

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

Theoretical framework is a group of related ideas that provides guidance to a research project. Syafii (2013, p. 93) mentioned that theoretical framework is viewed as the relevant theories related to references cited from various printed documents- books, articles, magazines, newspapers, research reports either published or unpublished, dictionary and the like as to seriously study the problem's in dept and to provide both researcher and readers with the alternative answer of the problem's theoretically.

1. The Concept of Writing

Writing is one of the important skills in learning a language, besides listening, speaking, and reading skills that need more attention from the students. This skill requires the learners to know, express or to organize the ideas and thought on how the grammatical form and syntactic patterns. Besides that, writing is a process or an application of putting symbols, words, sentence or paragraph and produces the text, so that people can read and understand its content.

Writing is also one of activities that are done by English students. Students can make assignment with writing such as doing paper, journal, reports, essays, articles and final tasks. Many something can be shared with write, for example make text report, student's experience, short story, write conclusion in the reading task, to express argue, and to analysis about the problem. There seem to be so many different kinds of writing: novels, poems, short stories, scripts, letters, essays, reports, reviews, instructions, all quite different, but they're all *writing*. (grenville, 2001, p. 1). Hughey,

et. al, (1983, p. 34) suggested that through writing we express our ideas-our plans, our recommendations, our values, and our commitments.

Torrance et all (2007, p. 1) also states that writing is a visual representation of spoken language. It means that writing is a way to produce language, which you do naturally when you speak. But on the other hand Torrance et all, (2007, p. 3) said that writing is not only about speech written down, but it is designed to be understood, “Writing, then, is not just a speech written down. It is an object designed to be understood when its creator is no longer present, and in terms of other objects produced in the same circumstances.”

Harmer in *How to Teach English* stated that in writing mentions that students need to know some of writing’s special convention (punctuation, paragraph construction, etc.) just as they need to know how to pronounce spoken English appropriately (2001, p. 80). Mean while, according to Nunan (2003, p. 89), each candidate will be required to write short English composition, correct in spelling, punctuation, grammar, and expression in which the subject to be taken from such work of standard authors will be announced from time to time. It means, writing is not a simple work, in writing the writer should consider about use of spelling, punctuation, grammar and expression.

In writing, the students should master certain skills that will enable them to write in academic level. According to Hughey et, al (1983, p. 59), in order to develop a good strong piece of writing of a reader’s interest, the writer must has something to say. Not only has something to say, but also the writer should has a commitment, a point of view to the chosen subject. It means that, the students should be able to build

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their ideas as meaningfully as possible in order that their writing can be accepted well by academic readers.

From the definitions above the writer can conclude that writing is a way to produce language that comes from our thought. By using writing, we can share our idea, feeling or anything that exist in our mind. It is written on a paper or a computer screen. A piece of writing is always possible to review and revise more than one time.

2. The Purpose of writing

Writing is the land of expressions. Through writing, students can express their ideas, their feeling, their hopes, and etc. Writing for some writers has different purposes. Students have some reasons to write, the students need to know for what they write in order make them easier in developing their ideas. If students do not have clear purpose of writing, they will feel bored and cannot focus on their writing. By knowing the purpose, students will be easy to decide the technique to achieve good writing. Therefore, students need to identify a purpose of their writing.

Syafii (2013, p. 94) the purposes of the writing to persuade or to convince the audiences of the correctness of the writer point of view on a particular issue. The purpose of a piece of writing will determine the rhetorical form chosen for it.

Writing is not only used to express ideas, hopes, or feeling but also it is used for the other reasons. A writer needs to know for what they write in order to make them focus on one idea and one topic. Besides, the writer will be easy to decide the strategies to achieve a good writing. According to Grenville (2001, p. 1), there are three general purpose of writing, they are:

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a. **Writing to Entertain**

Writing to entertain means that it does not necessarily make the readers laugh, but at least engage their feelings in some way. Writing to entertain is also known as creative writing or imaginative writing. The examples of creative writing are novels, stories, poems, song lyrics, etc.

b. **Writing to Inform**

It means the content of writing tells the reader about something informational. The examples of writing to inform are newspapers, reports, articles, procedures, etc.

c. **Writing to Persuade**

The purpose of this writing is to convince the readers about something. This writing tries to make the reader agree with the writer's opinion. This type of writing may include writer's opinion, but as a part of logical case backed up with evidence, rather than just as an expression of feelings.

So, the general purpose of writing are a writing to entertain, writing to inform, and writing to persuade.

3. The Process of Writing

Writing is a long process. It should face several steps because process of writing is never a one step-action. Nunan (2005, p. 101) says "The process writing approach involves the process-steps necessary to produce a good quality final piece of writing. When students first write something, students have already been thinking about what to say and how to say. Next, after the students have finished writing, the students read over what they have written and made changes and correction until they are satisfied that their writing expressed exactly on what they want to say.

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Muscle, (2006, p. 1) said that the good writing begins with the good idea. This statement is supported by Grenville. According to Grenville (2001), the process of writing has roughly six steps.

- a. Getting ideas (in no particular order).
- b. Choosing (selecting the ideas you think will be most useful).
- c. Outlining (putting these ideas into the best order—making a plan).
- d. Drafting (doing a first draft from beginning to end, without going back).
- e. Revising (cutting, adding or moving parts of this draft where necessary).
- f. Editing (proofreading for grammar, spelling and paragraphs).

The writing process is something that no two people do the same way. There is no right way or wrong way to write. It can be a very messy and fluid process, and the following is only a representation of commonly used steps. According to syafii, (2014, p. 5) the process of writing divided into 3 stages:

Stage 1: Prewriting.

The writing process begins with a kind of preparation called prewriting. It also can be defined as a plan to make an essay or writing. Prewriting stage included several steps, they are: writing more

- a. Choosing and narrowing a topic

Choosing and narrowing the topic is very crucial in writing activity. There are some basic considerations that should be taken before developing an essay or writing. the consideration is directed to some prominent aspects, such as understanding the assignment, choosing the interesting subject, narrowing the subject into specific topic, collecting ideas, and considering the audiences (Reid, 1988)



b. Brainstorming.

Brainstorming is the activities of storming the brain as to get started quickly and economize the time in the following stages of writing process.

Stage 2: planning (outlining) In the planning stage, we need to organize the ideas generated by brainstorming. The most successful way to organize the ideas generated is that making an outline from a brainstorming list.

Stage 3: writing and revising draft

The next step is writing a rough draft. The drafting stage is where you really begin writing (Brown and Hood, 1993, p. 14). Writing rough draft quickly can be done without stopping to think about grammar, spelling or punctuation. It can be seen many errors in rough draft, but finally the errors should be revised. The most important thing here is to get the words into paper. It means writing as much as possible without much caring about grammatical devices because all errors can be revised at the next steps.

Revising is to look again of the writing. It might take place while you are drafting or after you have finished a draft and think about several points as follows (Brown and Hood, 1993, p. 20):

- a) Revising is most important stage in the writing process.
- b) It involves checking that your content and purpose are clear and appropriate for your reader in the particular writing situation
- c) It is not just matter of checking spelling, punctuation and grammar. It involves arranging, changing, adding, leaving our words, and so on.
- d) It is a constructive part of the writing process and it is important that you see it in this way. You should give it some times and attention in all your writing.

Based on the points above, it can be concluded that revising is the closing of the writing to make of the writing perfectly, beginning from content, grammatical devices, and so forth.

4. The Aspect of Writing

In relation to the aspects of writing, Syafi'i (2011, p. 164) illustrated five aspects that should be directly involved in writing performance, namely:

- a. Content: the substance of writing; the idea expressed.
- b. Form: the organization of content
- c. Grammar: the employment of Grammatical forms and syntactic patterns
- d. Style: the choices of structures and lexical items to give a particular tone or flavor to the writing.
- e. Mechanics: the use of the graphic conventions of the language.

Those are the aspects that should be considered before starting to write of the whole of the content. Furthermore, related to the aspects writing, according to Pratama (2012, p. 13), there are five components of writing which are needed to make better writing.

- a. Content, it discusses about how the writer is storming and developing the ideas in his mind to create a creative writing creatively. The writer needs to present all of information in written language communicatively.
- b. Organization, it tells about the systematic of text types.
- c. Vocabulary has a big place in writing. It influences the affectivity of writing.
- d. Language use is the creation or interpretation of intended meanings or the dynamic and interactive negotiation of intended meanings between two or more individuals in certain situation.

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- e. Mechanics is one of components in writing that tells about punctuation, capitalization, and spelling. This component is required writer to recognize the basic rules of writing in producing right meaning.

5. Writing Ability

Writing is the most difficult and complicated ability. The writing ability is the ability of clarifying the mechanics. They are vocabulary, spelling, and grammar. After that, students should master expression, fluency, and style in writing messages in short paragraphs and long ones.

Kellogg (2008, p. 3) told that The development of written composition skills are conceived here as progressing through three stages, they are: (1) the beginner's stage of using writing to tell what one knows, to (2) the intermediate stage of transforming what one knows for the author's benefit, and to (3) the final stage of crafting what one knows for the reader's benefit.

Writing abilities are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. (SIL, 1999) Writing skills help the learner gain independence, comprehensibility, fluency, and creativity in writing. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but other speakers of that language can read and understand it.

There are some writing goals based on the skills gained by the writers:

- a. Writers are independent when they are able to write without much assistance.
- b. Writers gain comprehensibility when they can write so that it can be read and understood by themselves and others.

- c. Writers are fluent when they are able to write smoothly and easily as well as understandably.
- d. Writers gain creativity when they can write their own ideas, not copying what has already been written, so that they can be read and understood.

Here are some kinds of writing skills:

- a. Comprehensibility skills for writing include understanding that writing is communicating messages or information
- b. Fluency skills for writing include
- 1) Recognizing the linear sequence of sounds
 - 2) Mastering writing motions and letter shapes
 - 3) Recognizing the group of words
 - 4) Recognizing the need for space between words
 - 5) Writing quickly
- c. Creativity skills for writing include the ability to write freely anything the learner wants to write.

6. Learning Writing

Learning is one part of students' activity. Students spend their time mostly when learning in the classroom activity with the teacher, when the students being enthusiastic in learning, Scotia (2008, p. 15) mention that the students will do the following action:

- a. Share their ideas about and work through their interpretation of classroom events.
- b. Examine topic in greater depth
- c. Assist, guide and constructively criticize the work of others.
- d. Participate in constructive authentic (task, productions, and presentation)

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- e. Work more regularly with other students.
- f. Have more responsibility in the design and assessment of their learning
- g. Have a greater investment in activities that have some utility beyond fulfilling course requirement.
- h. Achieve outcomes that are more expressive, probing, problem based, interdisciplinary and related to their live outside school.
- i. Use a range of technologies to support their research and the representation of their learning in specific audiences.

Learning writing is one step for being a good writer who has good writing. For getting a good writing the students should doing writing continuously, so it means that learning to write is a recursive process (Vermunt in Couzjin and Rijlaarsdam (2015, p. 211). Next, Couzjin and Rijlaarsdam (2015, p. 211) explained that in educational contexts, writing processes are often framed within a learning process; students are doing a writing and assignment in a learning situation. Thus, we can conclude that students must be able to use writing as a tool to develop their own thinking and learning, and be able to formulate texts that are adapted to the content and purpose of the writing.

7. The Concept of Procedure Text

There are many text types in English. Gerot and Wignel (1995, p. 192-219) mention that they are narrative, recount, procedure, descriptive, explanation, hortatory exposition, analytical exposition. One of them is procedure text.

Procedure text is text that explain how to make something or how to use something. Larson (1984, p. 366) argued that procedural text is text which give instructions on how to do something. The purpose of procedure text type is to

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explain how something can be done such as directions, recipes, instruction manual and itineraries. The procedure text is a kind of text type that us instruction to do something through a sequence of actions or steps.

Mark and Kathy Anderson (1997, p. 50) define procedure text a piece of text that gives us instruction in doing something. The purpose of this text is to explain how something can be done.

Based on explanation above, two experts stated that procedure text is how to do to make something to be done. There are the elements of procedure text, they are:

1. Goal

The goal of procedure text is an introductory statement giving the aim or goal. The goal may be the title of the text or sometimes it can be an introductory paragraph.

2. Materials

Materials are the list of material that will be needed for completing the procedure. The materials can be alist of a paragraph. This part may be left out in some procedure.

3. Steps

There are series of steps listed in chronological order taht should be done to achieve the goal.

The language features of procedure text are displayed as follows:

- a. Use of Simple Present Tense
- b. Use of command or imperative sentence (e.g: put the noodles on the..., cut the onion..., wash the tomato...)
- c. Use of action verbs (e.g; turn, put, mix)

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d. Use of adverbial phrases or temporal conjunction (e.g; first, second,third, the last)

Based on the explanation above, procedure text is a kind of text that gives instructions in doing something. A procedure consist of a series of steps which shows how to achieve some goal. In procedure text, the focus is only on systematically explaining a logical sequence of actions or steps. Each event or step must be clearly explicitly written to make readers can carry out the same activity.

The Example of Procedure Text:

How to Make Jelly

Tools : Kettle, Litre Jug, Spoon, Bowl.

Ingredients : Jelly, Water

Steps/Method :

1. Fill the kettle with water and bring to the boil
2. Break up the jelly into small pieces
3. Put the jelly pieces into the jug
4. Pour the boiling water over the jelly in the jug
5. Stir well until all the jelly has dissolved
6. Pour into the bowl
7. Leave in a cold place to set
8. Put in a dish, add cream or ice cream. Taste.

B. The Relevant of the Research

Relevant research needs some previous research results conducted by other researcher in which they are relevant to our research. Besides, the researcher has to analyze what the point is focused on, informed the design, finding and conclusion of the previous research:

1. Lusiana (2013) conducted a research entitled “ A study on the students’ ability in writing procedure text. She found was a problem of writing procedure text good or bad at the seventh grade of SMP Bina Utama Pontianak. She found that the mistakes. They often make mistakes in the writing procedure text. For the examples in the generic structure, grammatical features (imperative sentences and sequences words). The first was parts of generic structure, some students’ result writing procedure text were not clear and not complete write generic structure.
2. Putri Lidiana Permata Sari (2014) conducted a research entitled “An Analysis of Students’ Ability in Writing Procedure Text At Grade X Of SMK 10 Muhammadiyah Kisaran. She found that most students could not achieve 4 level. Especially in the mechanism instruments. It seems like it was too hard for the students to make good mechanism in their writing. It can be proven from their mean score that was 59.0. Their personal score also did not show any improvement in each instruments including content, language use, and also mechanism.

C. The Operational Concept

Operational concept is the concept which is used to avoid misunderstanding and misinterpreting in scientific study. Syafi’i (2013, p. 104) says “operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing a research

paper”. There is one variable in this research only that is students’ ability in writing descriptivetext. The indicators are as follows:

- a. The Students are able to write content clearly.
- b. The Students are able to write organization clearly.
- c. The Students are able to use vocabulary approximately.
- d. The Students are able to use language features correctly.
- e. The students are able to use mechanics correctly.

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