

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the result of reviewing of some theories that are relevant to the problem. The literature review consist of writing, procedure text and demonstration method.

A. Writing

Writing Essentialy is seen as a product constructed from the writer's command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher (Key Hyland, 2003:03). In other words, even though adjustment of socio-culturally is important in writing, the grammatical and lexical knowledge is also needed in creating good writing. From that reason, writing writing has big role in showing students' performance of language learning.

1. Definition of Writing

Some language learning experts have tried to define writing in their own way. Thus, the writer chooses several definitions of writing to be discussed in this chapter. First, Harmer stated that writing is a process which is influenced by genres and contains some elements that have to be presented in learning activities (Harmer, 2004:86). In other words, learner will face the complexities of writing as a dimension of learning. In addition, students should know some of types or genres. In

writing. As we know Each genres will have different characteristics and purposes. So, the students are required to have adequate information for the genre and its element in writing.

Tangpermpoon added that in genre-based approach, the focus of writing is to integrate the knowledge of a particular genre and its communicative purpose, these help learners to produce their written products to communicate to others in the same discourse community (Tangpermpoon, 2008:06). Like the purpose of learning language is the students are able to communicate in English either oral or written. Another expert, Gaith said that writing is an activity which is more than transfer our thoughts and ideas to be visible and concrete. It should be highlighted because when we tried to convey our minds in writing, it is not as simple as it appears to be. It is more than making appropriate word selection, appropriate grammar, syntax, mechanics nor simply just transfer the ideas fully formed. Therefore, as a foreign language students, we should adjust our culture, values and emotions in different form.

Actually, writing is more than arranging words into a sentence and creating the meaning, linking the sentences into a paragraph and ordering the paragraph into a text by considering the coherence and cohesion. In writing, we also need grammatical and lexical knowledge, understanding in applying the grammatical knowledge into different context and purpose and knowledge of topic that are going to be

written. So, having sufficient background knowledge about grammar, vocabulary, and idea is important to construct our writing .

In summary, writing is an activity to express something in written text. In writing, someone will lead the process how to adjust his/r culture, value and emotion in different context because as a foreign language students, our sociocultural is literally different with the native language students. Besides that, language competences are also needed to help you in writing. Because writing is a process, we should remind that it takes time to be the perfect one. From that reason, we need to think, read, write, correct and revise in our writing process.

2. Purpose of Writing

Teaching writing in the classroom is not an activity without reasons. Thus, there are some purposes that prompted writing in helping students learning. According to Penny Ur, “The purpose of writing in the principle is the expression of ideas, the conveying of messages to the reader; so the idea themselves should arguably be seen as the most important aspect in writing” (Penny Ur, 2003:162). In other word, the purposes of writing are to express the idea into the concrete or visible and convey the message through the consideration written in order to make the reader understand Robert and James stated that there are four general writing purposes. They are to inform the reader about something, to persuade someone to do something, to

entertain someone with the story and to express our thoughts or minds (James, 2017:03).

Furthermore, another expert Harmer said that the purpose of writing is depends on the kind, genre, type and writer itself (Harmer, 2004:16). The purpose of writing based on its kind, for example, writing a memo or personal letter is to tell or convey the message to other people. Besides that, it also purposes to ask or command someone to do something later, and etc.

Moreover, the types of writing have their own goals. First, For example, descriptive text purposes to describe something or giving information about specific object. Second, Narrative text purposes to entertain or amuse the reader with the story such as fable, legend, fairy tale etc. Third, Recount text purposes to retell to the reader about the past experience in which they happened in choronological order. The last but not least is procedure text. This text will be more intend to be discussed in this chapter. Procedure text purposes to describe how something is achieved through sequene of action or step.

Moreover, the purpose of writing also depends on the writer. For example, during this time writer decided to write something caused it is the partial of his requirement to fulfill the degree (Skripsi), or it shares the discovery or invention based on the research (journal), and so on.

To be concluded, the purpose of writing rely on how the writer express their meaning and what the text is. Thus, different people will have different aims in writing. Different form in writing such as descriptive, narrative, recount, procedure, etc also has each own goal. Generally, people will write based on their need and goal. So, it is important to know both reader and writer purpose. Why the reader wants to read that writing and what the purpose of the writer that write that writing.

3. The Process of Writing

Writing is actually the action that need thinking, reading, writing, correcting and revising when you want to convey or say something called writing (Alice, 2007:15). So, writing can't be good in once or instantly because it needs a process and takes time. The good writers always try to revise their writing for several times in order to have good writing.

Writing is not a spontaneous activity that we can't take it for granted. In writing, there are some steps or processes that should be through by a good writer. The processes may be vary, but they all have common thing. The processes will help people produce an effective writing that can be easily understood by the reader.

Some experts names the processes in different way, but the actions are same. Harmer classified four steps of writing (Alice, 2007:4-5).

They are planning, drafting, editing, and final draft. According to Oshima and Hongue, the process of writing as follows (Alice, 2007:15-18):

a) Creating (Pre-writing)

The first step in the writing process is to choose a topic and collect information about it. In this step, we should explore as many as informations to support our writing which is done by reading a lot. By choosing the interest topic, we can determine what passage or book that should be read. After getting some ideas to support the topic, we can make a list or mind mapping. In this way, we will generalized ideas. In pre-writing the writer can consider about the subject that she/he wants to write or discuss. It can be more interesting for the writer if she/ he has had a lot of information about the subject or she/ he actually is master in that field or subject. Moreover, in pre-writing the writer also consider about the purpose of writing. Writing is a communication way through written form (Ghait : 2017). The communication has several purposes such as to persuade, entertain and inform someone or reader about information provided. The last but not least what the writer should consider is for who his/ her writing being purposed. The writer should adjust his/her writing style in explaining the topic based on the level or purposed. When the writer gives the attention for these

things, the next step in developing ideas will be much easier and efficient.

b) Outlining

In planning, we organized our ideas into an outline. By making an outline, it makes easy to write because the outline will make our written become focus. It guides our written based on the track. This process continue the previous step (pre-writing). After we gather the information to support our ideas, in outlining we will group the ideas into some parts. This way will make the reader understand about our topic. Thus, outlining is very important to guide the writer in creating good writing.

c) Writing

In writing process, we write the rough draft. Follow the outline as closely as possible. When we are writing, try to write or discuss on the track. In this step, writer can develop his/her ideas but he/she should remind the main topic.

d) Polishing

The final step in writing process is polishing what you have written. This step is also called revising and editing. Revising concerns with the content and organization of the text. Meanwhile, editing works on the smaller issues of grammar and punctuation. After we write the rough draft, the next step is

to revise it. When you revise, you change what you have written to improve it.

4. Writing procedure text

Writing procedure text is an objectives in language learning for high school especially in Junior High School. The students asked to create their own procedure text by following the generic structures (Anderson, 1998:84). In writing procedure text, students should set a goal or decide the aim. For example, how to make a fried rice or how to be healthy, and so on. Then, students should mention the materials used or needed in reaching the goal. They can make list things used, equipment needed, substances required or object being investigated to achieve the goal set. The last but not least, the students should explain the steps to achieve the goal. In this part, they should mention the actions necessary, listed in order, to complete the complete the experiment or procedure. Steps are written on a separate lines and each of them is written as a command.

B. Procedure Text

1. Definition of Procedure Text

A text can be seen from two keys perspectives. They are a thing that can be recorded, analyzed and discussed and a process that is the outcome of a socially produced occasion (Knapp, 2005:13). One of the

text which is learned by the Junior High School is procedure text. According to Mark and Kathy Anderson, a procedure is a piece of text that gives us instructions for doing something. From that statement, can be understood that procedure text gives us the direction or the ways to do something (Knapp, 2005:13). Meanwhile, the procedure text explain the way or steps to do or to make something, it also consists of what tools or ingredients should be prepared. Mark and Kathy Anderson added that the examples of procedure text are recipes, itineraries, instruction manuals, and direction (Knapp, 2005:13).

Knapp and Watkins said that procedure text is concerned with showing information to someone how to do something. From this statement, the procedure text generally organize with the goal, materials/ equipment and steps (Knapp, 2005:157). A procedure enable people to do or to make things something new for them and it is also make sure that they should do or make something in correct order. Every step in procedure text need to be done. Procedure text itself provides a good information both for teacher and students because it provides the project that can be applied. Procedure text is not only learned as a text based in learning, but also it can be learned through project based. The project can be used in daily life, so procedure text is important to be learned and practiced. Procedure text in material for Junior High School, it consists of various kinds of procedure. It is not only talk about how to make some foods or handcraft but also how to

operate or do something. But in this study, the writer will be focus on the improving students in writing procedure text because regarding to the research questions, the writer would like to seek the information about does the demonstration method can be effective in improving students" writing procedure text.

The procedure text has goal that will create the result. The result of procedure is the reflection of the goal. If you want to make a fried rice, you will create a step to make a fried rice. So, the result of what did you do through the step of procedure, it will serve a fried rice as a sign that you have done.

2. The purpose of procedure text

As we know, every text has their own purpose and it is different each other. Beard mentions four purposes of the texts which are to persuade, to instruct or advise, to entertain and to inform (Beard, 2003:25). Procedure texts persuade the reader to follow the step or instruction in order to reach or get the purpose. Besides that, the reader also can get advice in making something, so that the reader can do the step correctly. In addition, procedure texts provide information about how to make or do something. As we know that most of our instructional stuff is included the procedure text. So, the examples of procedure text we can find them easily around us.

Procedure is written for different audiences. In writing a procedure text, it is required to think about the audience and consider the following in order to achieve the purpose which is to construct or advise the audience to do something (Keir, 2009:14). Each categorized of audience will need different kind of procedure based on their need or purpose. Here is the consideration of procedure text:

a) The age of audience

The consideration of age is the text is suitable for whom. If the procedure text is purposed for the kids, the instructions or steps should suitable for the kids with the simple sentences. Meanwhile, if the procedure text is purposed for adults, it should consists of more complex steps because it should adjust with their background knowledge.

b) Whether the audience has any previous experience of the procedure

The second consideration still relate to the first consideration. It should consider the previous knowldege of the reader because the process will be successful based on their understanding about the steps or instruction. So, the writer should make sure that the reader can understand about the procedure.

- c) Whether the audience will need special instruction about the equipment needed or about the steps to be done (Keir, 2009:14).

In summary procedure text includes in the category of texts that has a purpose to instruct or advise and to inform the reader how to make, to operate, to create, to do something in sequence steps. Besides that, it also provides an instruction to the reader what they should do to achieve the goal.

3. Genre of procedure text

As Hamer states previously that writing is a process that we write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities (Harmer, 2004:86). There are various genre in writing procedure text. Genre itself defined as category assigned on the basis of external criteria such as intended audience, purpose and activity type (Brian : 2006). It means that genre explains certain types of activities. Genre in Procedure text includes recipes, directions, instruction manuals, administrative procedures, maintenance notices, advice texts, rules. Etc (Brian : 2006)

4. Generic Structure of Procedure Text

According to Oxford Dictionary, generic (noun) is Characteristic of or relating to a class or group of things. On the other hand, structure

(noun) is the arrangement of and relations between the parts or elements of something complex. So, generic structure of procedure text means the characteristic which is showed the procedure or explain how to make or do or operate something in sequence. The generic structure should be related to the topic discussed. It means, the text should be focus on the goal. Same as other text type, procedure text has communicative purpose which is showed or inform how to make or how to operate something. In procedure text, the generic structure called as constucting procedure text.

Constructing itself comes from the verb “construct”, which has meaning: to build something, to put or fit something together, to form together. Both of them have same meaning, there are three generic structure of procedure text, they are:

- a) An Introductory statement that gives their goal.

This is the title of text and it also an introductory paragraph

- b) A list of the materials that will be needed for completing the procedure (not required for all procedural texts).

This is a list or a paragraph and it will mention the step that maybe left out in some procedures.

- c) A sequence of steps in the order they need to be done, because goal followed by a series of steps oriented to achieving the goal (Anderson, 2003:53).

It is a numbers can be used to show first, second, third and so on steps in making something. Actually the order is usually important such word as now, next, after this. It will show what we should do next. And for the steps, it usually begin with a command such as add, stir, or push etc. (Anderson, 2003:53)

Thus from the explanation above, it can be concluded that here are three points of generic structure of procedure text which is crucial and it can be stated without ones. Because they are in one unity to achieve a social function, it is to tell someone how to do something or how to make/ how to operate something.

5. Grammatical Features of Procedure Text

Besides having social function and generic structure, procedure text also has significant grammatical features that support the form of a procedure text. They are:

a) Simple Present Tense

Especially imperative form Eventually, procedure text has the social function is to tell someone to do something. So, the instruction here is used by imperative verb in present tense. For examples get, chop, cut, stir, add, boil, grind, etc.

b) Connective of sequence

Sometimes, that is not enough to make a good instruction just using imperative form of present tense. But, to make it better and easy to follow, we need the word like as then, after that, next, finally, etc. These are called comparative sequence.

c) Numbering

The function of numbering here is same as comparative of sequence. It will be needed if the writer wants to show some variant of sequence, for examples: first, second, third, fourth and etc.

6. Example of procedure text

Table 2.1 Example of procedure text.

Goal	How to make Fried Rice
Ingredients	<ul style="list-style-type: none"> • 2 plates of rice • 1 clove of garlic and onion • 1 tablespoon tomato sauce • 1 egg, beaten • 100 grams of chicken meat • 1 tablespoon cooking oil • Salt
Steps	1. First Heat oil and saute garlic until the garlic smell out, and also saute onion.

	<ol style="list-style-type: none"> 2. After that Add chicken, stir briefly until slightly cooked. 3. Next Add the eggs, stirring until eggs are cooked cracked. 4. And Then Insert white rice, tomato sauce, and salt, mix well with the spices. 5. After the, the present suit your taste,you can add fried shrimp, or even crackers. 6. Finally, serve the fried rice and enjoy it
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C. Demonstration Method

1. Definition of Demonstration Method

Demonstration is a teaching technique that asks students to demonstrate or practice the information that has been given . By demonstrating a procedure, we can encourage the students to be mentally alert (Silberman, 1996:50).

There are some activities in demonstration technique. The teacher can use performance, action and explanation about the process of how to make and how to do something in sequences. In demonstration technique, teacher did not only use one way in teaching writing, but also she can combine some ways to create interesting learning process. Meanwhile, process-oriented suggests that we can help students

become more competent L2 writers by describing and modelling for them the processes and strategies that underlie effective writing and providing them with feedback on their performance until they are able to apply these processes and strategies independently and flexibility in relation to their goals and task requirements (Hayes : 80-98). As Roen has argued that when students understand the processes in which effective writers engage, they will be better able to engage in them, recursively, on their own (Roen, 1989:193-206).

2. The Advantages of Demonstration Method

There are some advantages of demonstration as a method in teaching learning process as follows:

- a) Students' concentration will focus only on the demonstrations that are given by the teacher.
- b) Students to be mentally alert.
- c) Give a practice experience to students that can create a good memorize and skill.
- d) Minimizing students' error in taking conclusion. (Anderson, 1997:50)

D. Teaching Procedure Text using Demonstration Technique

The implementation of demonstration technique in writing procedure text as follows:

1. Orient the learners to the demonstration.

In this part, teacher will explain what is to be demonstrated and how it relates to the instructional program. Both teacher and students should discuss the purpose of demonstration.

2. Show the learners, if possible, what the demonstration is to produce or achieve.

For learners, it is easier to understand the purpose or goal of demonstration if there is a finished product as a guidance

3. Show and describe the equipment and material to be used.

The group can be asked to name and describe equipment and materials needed with the presenter producing the items as they are named.

4. Emphasize safety The teacher should make sure that the materials that are used is safety.

The presenter or teacher can choose the safety material to be used. In this part, the teacher or presenter also should explain in detail or specific in order to avoid the accident.

5. Give the demonstration.

Each step and important point should be identified and listed. The teacher should make sure that the students are understand about the steps. Besides that, the students also know the sentence that express the steps because they are prepared to convey the demonstration into the written text.

6. Construct the text

In this part, students will be asked to write down the demonstration steps. They may ask to make sure their understanding in writing procedure text. So, the teacher sometimes can give more explanation through demonstration in order to help the students.

By using demonstration, students can learn how to write a good paragraph from their teacher or their friend. The teacher should trigger her students in order to make them confident in writing. Another teacher's work is she must gain her students potential in every aspect such as idea, language competences, general knowledge or etc. These potentials can help teacher and students in teaching learning process.

E. Previous Study

In this part, the writer states the relevant researches which possible to add the readers view on the effect of using demonstration method to improve writing procedure text. In the following statements, actually the writer does not find out yet the same study therefore, there are several studies that have relevant to this study as follows;

The first from Yusrida and Masitowarni siregar (2013) under the title, *"The effect of using demonstration method on the students' achievement in writing procedure text"*. She found that The result of t-test calculation showed that the t-test value 3.33 with a degree of freedom (df) = 58 was higher than that of the t-table 2.000 at the level

significance ($p = 0.05$) implying that the alternative hypothesis was accepted. It can be concluded that there is a significant effect of using the demonstration method on the students' achievement in writing a procedure text. The differences of researcher's study in the research design. They use experiment and control groups but, researcher just use experiment group.

The second from M.Miftahul Huda (2015) under the title, *"Improving Students' Ability In Writing Procedure Text Through Demonstration"* he found that Teaching writing procedure text using demonstration can be enjoyable for both teacher and students. In fact, students can improve their writing procedure text after being taught using demonstration. It can be seen by students' achievement of writing scores in each cycle as follows:

1. In preliminary research, the average of students' achievement was 57.9
2. In first cycle, the average of students' achievement was 62.9
3. In second cycle, the average of students' achievement was 70.3

Students' writing after being taught using demonstration was improved as well as their motivation to learn English. They become more understood in writing procedure text. Results of the research showed that the students also improved their writing skills in almost of the five writing elements (content, organization, vocabulary, language use and mechanics). They become better in composing and arranging

procedure text effectively and efficiently. The differences of the researcher's study in the method that use in the research. He used Classroom action research but this study use demonstration method.