

II. LITERATURE REVIEW

This chapter deals with the following topics: writing, aspects of writing, text, procedure text, teaching writing, teaching procedure text writing, authentic material, authentic material in teaching procedure text writing, advantages and disadvantages, theoretical assumption and hypotheses.

2.1 Writing

Writing is one of the skills of language that is studied in the classroom. Writing is the activity requiring the ability to make the word become sentence. It is also activity of constructing sentence into a text. Writing is not easy. It is the most difficult subject in the school since the students have to produce a text by using English. It takes series of practices to develop this skill, it cannot be learnt only one time. The students have to write what they think in their mind and state it on a paper by using correct procedure. Learning to write either in the last year of Junior High School or even in Senior High School is one of the most difficult tasks a learner encounters and one that few people can master.

Writing is a means of communication, to convey message, ideas, and feeling in a written form. Raimes (1983: 76) states that writing is a skill in which we express ideas, feeling and thought which is to be arranged in words, sentences and

paragraph. Writing is also reinforces the use of sentence's structure and tenses, idiom and vocabulary correctly in order to make the reader get the idea clearly.

Writing, according to Barton (2000: 5) is a complicated and often mysterious process. Although the writers may think of it as little more than arranging letters and words on a page, a few moments' reflection reveal that it is much more than that. Furthermore, Harmer (2004: 86) states that writing is a process and what we write is often heavily influenced by constraint of genre, then these elements have to be present in learning activities. Writing is a powerful tool to organize the out of order and events make them manageable. Writing is really a form of thinking using the written words.

Meanwhile, Meyers (2005:2) states that writing is a way to produce language that the writers do naturally when they speak. Writing is speaking to other on paper or on computer screen. Writing is also an action or a process of discovering and organizing ideas, putting them on a paper and reshaping and revising them. Palmer (1994: 5) states that writing is recursive. It goes back and forth we plan a little, put words on paper, stop plan when we want to say next, go back and change a sentence, or change their minds altogether. Boardman (2002: 11) states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing.

Nation (1990:84) describes that the process of writing is a way of bringing about improvement in learners' writing by providing help at the various stages of the

process instead of focusing only on the finished product. This statement implies that writing, as a process, needs a kind of technique to enable the students to improve their writing achievement. Hence, the existence of certain technique is needed to make the writing process valuable.

Writing enables the students to describe their ideas in sequence and communicative way. Raimes (1983: 3) states that writing also involves thinking. In addition, the close relationship between thinking and writing makes writing as a valuable part of any other skills. People generally write to either communicate something to other people (the writing is meant to be read by others) or to be used for their own personal use (the writing is not usually meant to be read by others).

From the opinion above, it can be said that writing is a significant skill since it involves a process of communication to express feeling, ideas, thought in written form. Finally, writing process needs a certain technique that can make it communicative in order to send a message to others.

2.2. Aspects of Writing

In writing, there are several aspects which should be considered by students in order to write well. Brown (2001) proposes six major aspects of writing that have to be required by a writer in producing a written text namely content, organization, discourse, syntax, vocabulary, and mechanics. Content deals with thesis statement, related ideas, development ideas, and the use of description. Organization covers the effectiveness of introduction, logical sequences of ideas,

conclusion, and appropriate length. Discourses include topic sentence, paragraph unity, transition, discourse maker, cohesion, rhetorical convention, reference, fluency, economy, and variation. Mechanics include the use of spelling, punctuation, citation of reference, and appearance.

Another explanation, Harris (1979: 68) proposes five aspects of writing namely content (the substance of writing), form (the organization of content), grammar (the employment of grammatical form and syntactic pattern), and style (the choices of structure and lexical items to give a particular tone or flavor to the writing). Similarly, Jacobson (2003) mentions that in order to be effective, a piece of composition should meet the following qualities:

1. Content

Content refers to the substance of writing, the experience of main idea. i.e., group of related statements that a writer presents as unit in developing a subject. Content of the paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2. Organization

Organization refers to the logical organization of content. It is scarcely more than attempt to piece together all collection of fact and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its materials and working to bring particulars of its subject in line with what is still only a half-formed notion of purpose.

3. Vocabulary

Vocabulary refers to the selection of words those are suitable with the content. It begins with the assumption that writer wants to express the ideas as clearly and directly as he/she can. Choosing words that express his/her meaning is precisely rather than skews it or blurs it.

4. Language use

Language use refers to the use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationship in paragraph writing.

5. Mechanic

Mechanic refers to the use graphic convention of the language, i.e., the step of arranging letters, words, paragraphs by using knowledge of structure and some others related to one another.

Based on the categories of writing aspects above, it can be concluded that generally the aspects of the writing are classified into five aspects, namely, content, organization, vocabulary, language use, and mechanic. Students can make a well-organized text by those aspects.

2.3 Teaching Writing

Teaching writing is to teach the students how to express the idea or the imagination in written forms. It is very important for the teacher to provide the materials which are relevant to the students' interest and need. Brown (1980: 7)

states that teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand. It means that in teaching, teacher helps the students and guides them to learn the material easily. Furthermore, Raimes (1983: 27) mentions that teaching writing is a unique way to reinforce learning. It means teaching writing is very important in order to build students' language skill. Therefore, teacher should know the problems faced by the students during teaching learning process in order to know appropriate way to overcome the writing problem in writing class.

Raimes (1983) also states that in order to be successful in writing, an English teacher should guide the students in writing, in which the material presented are relevant to their interest, needs, capacities and age until they are able to make composition with few or no error. Since teaching writing is to teach the students how to express the idea or the imagination in writing form, it is very important for teacher to provide the materials which are relevant to the students' interest and needs.

In writing, the writer might have enough time to express their idea in written form. There are some element of writing skills that are needed in teaching writing such as content, grammar, form/organization, vocabulary, and mechanic. These elements cannot be separated from each other. Teacher needs it to take account into them while teaching writing. In other words, teaching writing guides the students not only to write sentences in text, but also to recognize ideas in written form.

From the statement above, there are three steps of writing that by Edelstein and Pival (1988):

1. Pre-writing

Pre-writing is concerning to select the general subject, restricts the subject, generates the ideas, make the outline and organize the ideas.

2. Writing

Writing is to set on the paper the ideas in her or his mind into words, sentences, paragraph and so on.

3. Rewriting

Re-writing concerns with evaluating her/his writing, deals mainly with:

- a) Concerning the content and form.
- b) Correcting the vocabulary, punctuation, and grammar.
- c) Correcting writing errors, word duplications and omission.

In conclusion, the English teachers have to guide the students when composing their writing. Interesting activities can motivate the students and make them enjoy in learning, in this case by authentic material.

2.4 Text

Text is a semantic unit that is realized in the form of word, clause, and sentence. It is not only a group of words or sentences. Hyland (2004: 6) states that the text is an autonomous object which can be analyzed and described independently of particular context, writer or reader. Text has structure. It is orderly arrangement of

words, clauses, and sentences by following the principles which guides the correct of element.

There are two main categories of text namely literary and factual. Literary texts are text that constructed to appeal emotion and imagination. For example: stories, movies, scripts, folktales, novels, and lyrics' song. There are three main text types in this category: narrative, poetic and dramatic. Factual text presents information or ideas and aim to show, tell or persuade the audience. The main text types in this category are narrative, procedure, recount, exposition, explanation and discussion. Not all the texts are same. Some factors which accounts for the differences in texts are the purpose of which the text is being used and the language features. Each kind of text is structured in different ways to achieve its purpose. It is important to understand each type of text. Besides it is needed as an academic purpose, text is also required in students' real social life.

2.5 Procedure Text

Procedure text describes how to do or make something. Many types of procedure text, such as recipes, repair manuals, or assembly instructions, are commonplace. Procedures are used by scientists as they conduct investigations and experiments. Procedure text has some characteristics, such as:

- a. Tells how to do or to make something.
- b. Has a title.
- c. List the material at the beginning.
- d. Has numbered steps.

- e. Include specific measurements.
- f. Includes detail that can help the reader know exactly what to do.
- g. Uses command verbs.

Delpech (2008) states that procedure text is a finite sequence of instructions. Instruction execution may be conditional, associated with preferences or advices. Instructions may contain continuous processes, loops and may be organized as a cluster in a loop, till some result is reached.

Procedure texts consist of a sequence of instructions designed with some accuracy in order to reach an objective (e.g. how to use a computer). In our perspective, procedure 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, direction for using something, assembly notices, itinerary guides, and advice texts.

In most types of procedural texts, in particular social behavior, procedural discourse has two dimensions: an explicative component, constructed around rational and objective elements (goals and plans), and a seduction component whose goal are:

1. To encourage the user.
2. To help him revise his opinions.

3. To enrich the goals and the purposes, by outlining certain properties or qualities or consequences of a certain action or prevention.

There are three definitions of procedure text:

1. Text that explain how something works or how to use instruction/ operation manual e.g. how to use the video, the computer, the tape recorder, and the fax.
2. Text that instruct how to do a particular activity e.g. recipe, rules of game, science experiment, road safety rules.
3. Text that deal with human behavior, e.g. how to life happily, and how to succeed.

In this case the researcher used the second type.

The generic structure of the procedure text are:

1. Goal.
2. Material needed.
3. Method or steps.

The purpose of the procedure text is to tell the reader how to do or make something. The information is presented in logical sequenced of event which is broken up into small sequenced steps. These texts are usually written in present tense.

Example of the procedure text:

How to make a plate of fried rice.

Ingredients: 350 gr long grain rice, 2 tbs. vegetable oil, 3 eggs, 1 onion, 2 green chilies, sambal ulek, 1 garlic clove, 1 leek, 1 teaspoon ground cumin, 250 gr chicken meet, 250 gr shield prawns, 3 tbs. Sweet sauce.

The procedure:

Beat the eggs and make into an omelet, slice into strips and set aside. Hit the oil in a wok or large frying pan. Blended the chopped onion, leek, garlic and chilies. Fry until the onion is soft. Mix the coriander and cuming, slice chicken into strips and add with the prawn to the onion and mixture and cook, stirring occasionally until they are well mixed. Add the rice, soya sauce and omelet strips and cooks a further five minutes. Decorated with some of the leek and serve hot. Enjoy.

2.6 Teaching Procedure Text Writing

Teaching Writing is the most important factor in writing exercises is that students need to be personally involved in order to make the learning experience of lasting value. Encouraging student participation in the exercise, while at the same time refining and expanding writing skills, requires a certain pragmatic approach. The teacher should be clear on what skills he/she is trying to develop. Next, the teacher needs to decide on which means (or type of exercise) can facilitate learning of the target area. Once the target skill areas and means of implementation are defined, the teacher can then proceed to focus on what topic can be employed to ensure student participation. By pragmatically combing these objectives, the teacher can expect both enthusiasm and effective learning.

Procedure text is a text that shows sequence of ways in making or doing something, therefore as visual aids in teaching process. In writing, there are many kinds of genre; recount, report, narration, description, explanation, exposition, procedure, news item. Procedure is a text form in which found instruction of action sequence concerning something, contain a procedure sequence treatment for something, the focus of writing is located in speech manner or the sequence

how it is finished. Language feature use of simple present tense (imperative sentence), mainly temporal conjunctions, material process and focus on generalized human agents.

2.7 Authentic Material

An authentic text commonly is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort of information. This assumption is supported by Day and Bamford (1998: 54) who state that an authentic material is one written language is considered, unabridged text that is written for native speaker.

Furthermore, Martinez (2002) defines that authentic materials are sometimes called authentic or contextualized, real-life materials are those that a student encounter in everyday life but that were not created for educational purposes. They include newspapers, magazines and websites, as well as driver's manuals, utility bills, pill bottles and clothing labels. From, these assumption it can be said that authentic texts is made by using authentic language (a language that is only used by native speaker for the conversation activity with native speaker without any facilitator for second language learner. These texts are used to transfer ideas, information and messages from the author to his readers. Besides, this text is made not for teaching a language. It is made without making its language components (vocabulary and grammar) to be able to understand easier by second language learner, it is made only for native speaker.

Although authentic text is not for language learning program, it is important for language learners or students who want to broaden their knowledge about the way of using the foreign language in the real life. Authentic materials offer real language that is contextually rich and culturally pertinent. They also provide insight into the adult learners' new community and the services and opportunities offers.

It can be said that authentic text or material is important to learn, because it is full of language insight and related to the culture. Most of them contain a large variety of structures and vocabularies that has never been found in the school textbook. Although authentic text uses original language (language in which its sentence's structure and the use of vocabulary is not simplified) that is hard for students to comprehend, it can improve students' writing achievement.

In addition, Peacock (1997) points out that material that has been produced to fulfill some social purposes in the language community. The source of authentic material are newspaper, magazines, internet, TV program, movies, CDs, song, brochures, literature (novel, poems and short stories), catalogues, tickets, bills, receipts, wrappings, business cards, labels, stamps and stamps.

Authentic material has some characteristics that must be known by the researcher before getting it. These criteria are important for the researcher to know, with knowing the criteria of authentic material, the researcher able to differentiate whether the text is authentic material or not.

1. Authentic material is made by writers for readers whose first language is the

same with the language used in the text. Or, it can be said that this type of the text is made for native speakers. Widdowson (1983) in Martinez (2002: 1) defines that authentic would be material designed for native speakers of English used in the classroom in away similar to the one it was designed for. It means that a text will be authentic if it is written for readers that has the same first language with the writer of the text.

2. Authentic material is a text in which its content is appropriated to the readers' world. It presents a lot of information appropriated to the readers' in comprehending writing achievement. Spelleri (2002: 4) notes that the material reflects a reality that is economically feasible for the learners. From the statement it can be said that the content of the authentic text or material is always adapted to the learners' world, learners' interest, need and ability in comprehending writing achievement.
3. Authentic material gives reliable information, in order words it can be trusted. It provides real information, not fictional information. Spelleri (2002: 4) says that the material respects the immigration status of the learner, whether documented or undocumented. The undocumented immigrant should not find himself in trouble for attempting to make use of knowledge gathered from the authentic material. From the statement it can be said that authentic material contain understandable news and information that can be trusted its truth and do not mislead the learners.
4. Authentic materials contain a lot of vocabularies appropriated to the learners' vocabularies. This text does not contain vocabularies that exceed the learners' vocabularies limitation. Spelleri (2002:2) explains that the

authentic materials contain non-complex vocabulary. A large amount of printed matter marketed to the general public is written at the fifth grade level while the language of items produced by public safety and social welfare offices is sometimes even simpler. And at least on the following:

- a. The authentic item features picture, diagrams, and tables.
- b. The material uses bullet, titling, subtitles or other clear separation of text.
- c. The material allows some learner interaction: a form to fill out, a recording to listen, to check list, and questions to think about.

From those statements, it can be said that authentic materials use language that can be understood by the public or society. It also completed by some interesting pictures, tables, and other things that can facilitate the readers in comprehending it. Besides that, it is usually illustrated by a few of advertisements and cleared by placing a title and some subtitles in the right place. Sometimes, authentic text gives some chance for readers to interact with the author of the text or the editorial staffs who publish that text; giving some quiz with a gift and chances for expressing mind and feeling to the learners. From the statement above, we can conclude that;

- a. Authentic material is a material that is attractive for learners and well-organized. Nuttal (1996: 177) states that authentic material not only motivates students but also exhibits the characteristics of true discourse: having something to say, being coherent and clearly organized.
- b. Sometimes authentic material contains a language that cannot be understood by learners. This phenomenon may be caused by disharmony between

vocabularies and the other. The text may contain vocabularies that exceed the learners' vocabulary limitation. Spelleri (2002: 2) explains that true authentic materials are not edited and simplified in anyway. They require the researcher to act as a filter, releasing the language in manageable quantities, raising or allowing the filter as needed, and ensuring the comprehensibility of the material through selection of learning objective, the task to be accomplished, and the way of the material approached. From the statement it can be said that the content of the authentic material can be understood easily.

The example of authentic material that the researcher gave in this research were; instant coffee packages and instant noodle packages (also involved pictures, realia or real things, demonstration as the part of teaching learning process) in first meeting, and in the second meeting the researcher used two videos; how to make gado gado (<http://www.youtube.com/watch?v=RbNciZhEXNY>) and how to make a kite (<http://www.youtube.com/watch?v=hP0jFnmMAIA>). The researcher also practiced how to make a glass of strawberry juice in front of the class.

2.8 Authentic Material in Teaching Procedure Text Writing

The use of existing material has been considered to have some weaknesses (Crawford, 2002). Despite it does not present the real language model in real context, it also reduces the researcher role in the classroom from the classroom managers to the researchers who rely on other people ideas (Crawford, 2002). In addition, it does not accommodate local materials and brings about local culture.

Martinez (2002) states that the existing materials have burdened students and the researchers due to the difficult vocabularies covered and the preparation could be time consuming. They rarely offer real language example used in real life context (Jacobson, 2003). At the meantime, authentic materials support EFL learning environment in which exposure to the target language is needed as in the first language acquisition (Krashen, 1986). Furthermore, they help the researcher provide their student opportunity to learn according to their need and interest (Jacobson, 2003).

Brown (2001) mentions that teaching first language writing is different from teaching second language writing. In helping the students procedure good writing, the researcher has important duties (Brown, 2001). Besides, playing role as facilitator, resource, and demonstrator of writing types, language uses, and purpose, the researcher also acts as an assistant in helping the students difficulties along writing process, and responder to content and construction and as evaluator, the researcher can provider notes as feedback and suggestion along students writing, therefore they can improve their writing product (Brown, 2001).

Dealing with the role as a resource of materials, despite many authentic materials available in real life context, the researcher should consider some factors in selecting, designing and providing the students with authentic material (Cook, 1981).

In relation to School-based Curriculum implemented in Indonesia, one of the texts that should be taught to students is procedural text. It becomes as an important genre because it enables someone to get things done and it is common in oral and written mode (Derewianka, 2004). It is intended for individual and it influences behavior of individuals. The aim of this text is to make readers follow instructions easily, therefore certain elements in procedure text are considered important.

1. A title showing the aim of doing particular activity (Anderson and Anderson 1997; Derewianka, 2004).
2. A context covering the list of ingredients and tools needed with detailed factual description (size, color, amount, and shape) (Anderson and Anderson, 1997; Derewianka, 2004).
3. Methods covering a sequence of steps to be done. The steps usually begin with a command such as add, stir, or push; the usage word connectors to make a clear transition between steps such as firstly, secondly, then, next, after that and last; number also can be used to show first, second, third and so on (Anderson and Anderson, 1997; Derewianka, 2004).
4. A visual format that makes the steps easy to follow (space, diagram, and picture).

Based on the theory above the researcher chose to use instant noodles packages and instant coffee packages as the authentic printed material, videos as the authentic listening viewing material, picture as the authentic visual materials, and vegetables, rice, frying pan, water, spoon and bowl as realia (real things).

The researcher decided to use all of the things above because those things could make the children more creativity in enjoyable ways, helped children to explore and fully developed the ideas and it would be easier for them to learn writing procedural text.

In this research, the researcher gave the example of procedure text by using authentic material. The first authentic material that the researcher used was instant coffee packages and instant noodle packages (also involved pictures, realia (real things), and demonstration as the part of teaching learning process) in first meeting. The researcher also used two videos; how to make gado gado (<http://www.youtube.com/watch?v=RbNciZhEXNY>) and how to make a kite (<http://www.youtube.com/watch?v=hP0jFnmMAIA>). The researcher also practiced how to make a glass of strawberry juice in front of the class.

2.9 The Advantages and Disadvantages

There were some advantages that can be obtained from using authentic texts or materials in teaching writing.

- a. Authentic material can provide many chances for the researcher and students to understand about how to use the target language (in this case English) in the real life.
- b. Authentic material provides a large amount of the ways of using English (target language) in the real world. This text supplies a lot of ways of expressing various feelings and thoughts for the students.

- c. Authentic material contains a lot of information from all aspects of life. This advantage is very important for the student to increase their knowledge
- d. Authentic material provides a lot of happiness for students.
- e. Authentic material keeps students informed about what is happening in the world, so to have an intrinsic educational value.
- f. Students are exposed to real discourse, as in videos of interview with famous people where intermediate students listen for gist. They provide exposure to real language.

There were some disadvantages that can be obtained from using authentic texts or materials in teaching writing.

- a. Some authentic listening materials have so many different accents that it is very hard for the learner to understand.
- b. Some authentic printed materials can become outdated easily, such as news in newspapers or magazines.
- c. Authentic materials may contain items, particularly vocabulary, which is of strange and difficult for some students.
- d. In learning contexts where authentic target-language materials are not readily available, obtaining them can be time consuming and frustrating.

In the teaching learning activities, every single method or media always have the advantages and the disadvantages. It was natural, but authentic materials have

more advantages than disadvantages. Because of that the researcher used this media in this research.

2.10 Theoretical Assumption

Writing is one of language skill that should be mastered by the students. In this case the researcher used authentic material in procedure text writing. Through authentic material, the students would be guided and involved to write the procedure text based on the fact, especially to let them learn to make the procedure text in writing. By using authentic material, the students are expected to improve their written production, so that they could produce better writing than before. The quality of good (effective) writing was not only defined by its correctness on grammatical structure and vocabulary. There are other aspects which also determined its quality: content, organization and language use.

2.11 Hypothesis

Based on the theoretical assumption above, the researcher formulated the following hypothesis:

There is difference of students' procedure writing achievement after the implementation by using authentic material.