideas.

2) Drafting

Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step.

3) Revising

This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stages like throwing a large blob of clay on the potter's wheel. Revising is where you shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing. Here you look for flow and structure. You reread paragraphs and move things around.

4) Editing

This is the stage where grammar, spelling, and punctuation errors are corrected. A word of caution: the quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and

connecting ideas will instead be utilized worrying about writing mechanics.

One last thing about the editing phase: real writers (of which I am one) edit their writing at the end. Real writers also rely on editors, spell check, and grammar check. In teaching your students to become authors and composers of authentic writing, teach them to approximate the writing process used by real writers. That is, set up peer editing groups and teach students how to use the grammar and spelling functions on a word processor.

5) Publishing and sharing

This is where students' writing is shared an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspaper, school or class magazines, or displaying short samples of writing I the hall or out in the community. Writing experiences become even more powerful by having students read their work out loud in small groups, to another classmate, or in a large group setting.

According to Stuart Greene and April Lindisky says that there are three main stages to the writing process.⁶

1) Collect information and material

⁶ Stuart Greene and April Lindisky, *From Inquiry to Academic Writing*, (Boston: Library of Congress, 2012), p. 12-14

Always begin the process in writing the material, the information, ideas and evidence from which you will shape your own argument.

- 2) Draft, and draft to arrange the ideas that you have get. Generally the writer finds that writing a first draft is an act of discovery.
- 3) Revising

You might involve several different drafts as you continue to sharpen your insight of what you have written.

Based on statement above that writing has a process to write a good paragraph. As prewriting, drafting, revising, editing, publishing and sharing. The process of writing also need a collect information and material when they begin the process of writing. If we write using the appropriate form of writing and grammatical and using the sequence of the writing process in accordance with the order, definitely we will get a good writing as well and can be understood by the reader.

4. The Types of Writing

In writing, there are types of writing, such as: personal writing, academic writing, etc. According to H. Douglas Brown, there are three genres of writing:

- a. Academic writing, such as: theses, dissertation, academically focused journals.
- b. Job related writing, such as: advertisement, letter/ email, manuals.

- c. Personal writing, such as: shopping list, diaries, invitation, reminders.⁷

Thomas Kane said that there are four kinds of writing:⁸

- a. Exposition

Exposition is used in giving information, making explanation, and interpreting meanings. It includes editorials, essay, informative and instructional material.

- b. Description

It is reproduces the way things look, smell feel, sound or evoke mood, such as: happiness, loneliness, or fear. It may also to create a visual image of people, places, times of day, or reasons.

- c. Narration

Narration is the form of writing used to relate the story of fact or events. Such as: novels, short stories.

- d. Persuasion

Persuasion seek to alter how readers think or believe. It is usually about controversial topics and often appeals to reason in the form of argument, offering evidence or logical proof.

⁷ H. Douglas Brown, *language assessment principles and classroom practices*, (San Fransisco: Longman, 2004), p.219

⁸ Thomas kane, *The Oxford Essential Guide to Writing*, (Berkley books: new York, 2000), p.6-7

Based on explanation above that writing has many types, but in this research paper, the writer took about academic writing. Such as thesis, dissertation, academically focused journals. Especially in junior and senior high school writing is one of the skill of English. Then they get this lesson in the school.

5. Teaching Writing

Teaching is not an easy job, but it is necessary one, and can be reward when we see our students' progress and know that we have helped to make it happen. It is true that some lesson and students can be difficult and stressful at times, but it is also worth remembering that at it is best teaching can also be extremely enjoyable.

The teaching of writing assume students will begin with sort of language with which they are most at home and most fluent in their speech. That language may be dialect of English or even a different language altogether. The goal is not to leave a student where they are, however, but to move them toward graded flexibility, so that they can write not just for their on intimates but for wider audiences.

In order to teach for excellent a writing, teachers need understandings like these about content of language:

- a. How to find out about a students' language use in the home and neighborhood, the change in language context they may have encountered in their lives, and the kinds of language they most value

- b. That wider social situations in which students write, speak, read, and relate to other people affect what seems “natural” or “easy” to them or not.
- c. How to discuss with students the need for flexibility the employment of different kinds of language for different social language.
- d. How to help student negotiation maintenance of their most familiar language while mastering academic classroom English and the varieties of English used globally.
- e. Control and awareness of their own varied language and linguistics contexts.
- f. An understanding of the relationship among group affiliation, identity, and language.
- g. Knowledge of the usual patterns of common dialects in English, such as African, American, English, Spanish and varieties of English related to Spanish, common patterns in American rural and urban population, Percipient patterns in the English varieties of groups common in their teaching contexts.
- h. How and why to study a community’s ways of using language.

6. Assessing Writing

Student’s writing needs assessing scoring. It helps teacher to know students ability and also as gift their effort. Sara Causing Weigle states that scoring profile based on Jacob *et. Al*

(1981), as follows: content (13-30), organization (7-20), vocabulary (7-20), language use (5-25), and mechanics (2-5).⁹

Table 2.1

The criteria for Assessing Writing:

1. Contents

Level	Criteria
30-27	Excellent to very good; knowledge able, substantive, through development of thesis, relevant to assigned topic
26-22	Good average; some knowledge of subject, mostly relevant topic, but lacks detail
21-17	Fair to poor; limited knowledge of subject, little substance, inadequate development of topic.
16-13	Very poor; does not show knowledge or subject, non-substantive, not pertinent, or not enough to evaluate

2. Organization

Level	Criteria
20-18	Excellent to very good; fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive
17-14	Good to average; somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
13-10	Fair to poor; non-fluent

3. Vocabulary

Level	Criteria
20-18	Excellent to very good; sophisticated range, effective

⁹ Sara Causing Weigle, *Assesing Writing*, (Cambridge: Cambridge University Press, 2002), 116.

	word/idiom choice and usage, word form mastery, appropriate register.
17-14	Good to average; adequate range, occasional errors of word/idiom form choice and usage but meaning not obscured.
13-10	Fair to poor; limited range, frequent errors of word/idiom form choice and usage, meaning confused or obscured
9 – 7	Very poor; essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate

4. Language use

Level	Criteria
25-22	Excellent to very good; effective complex construction, few errors of agreement tense, number, word order/function, articles, pronouns, prepositions
21-18	good to average; effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
17-11	Fair to poor; major problems in simple/complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
10-5	Very poor; virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.

5. Mechanics

Level	Criteria
5	Excellent to very good; demonstrates mastery of

	conventions, few errors of spelling, punctuation, capitalizations, paragraphing
4	Good to average; occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
3	Fair to poor; frequently errors spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
2	Very poor; no mastery of conventions, dominated by errors of spelling punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

Score: Content + Organization + Vocabulary + Language use + Mechanics.¹⁰

From the explanation above, the writer concludes that in assessing writing there are some criteria that is will help the teacher to make assessment as a result of students in task in learning process, use task in learning process, use task in learning language is very important to measure students ability in learning process. Like the element of assessment above. Hopefully, the students will make good procedure text in learning the material. The five aspects differentially weighted to emphasize first content (30 points), organization and vocabulary (20 points), the language use (25 points), and mechanics receiving very little emphasis (5 points).

B. Project-Based Learning

1. An overview of project based learning

¹⁰ Sara Causing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), p. 116.

As far as researcher concerned, project based learning is abbreviated as PBL, in fact, in the context of English teaching and learning. However, in this research PBL only refers to project based learning. Project-based learning formerly was not a specific method to language teaching. The basic concept of PBL was occurred in the early 1900s, as John Dewey popularized “learning by doing”. He believes that learning process will take if students are actively involved in exploring, negotiating, interpreting and creating. Later, when the language learning theory had evolved in the 1970s into communicative language teaching.

Project based learning has been around for many years and it has been undertaken in medicine, engineering, education, economics, and business. Project based learning is often shortened PBL, but this acronym is often confused with problem based learning.¹¹

Project-based learning become more popular because of its relevance to the communicative approach. Nowadays, project based learning has been widely adopted to teach different subjects in schools and educational institutions around the world.

2. Definition of project based learning

Project based learning (PBL) is known as an active methods since twentieth century pioneered by John Dewey. “PBL is an

¹¹ Robert M. Capraro, *STEM Project-Based Learning* (Sense Publisher: 2013), P.2

innovative approach to learning that teaches a multitude of strategies critical for success in the twenty first century.”¹²

Furthermore, project-based learning defined as instructional model for classroom activity that shifts, emphasis away from practices of isolated, short term, teacher centered lesson in favor of learning activities that are long term, interdisciplinary, and centered on students.¹³ PBL is a model that organizes learning around projects. It is based on challenging questions or problems that involves students in design, problem solving, decision making, or investigative activities; gives students the opportunity to work relatively autonomously over extended periods of time. PBL involves students completing authentic project by working in small and collaborative groups. Student-centered where they can investigate questions that raise their curiosities while still achieving academic goals. Student develop a question and are guided through research or project under the teacher’s supervision. It can be inferred that PBL is not only do the project collaboratively, but also foster natural curiosity of real issues that enable students to rely on strategies to resolve complex problems.

From statement above Project-based learning is comprehensive approach to classroom teaching and learning that is designed to engage students in investigation of authentic problems. In addition, in PBL students will have learning experiences that

¹² Stephanie Bell, *Project Based Learning for the 21st Century: Skill for the Future*. (Clearing House.Vol 83 No 2 2010)., P.39

¹³ Jose A. Carmona, *Language Teaching and Learning in ESL Education*, (Kana Publishing and Media Group: 2010), P.42

result in in-depth understanding of important ideas in the content. By using PBL method in class, it teaches students in constructing their ideas in problem solving which means that they are learning contextual material.

3. Advantages and disadvantages of PBL

There are many advantages of Project based learning

There is a list of advantages in implementing PBL based on Indonesia curriculum, they are:

- It improves students learning motivation, encourages the students to perform essential job and encourages their self-esteem.
- It increases problem-solving skill.
- It creates active learning class.
- It fosters collaborative learning.
- It stimulates students to learn, to develop and to practice the communicative skills.
- It gives students team management experiences.
- It drives students in learning authenticity.
- It makes fun learning.¹⁴ (translated from kementrian pendidikan dan kebudayaan)

¹⁴ Kementrian Pendidikan dan Kebudayaan. 2013. *Modul Pelatihan Implementasi Kurikulum*. Jakarta p.32

Nevertheless, project based learning is not affective when the classroom management and the implementation are not well-prepared.

- It has high time spent in solving the problem.
- It costs much in making the project.
- Some teachers stay in comfort zone where traditional approach is believed as the best in the classroom.
- It needs plenty of instruments provided.
- The low-skilled students in doing research and collecting data will be neglected.
- The possibility of unmotivated students on the participation is considered.
- When various topics' addressed of each topic entirely is concerned.

C. Procedure text

1. Definition of Procedure Text

According to Mark Anderson and Kathy Anderson, Procedure text is a piece of text that gives us instruction for doing something.¹⁵ The purpose of a procedure text type is to explain how something can be done. Some examples of procedure text are direction, recipes, instruction manual, and itineraries.

¹⁵ Mark Anderson And Kathy Anderson, *Text Type English 2*, (South Yarra: Macmillan Education Ltd,2003), P.50

The social function of Procedure is to describe how something is accomplished through as sequence of action or steps. The procedure may be about food or drink, technology, or sports.¹⁶

Procedure how to do something. This might include instructions for how to carry out a task or play a game, direction for the whole text, but also follow the instruction based on the right steps that are given in the text.

We use many kinds of text in daily life. Usually we read a text how to operate new things, how to prepare or make something, how to act in some circumstances like school, company, and a community, and how to get to some places. Those kinds or called procedure text. Then it can be concluded that procedure text presents steps to do something, making something, or going somewhere. In case of procedure text can be easily experienced in daily life, people ought to know about it.

For example when we want to type the papers with computers we should follow some steps to operate the computers. To know the steps, we can join computer courses or read the manual books. Procedure text can be spoken or written. Principally, procedures deal with how to do, make and used something.

From the definition above, the writer concludes that procedure text is a text that is used to describe how something is

¹⁶ Lilis Setiasih Dadi, *How To Write A Short Essay In English Academic*, (alfabeta: bandung,2015), p.16

achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps.

2. 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 readers.

A procedure text usually has three sections. There is an introductory statement or title that gives the aim or goal of the procedure. Then list of material that will be needed for completing procedure. The final section is a sequence of steps, in order they need to be completed, to achieve this goal.

From the explanation above, the writer divides the structure of procedure text into three parts, first structure of procedural text is goal. Here the writer defines goal as the title sentence (objective) that shows 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.

Sometime there is a list of the materials equipment needed, in writing procedure text many the steps are listed in other such as, features of procedure text.

The last structure of procedure text is actually the main structure of the text, because it gives the procedure 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.

Mark Anderson and Kathy Anderson said the steps for constructing a procedure texts are:

- a. An introductory statement that gives the aim or goal
- b. A list of materials that will be needed for completing the procedure
- c. A sequence of steps in the order they need to be done¹⁷

It is very important for you to know the generic structures as it make you easier to understand and produce the spoken or written texts, the generic structures of procedures text are:

- a. Goal/aim : the tittle of the text (the final purpose of doing the instruction)
- b. Material/equipment : optional, not for all procedural texts (ingredient, utensils, equipment to do the instruction)
- c. Step : a series of steps oriented to achieving the goal (a set of instructions to achieve the final purposes).¹⁸

3. Language Features of procedure text

The language features of procedure text are:

¹⁷ Mark Anderson and Kathy Anderson, *text type English 2*, (South Yarra:McMillan Education Ltd),p.52

¹⁸ Lilis Setiasih Dadi, *How To Write A Short Essay In English Academic*, (alfabeta: bandung,2015), p.16

- a. using adverbial phrases (e.g for five minute, centimeter from the top)
- b. using connectives/temporal conjunction or numbering to indicate sequence, especially in written text (first, then, finally).
- c. using action verbs (e.g., mix, turn, put)
- d. the use of imperative ¹⁹

Imperative sentence are used to make requests and give commands. When we give directions and instruction, we can use the simple form or the verb without any ending. We do not need a subject in a sentence (e.gg., cut! Don't mix!).

While, mark and Kathy Anderson states, the language features usually found in a procedure are:

- a. The used or technical language
- b. Sentence that begin with verbs and are stated as commands
- c. The use of time word or numbers that tell the order for doing the procedure
- d. The used of adverb to tell how the action
- e. The use of time of words or numbers that tell the order for doing the procedure
- f. The use of adverb to tell how the action.²⁰

¹⁹ Th. M. sudarwati and audia grace, *Look Ahead Book 1: An English Course For Senior High School Students Year X*, (Jakarta: Erlangga), P. 46

²⁰ Mark Anderson and Kathy Anderson, *text type English 2*, (South Yarra:McMillan Education Ltd),p.52

Procedure text can be a set of instructions and direction.
Procedure text can be in the form of food recipes. It gives a series of steps in making food.