

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Review of Related Theories

##### 1. The Nature of Writing

The terms of writing have several meanings. Many experts have proposed the definition and explanation of writing. Hornby states that writing is in the sense of the verb<sup>6</sup>. Writing is to make letters or other symbols (egideographs) on a surface, especially with a pen or a pencil on a paper. It can be interpreted as the act of forming or tracing a character on paper or other suitable materials with a pen or pencil.

Grenville viewed there seems to be some many different kinds of writing: novels, poems, short stories, scripts, letters, essays, reports, reviews, instructions...all quite different. But they are all writing. They all have the basic aim of getting ideas from one brain into another. Any piece of writing will be tried to do at least one of the following things: **Entertain**; it doesn't necessarily make the reader laugh, but it at least engages their feelings in some way. **Inform**; it tells the reader about something. **Persuade**; it tries to convince the reader of something.<sup>7</sup>

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<sup>6</sup> Hornby, Oxford English Pocket Dictionary, 2005: 502.

<sup>7</sup> Grenville Kate, *Writing from start to finish: a six-step guide* (New South Wales, Australia: Kate Grenville, 2001), p 1.

1. *Writing to persuade*

This includes advertisements; some newspaper and magazine articles, and some types of essay. This type of writing might include your opinion, but as part of logical case backed up with evidence, rather than just as an expression of your feelings.

2. *Writing to entertain*

Writing to entertain generally takes the form of so-called ‘imaginative writing’ or ‘creative writing’ (of course, all writing requires some imagination and creativity). Examples of imaginative writing are novels, stories, poems, song lyrics, plays and screenplays. Sometimes imaginative writing disguises itself as a ‘true story’ for added effect.

3. *Writing to inform*

These kinds of writing can also be ‘entertaining’ in the sense that they’re good readers. But entertaining the reader isn’t their main purpose, that just a bonus. Example of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.<sup>8</sup>

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<sup>8</sup> Ibid., p. 2

## 2. The Component of Writing

Many people think that writing is difficult to acquire it. The writer should tie sentence by sentence in coherence of writing with one main idea. He/she should concern with grammatical and rhetorical form writing. Heaton states that there are five necessary components which are needed for writing good prose. They are:<sup>9</sup>

a. Language use

The ability to write correct and appropriate sentences;

b. Mechanical skills

The ability to use correctly those conventions peculiar to the written language- e.g. punctuation, spelling;

c. Treatment of content

The ability to think creatively and develop thoughts, excluding all irrelevant information;

d. Stylistic skill

The ability to manipulate sentences and paragraphs, and use language effectively;

e. Judgement skills

The ability to write in an appropriate manner for a particular audience in mind, together with an ability to select, organise and order relevant information.

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<sup>9</sup> J.B. Heaton, *Writing English Language Test*. 1975. London: Longman. P. 135

The five components above are used to guide writer in writing good writing form in order that the shared information is clear and understandable by the readers.

In writing, there are some components that are necessary for good writing. Hughey states that there are five aspects of making good writing, they are:<sup>10</sup>

*a. Grammar*

Grammar has an important role in writing. A good writer usually has a group of grammatical element. The writer can produce the correct sentences in writing texts by mastering the grammar. It is very important for the students to master the grammar of English in order to be able to construct correct sentences as a basic to be successful in writing.

*b. Vocabulary*

Vocabulary can be defined as a collection of words that is arranged alphabetically for reference and define or explain. To enrich the vocabulary is very important in writing. Without mastering vocabulary, students cannot express anything in written form. Students can explore more deeply what they want to express by good in vocabulary because they can select the words that are suitable to the topic of writing.

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<sup>10</sup> Jane B. Hughey. et al, *loc cit.*, p 94

c. *Mechanics*

Spelling, punctuation, and capitalization are included in mechanics. Spelling is important because it is the aspect that can make meaningful writing. Misspelling always makes a confusion of meaning. The meaning will change if a word is misspelled and the whole meaning of writing may be touched by a change.

d. *Punctuation*

Punctuation also plays an important role in helping readers to establish intonation. Punctuation gives signals to the readers to raise his voice or drop his speed and whether or not the writer wants to stop. If the writer missed putting punctuation mark, the meaning will change.

e. *Form/Organization*

In the organization of writing, if a writer wants to write a description about an object, she or he can arrange the sentences starting at the details that are near and then moving further, according to where the object is located.

f. *Fluency*

A text is said to have coherence or fluency when its sentences are together or flow into each other. In order to have coherence in writing, the movement from one sentence to the other must be logical and smooth. There are two main ways to achieve coherence. The first way is using transition signals to show one idea which is related to the text.

The second way to achieve coherence is by arranging the sentence in logical order.

### **3. Writing a Text**

To make a good text, it is begun by organizing a good paragraph. Writing well organized and concise paragraph is essential to the success of writing text. So, it is very important for students to be able to compose well-organized and concise paragraph.

As a text is made up of paragraphs, a sentence is made up of words. Both words and sentences have the related function for the text. The words make the meaning clear to the reader and the sentence which consists of a group of words that has function to express something that makes sense to the reader. Roberts says that there are three kinds of sentences that develop the writer's main idea, opinion, or feeling about a topic. These sentences are: the topic sentence, supporting sentence and the concluding sentence<sup>11</sup>. The topic sentence will be boarded into some sentences on each paragraph to build a text.

### **4. The Importance of Writing Ability**

Every human has the basic right toward literacy skills. Writing ability is included to the literacy skills. Having awareness about it, the government has provided writing ability in education curriculum. Then, literature review has revealed that writing is the highest language skill paralleled to the development of the brain and language experiences. Writing primarily aims to communicate and

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<sup>11</sup> *Ibid.*, P. 2

complete students' daily activities in education setting, social society, and job. In the other words, the aim of process writing is instruction: the method of such writing is explanation of how something is done. Process ranges from the simplest kind of instruction, such as how to build a small cooking fire from dry twigs and branches, to the most complex of processes.<sup>12</sup>

## **5. Nature of Procedure Text**

### **a. Definition of Procedure Text**

Procedure text is text which is intended to tell the reader how to do, operate, or make something. It is kind of text which teaches on how to make something completely. Procedure text usually explains the ingredient or material which is needed, though sometime it is omitted, after that procedure text will explain step by step how to make the thing. The information on procedure text is usually written in the present tense. It is dominantly structured with sentences of direction since it is actually an instruction. This kind of sentences used to explain whether the event is still exist now and ask the reader to do the step of its text. The use of temporal conjunctions or numbering is to indicate the sequence of actions which have to be done. It also shows the material process of reaching or making something. Procedure text usually focuses on generalized human agents. It means that the subject of the general things is only human.

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<sup>12</sup> Robert B Donal, at al. *Writing Clear Paragraphs. Fourth edition.* Community . (College of Beaver Country Pennsylvania1991) p. 122

### **1) *The Social Function of Procedure Text***

Based on its purpose, procedure texts explain how to do something or how something happens. It also explains how to operate things (how to use the scanner, the computer, the camera, etc.), give instructions on how to do an activity (cooking recipes, rules for games, science experiments, road safety rules, etc), or give advice concerning human behavior (how to be a good secretary, how to live healthily, etc). In short, the purpose of procedure text is to describe how something is completely done through a sequence of series.<sup>13</sup>

### **2) *The Generic Structures of Procedure Text***

In composing a procedure text, there are two main generic structures not to mention one more for some particular procedure text. Then, some particular case of the procedure text, there is additional step called material or ingredient if the writer makes procedure text which involves how to make something or how to construct something. It is not required for all procedure text, but in this case use these steps to explain how to make some food.

### **3) *Grammatical Features of Procedure Text***

#### **a) *Focus on generalized human agents***

Procedure text mostly contains instruction or instructional sentences which led to the reader who want to make or do

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<sup>13</sup> Procedure Text, khzefa.blogspot p.1.Online, September 12 2012, Website: <http://khzefa.blogspot.com>.



something. Therefore, this text focuses on generalized human agent that is the reader self.

*b) Use a simple present tense*

The tense of the procedure text is mostly present tense since it contains imperative sentences in its steps.

*c) Use sentence connectors*

On procedure texts, it can easily find words such as first, then, next, and after that. These words are used to show the procedure of doing or making something. These words are called sentence connectors.

*d) Use material/ingredients*

Since procedure texts are instruction of doing something, it needs the things to finish the work, such as material of doing something and ingredients of making food/beverage.

## **6. Nature of Power Notes Strategy**

Power Notes is a cognitive strategy used to record essential information while denoting its level of importance. Students who use Power Notes will be differentiating between levels of importance by designating a Power level to each information bit recorded in their Power Notes<sup>14</sup>. This technique provides students

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a systematic way to look for relationships within material they are writing. Power Notes helps visually display the differences between main ideas and supportive information in outline form. Main ideas or categories are assigned a power 1 rating. Details and examples are assigned power 2s, 3s, or 4s.

The systematic approach of Power Notes visually displays the differences between main ideas and supportive details in outline form, and are an easy to follow activity for categorizing information.<sup>15</sup>

**a. Purpose**

To assist students in organizing information while differentiating between hierarchies of importance<sup>16</sup>

**b. Benefits of Power Notes Strategy**

Power Notes strategy offers an easy way to follow activity for categorizing information. This procedure helps students prioritize information and separate main ideas from supportive details. Power note gives students an opportunity to organize ideas and evaluate their writing. Power Notes can be integrated into a

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<sup>14</sup> A Collection of cognitive strategies for teacher, Bob Moore Consultant Southern Regional Education Board (*High Schools That Work*), p. 1 Online 12 September 2012, Website : <http://bob.moore@sreb.org>

<sup>15</sup> Simon Allen Cathy, (readwritethink.org professional-development strategy guides-power note, 2012), p. 1- 4. Online, 10 September 2012, Website: <http://www.readwritethink.org>

<sup>16</sup> Power notes, Bob Moore Consultant Southern Regional Education Board (*High Schools That Work*), p. 17 Online 12 September 2012, Website : [http:// bob.moore@sreb.org](http://bob.moore@sreb.org)

number of activities to help students perceive how information is related. Note: Power Note is similar to outlining but is much simpler for students because key features are assigned numbers and it is not necessary that two be the same in order to create an entry.

**c. Use the strategy**

1. Teachers should provide students with the Power 1 category or main idea.

**Note:** As students become familiar with this strategy, teachers may have students determine this information from the text.

2. Students should begin by reading the assigned text keeping in mind the Power 1 category.
3. Students should then categorize information and record examples of the chosen category or topic as Power 2's.
4. Students can further elaborate each point and expand their writing by adding power 3 and Power 4 details.
5. Students can discuss their completed Power Notes with the class for review.
6. Power Notes can then be revised to expand learning.<sup>17</sup>

Power Notes are written using the following format:

Power 1 = Main Idea of the information.

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<sup>17</sup> Power Note school u46, p. 1. Online, September 12 2012, Website: <http://schools.u-46.org/index.pl?id=14057>

Power 2 = Detail or supportive information for Power 1 above.

Power 3 = Detail or supportive information for Power 2 above.

Power 4 = Detail or supportive information for Power 3 above.

## **7. Writing Procedure Text using Power Notes Strategy**

In applying power notes strategy, the teacher should begin by discussing the assigned topic or text. Then, the teacher describes the purpose of the strategy and introduces the concept of power notes with a simple example familiar to the students. Then, the teacher models power notes with the assigned text and describes how the powers relate to each other.

The clear explanation about the steps of power notes strategy is below:

- a. The teacher brainstorms the students by using some examples that are relevant with procedural text.
- b. Next, the teacher introduces the concept of powers by showing student a simple example that In writing procedural text, power note can be used to develop their outlines into words and phrases, then expand their ideas into sentences, and finally, combine the sentences into a paragraph.
- c. As the teacher works through the example above as a class, the students allowed to provide ideas for the different powers and help

explain to their peers why something belongs as a certain power and not another.

- d. Then, the teacher models a short example power note using the assigned topic or text so that students understand what is expected of them when working with their specific assignment. A possible example is below:

Power 1. make a Coffee

Power 2. Material

Power 3. Sugar

Power 3. Coffee

Power 3. Hot Water

Power 2. Tools

Power 3. Cup

Power 3. Spoon

Power 3. Glass

Power 2. Steps

Power 3. Mix

Power 3. to pour

Power 3. Take in

- e. Then, the teacher reminds students to start with Power 1s and record examples by providing Power 2s, and finally to elaborate and expand

by adding Power 3 details. If some students find it easier to work backwards, allow them to experiment with their 'system' and share it with you.

- f. After all students finished their work, they review student's work and discuss it.

## **B. Relevant Research**

In 2011, Hidayati Ulfi Nuria<sup>18</sup> conducted a research entitled "Improving students' ability in writing procedure text using Realia, (A classroom action research with students of grade VII at SMP N 18 Semarang) . She tried to find out whether there was a significant influence of Realia toward students' writing ability or not at the seventh graders of SMP N 18 Semarang. From the research, she found that there was significant effect of Realia toward students' writing ability at the seventh graders of SMP N 18 Semarang. It is different from this research. In this research, the researcher used Power Note strategy to give effect to students' ability in writing procedure text at the grade eleventh students of State Senior High School 1 Bangkinang Seberang.

This research found that there was a significant contribution of teaching strategy or technique toward students' performance in writing a procedure text at the seventh graders of SMP N 18 Semarang in Writing Procedure text.<sup>19</sup> This relevant research gave huge contribution to the researcher's study. Researcher got

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<sup>18</sup>Nuria Ulfi Hidayati, Improving students ability in writing procedure text using Realia, (A classroom action research with students of grade VII at SMP N 18 Semarang) (JTPTIAIN Semarang, 2011),. p 5

<sup>19</sup> Ibid. p. 24

much information that tenses mastery was really related to writing a procedure text. Based on that case, researcher did research on the effect of Power Note strategy in writing procedure text, because power note focuses on correcting prioritize information and separates main ideas from supportive details, which of course gives much contribution on writing a procedure text. However, Hidayati's research is not the same as the researcher's. The researcher is more specific in applying power note strategy toward students' Senior High School ability in writing a procedure paragraph.

### **C. Operational Concept**

Operational concept is a concept that guides the readers in teaching the paper. There are two variables in this research, they are variable X as Power Notes Strategy and variable Y as writing ability. Thus, the writer determines some indicators of both variables.

#### **d. The indicator of variables X or students using Power Note Strategy as follows:**

In applying power notes strategy, the teacher should begin by discussing the assigned topic or text. Then, the teacher describes the purpose of the strategy and introduces the concept of power notes with a simple example familiar to the students. Then, the teacher models power note with the assigned text and describes how the powers relate to each other.

The clear explanation about the steps of power notes strategy is below:

- 1) The teacher brainstorms the students by using some examples that are relevant with procedural text.
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- 3) As the teacher works through the example above as a class, the students are allowed to provide ideas for the different powers and help explain to their peers why something belongs as a certain power and not another.
- 4) Then, the teacher models a short example of power notes by using the assigned topic or text, so that students understand what is expected by them when working with their specific assignment. A possible example is below:

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Power 3. to pour

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- 5) Then, the teacher reminds students to start with Power 1s and record examples by providing Power 2s, and finally to elaborate and expand by adding Power 3 details. If some students find it easier to work backwards, allow them to experiment with their 'system' and share it with you.
- 6) After all students finished their work, they review students' work and discuss it.

**e. The indicator of variables Y or writing ability on Procedure text**

- 1) The students are able to produce appropriate ideas and theme (Content).
- 2) The students can arrange orientation, complication and resolution in organizing a procedure and make them coherence in writing, logic and smooth (Organization (coherence and cohesion)).

- 3) The students are able to use proper words or vocabularies in writing (Vocabulary).
- 4) The students can produce the topic sentences, steps and conclusion in writing procedural text by using correct grammar, punctuation and spelling. (Language Usage (grammar & spelling)).
- 5) The students are able to produce correct procedural text.

#### **D. Assumption and Hypothesis**

##### **1. The Assumption**

In general, the assumption of the research can be expressed that:

- a) Students' writing ability is variable
- b) There are some techniques that can affect students' writing ability.

##### **2. The Hypothesis**

Based on the assumption above, the hypothesis of this study can be forwarded as follows:

- H 1** : There is no significant difference of student's pretest mean score of writing ability on procedure text between experimental class and control class.
- H 2** : There is no significant difference of student's post test mean score of writing ability on procedure text between experimental class and control class.
- H 3** : There is no significant effect on student's pretest and post test mean score of writing ability on procedure text of using power notes strategy in experimental class.