

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Definition of Writing

Suparno (2006:14) argues that writing is a series of activities going on and involve several phases, the preparatory phase, the content development and review, as well as revisions or improvements posts, writing can also be used as an indirect means of communication to others to convey information. Writing is the creative process because it is a process of reaching out for one's thought and discovering them. Writing, as such is a process of meaning making. Writing can deliver a message from the writer to the reader. It means that the writer has to have knowledge how to write well in order to make the message is delivered. Another definition of writing is proposed by Nation (2009:112) who states that writing is an activity that can usefully be preferred for by work in other skills of listening, speaking, and reading. The preparation can make it possible for words that have been used receptively to come into productive use. From the reason above, it can be said that writing is the most important skill that should be mastered by the students.

Writing is central to our personal experience and social identities, and we are often evaluated by our control of it. The various purposes of writing, then the increased complexity of its context of use and the diverse backgrounds and needs of those wishing to learn it, all push the study of writing into wider frameworks of analysis and understanding (Ken, 2002: 2). Furthermore, written language is simply the graphic representation of spoken language is simply the graphic representation of spoken language, and that written performance is much like oral performance, the only different lies is graphic for writing instead of auditory signals for speaking (Brown, 2010: 335).

Based on those explanations, the researcher concludes that writing is an activity to express ideas, feeling, and opinions through words to readers in written form. Therefore, a writer communicates his/her ideas in the form of a written text, and by reading his/her writing, readers are able to catch the message.

2.2 Writing Process

According to Tarigan (2007: 29) as cited in Sumarno (2009:5) writing is expressing ideas, opinions, or thoughts and feelings. In the process of writing the students involved in the pre-writing, planning, preparation, and post-writing activities that will be discussed briefly in this subtopic.

1. Pre-Writing

Pre-writing is the first stage in writing process, begins long before the writer puts thoughts into writing the experiences, observations, and interactions that students have an impact upon when they will write and how they will write it.

2. Planning

After students have generated some ideas, they must decide what they will say about their topic. Students develop an initial plan for the product they will compose. As they do so, they must consider the purpose, audience, point of view and format because these elements have implications for both the planning and the drafting of the written product.

3. Drafting

At this point in the process, the emphasis is on content and meaning rather than on mechanics and conventions. This is the time for writing to get down their ideas and thoughts, composing rough drafts based upon pre-writing and planning activities and considerations.

4. Post Writing

When students have an authentic audience and purpose, they want to rework their written drafts, polishing them for presentation or publications. Teachers may encourage students to share certain pieces or determine the number of pieces that the students require to share or publish within a set time period, but ultimately the decision about which pieces to share, and with whom should be left up to the writer (Muzakir, 2009: 12).

It can be concluded that for making a good writing, a writer must apply those steps based on the writing process. Furthermore, the teacher has to explain those steps to the students in order to build their awareness in creating a text.

2.3 The Definition of Procedure Text

In writing any some kinds of text writing, one of them is procedure text. In generally 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 sentences such as cut, place, use, etc. The purpose of procedural text is to provide sequenced information or directions so 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 sequenced steps. They are organized by goal, material, method and evaluation. Features of procedural writing include: detailed

factual description, reader referred to in a general way, linking words to do with time, tense is timeless. Whereas According to Wadirman, et al (2008 : 134) the characteristics of procedural text are:

1. Goal / purpose: to give information that we need. It means that to make procedure text the important thing that we need is the goal or the title to make clear what we need.
2. Material: things that you need to make an object. It is the important things, when you want make procedure text because it will help us to finish something that we make.
3. Method / Steps: the information about making an object. After knowing the goal and materials, we should do some steps to get the final result. It is the last way to achieve the best result, and make us easy to finish the goal.

1.4 The Language Features of Procedure Text

Based on Faizah, G (2012: 3), 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* (FaizahGea, 2012: 2). Based on the explanation above, the writer 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.*
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.*

1.5 The Examples of Procedure Text

In the article *engaging in and exploring procedural writing*, it gives the examples of procedural text, such as:

1. Recipes

Recipes with sub-headings – ingredients; method; serving suggestions.

2. Instructions or manuals.

Instruction; e.g. how to do, use, or make something.

Instruction is a kind of written text that contains of procedural steps for making or doing something, it is more general than recipe. As the example of procedural text, instruction also has many steps which give the manual or ways to the readers to be used, and there is an example of procedural text in terms of manual like stated in the following box:

Table 2.1
The Example of Procedure Text

<i>Text Structure</i>	How to Make a Cardboard Photo Frame	<i>Language Features</i>
Goal	Equipment needed: Cardboard, paper, string, etc. Photo	Use of nouns and noun groups, e.g. glue, paint, sticky tape.
Materials/equipment	Glue Paint Sticky tape Ruler	
Steps: 1. In chronological order. 2. All necessary steps Included.	Steps: 1. First, find photo. 2. Second, measure up frames. 3. After that, cut out first frames. 4. Then, cut out second frame so that the first frame cat fit on top without slipping through. 5. Make the third frame with the same overlap. 6. Paint the frame in different ways. 7. Finally, attach stand or handle	1. Use of action verbs, e.g. find, measure. 2. Use of command, e.g. Find photo, Measure up. 3. Use of causal conjunctions, e.g. so that. 4. Use of adverbial phrase, e.g. with the same overlap, in different ways.

1.6 The Definition of Explicit Instruction

Explicit instruction is systematic, direct, engaging, and success oriented and has been shown to promote achievement for all students. The authors are leading experts who provide clear guidelines for identifying key concepts, strategies, skills, and routines to teach; designing and delivering effective lessons; and giving students opportunities to practice and master new material. Sample of lesson plans, lively examples, and reproducible checklists and teacher worksheets enhance the utility of the volume.

Written expression can be frustrating and difficult for many junior high school students. Students have difficulties in writing sentences, paragraphs, and essays. Many researchers and teachers consider writing instruction as means to assist students to express their ideas, as well as unique perspectives and knowledge of social, political, and historical issues (Cihak and Castle, 2011:107).

Explicit instruction assists student's cognitive processes. Explicit instruction does not change students' ideas rather than assist with the development of ideas. Explicit instruction has potential act as a change inducing agent that promotes the development of the cognitive system of writing. Explicit instruction was used successful in improving written expression for students with writing deficits (Castle, 2011:107). Best practices in expressive writing instruction included explicit teaching of:

1. Critical steps in the writing process,
2. Conventions of a writing genre,
3. Guided feedback.

Based on the explanation above, it can be concluded that explicit instruction is a teaching approach which is arranged to improve the students' ability. The teacher needs to explore the students' competence by stimulating them to have creative thinking in making procedure text.

1.7 The Implementation of Explicit Instruction

Explicit instruction is based on research studies relating to effective teaching practices. Based on Uno and Nurdin (2011:118) cited in Huda (2014:187), there are five steps to implement explicit instruction, as follows:

1. Orientation

The teacher explains the importance of procedure text and gives stimulation to the students to learn procedure text.

2. Presentation

The teacher demonstrates writing's assessment consisting of content, organization, vocabulary, grammar, and mechanic. She will also explain the structure or concept of procedure text which consists of title, material, and steps.

3. Direction

The teacher gives the first instruction to the students to make a topic of procedure text.

4. Stimulation

The teacher asks the students to make the concept and structure of procedure text including the material and steps.

5. Assignment

The teacher asks the students to write a procedure text.

Based on the steps, the researcher implemented the explicit instruction by arranging the material of procedure text during the teaching and learning activities. She explained the

generic structure of procedure text and stimulated the students to write procedure text on the whiteboard directly. It was purposed to help the students in practicing the lesson of procedure text.

1.8 The Definition of Self Directed Learning

Self directed learning is a strategy to encourage the students to take initiatives, set their own goals for learning and follow personal instructional and planning strategies. In addition they are willing to explore and try new things. They are becoming more open minded and more oriented on achieving goals and proving that they are trustworthy to take in charge of their own learning. In general good practice of self directed learning allows students to develop skills and strategies that will help them to become more efficient and responsible and improve their school performance and social behavior (Muse, 2015:3).

According to Dickinson (1987: 37) cited in Huda (2014:263) Self-directed learning is learning condition which the students have control or right to make a decision towards the learning material. It means that the students' are allowed to create a topic on procedure text.

According to a psychologist, independent learning is a mechanism that can regulate thoughts, feelings and behavior of a person independently (Santrock, 2009:16). Thus the independence of learning (self-directed learning) can be interpreted as the character and attitude and the ability of students to perform learning activities on its own or with the help of others based on their own motivations for mastering a specific competency that can be used to solve problems encountered.

In modern learning is known aspects of learning to balance in terms of cognitive, affective, and psychomotor. In terms of mastery of the material supported on the confidence of students, discipline and application of learning self directed learning (self-learning pattern of students).

Application of Learning Concepts Self (Self-directed Learning) stems from the concept of adult education. However, based on several studies conducted by experts such as Garrison in 1997, and Scheidetin 2003 cited in Rika (2013: 9) independent learning are also suitable for all age levels. In other words, self-learning is appropriate for all levels of schooling both for secondary schools and primary schools in order to improve student achievement and ability.

1.9 The Implementation of Self Directed Learning

Self-directed learning requires the students' creativity and also the teacher's guidance. Holic (1981:5) and (Chammot (1999: 28) cited in Huda (2014: 264-265), mentions that there are four steps to implement self-directed learning method those are as follows:

1. Planning

The teacher analyzes the students' characteristic and ability.

2. Implementing

The teacher allows the students to make a procedure text based on their ideas.

3. Monitoring

The teacher supervises the students during they do the assignment or work.

4. Evaluating

The teacher evaluates the students' procedure text and compares with the previous assignment.

Those steps are really important to be understood by the researcher in conducting the teaching and learning activities. By understanding those steps, she could arrange the research procedure based on the material lesson appropriately. She arranged the lesson plan consisting of planning, implementing, monitoring, and evaluating.

1.10 Teaching Procedure Text Through Explicit Instruction and Self Directed Learning

1.10.1 The Definition of Teaching

As stated by Byrne (1976 : 3) cited in Ahmed (2013 : 1) teaching is a hard job as it dictates various responsibilities and needs the teacher's character and behavior. It means that the teacher must have good attitude and responsibility with the students' learning enthusiasm. As the English teacher, it is not only the main source of language input, but also an instrument of accomplishing teaching goals. One of the teaching goals is stimulating the students by interactive ways because the effective classroom can both motivate students' learning enthusiasm and inspire them to learn better. To achieve them, the teacher should know about herroles, and Zheng (2014: 269 - 270) classified the English teacher into four types, they are as follows:

1. Organization English

Organization English refers to classroom English used to keep classes in order to organize teaching procedures,arouse students' behaviors, control discipline in classroom and implement language teaching in the process of English teaching.

2. Instruction English

Instruction English is what English teachers use to explain grammar, vocabulary, text and so on. In language classroom, talk is one of the major ways that English teachers convey information to their students.

3. Teacher-student Interaction English

The teacher-student interaction English refers to the English in the form of classroom conversations and discussions. It also includes the English used to ask questions and answer questions.

4. Teacher Feedback English

Teacher feedback English is the English classroom to evaluate students' answers to the questions and correct students' errors. Teacher feedback English can be divided into two categories: positive feedback and negative feedback.

The classifications above show how importance the roles of a teacher in doing the teaching and learning process in the classroom. The teacher should have a good communication with the students in order to keep relationship between both of them. Furthermore, the researcher expects to fulfill his duties as the teacher to teach English especially writing which needs the teacher's roles above.

1.10.2 Teaching Mechanisms

In this research, the researcher arranges the teaching mechanisms based on the steps of explicit instruction and self-directed learning.

1. The teacher explains the importance of procedure text. She also explains about the writing's assignment consists of content, organization, vocabulary, grammar, and method.
2. The teacher demonstrates how to write procedure text.
3. The teacher asks the students to write procedure text based on the ideas.
4. The teacher checks the students' work after that she does scoring it.
5. The teacher evaluates the students work and the learning process in the day.

1.11 The Assessment of Writing

1.11.1 Aspect of Writing

Writing is a complex skill to learn because it requires the students to treat several aspects. They are content, organization, vocabulary, grammar, and mechanic. According to Jacobs et al. (2008: 90) there are five aspects of writing:

1. Content refers to the substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express main idea and reflect the entire of paragraph.
2. Organization refers to the logical organization of the content (coherence). It is related to the ideas that stick together so that ideas run smoothly within paragraph.
3. Grammar refers to the use of the correct grammatical forms and syntactical pattern. It is identified form the construction of well-formed sentence.
4. Vocabulary refers to the selection or words those are suitable with the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader.
5. Mechanic refers to use of graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation and capitalization within the paragraph.

According to the explanation, it can be concluded that the students must comprehend the aspect of writing in order their text will have those arrangements. It is really important as the beginner in making a writing text.

