CHAPTER II

REVIEW OF RELATED LITERATURE

Before conducting a research, it is necessary to present theory concerning with the subject being discussed. In this chapter the researcher wants to try to find out some reference by connecting any information or source which is relevant to the study. And this chapter is presented to highlight some theories functioning as the basis of the research. It covers about writing, procedure, media, and video.

A. The Definition of Writing

Writing is one component of English language skill. In teaching English there are four components. There are listening, speaking, reading and writing. Writing is an activity to produce a sequence of sentences arranged in a particular order and linked together in certain ways. Cohen and Riel, (1989:15) define writing as a communicative act, a way of sharing information, observation, thoughts or ideas with ourselves and others. In accordance with this meaning, Ur (1996:162) writing is widely used within foreign language course as a convenient means for engaging with aspect of language other than the writing itself. It can be said that writing is a process in which the writer discovers, organizes, and communicates his or her thoughts to the readers by using words and symbols which are put together in the written form.

Writing is one of the most difficult skills that the students should do because it is need the skills how to build the idea, how to arrange the words or sentences so that all

of this is meaningful in written communication in order that the reader can understand the message or the information. So writing is very important skill.

1. Writing for Junior High School

In the Indonesian context of English language teaching, competence in writing is considered as important as competence in other language skills. This is evident from the inclusion of writing in the English curriculum for secondary school.

At Junior High School, writing is taught along with the three other language skills, listening, speaking and reading. The teaching of English as Foreign Language (EFL) writing at Junior High School aims at developing students' competence in expressing short and simple message for interaction with people in their achievement.

The teaching of English at Junior High School also aims to develop students' competence in writing various text types varying from functional texts for some functional activities such as inviting something, requesting someone to do something, and getting things done, to different genres which include descriptive, procedure, recount, narrative, and report texts (Depdiknas,2006).

There are many reasons for getting students to write, both in and outside class. Firstly, writing gives them more 'thinking time' than they get when they attempt spontaneous conversation. This allows them more opportunity for language processing – that is thinking about language – whether they are involved in study or activation.

There are some importance's of writing in teaching and learning, such as reinforces the grammatical structure, idioms, and vocabulary, that we have been

teaching our study. Also, when our students write, they also have a chance adventurous with the language, to go beyond what they have learned to say, to take risk. The other is when they write, they can be easy to find new language and to express ideas and the constant use of eye, hand, and brain to create unique ways to reinforce learning.

2. The Process of Teaching Writing

According to Harmer (2004 : 4-5) writing process is the stages a write goes through in order to produce something in its final written form. The composing process includes for steps : prewriting, writing, revising, and rewriting. Each step must be viewed in light of the special needs of ESL students.

1. Prewriting

Prewriting is the time spent developing ideas before making an attempt to put them on paper formally. At this point, the student as an opportunity not only to generate ideas but also to review vocabulary and language patterns before attempting to use those same elements in written language, just as the student phrases ideas during discussion before dictation a story.

2. Writing

The first writing step is actually a beginning rather than the end of the composing process. This is "getting it down" in rough form – the ideas stimulated by the prewriting activity. It is not a time to worry about correct form, spelling, or other mechanical elements. Students need to

write their first thoughts, knowing that effort will not be evaluated or criticized.

3. Revising

Many times writing program focus in revising but inappropriately emphasize correcting mechanical errors. Writing is emphasize as in act of communication when a clear audience is provided for helping revision. Students should be given many opportunities to share and discuss their writing with other students and to hear and react to what peers have written. These sessions help the students identify aspect of their writing which are particularly effective as well as those which need further word.

4. Rewriting

The final step, Rewriting, is just that, a new writing, not just a copying over in in. Rewriting is time for incorporating suggestions from peers and for producing a final copy. At this point students should be urged to produce their best possible work, the most effective and correct that they can manage.

3. Testing Writing

There are many kinds of writing test. They are multiple-choices, essay dictation passage, easy paragraph, the writing of short sentence based on picture, etc. The reason for this very simple: A wide variety of writing test is needed to test many kinds of writing tasks that we engage. Madsen (1983: 101) states for one thing there are usually distinct stages of instruction writing, such as prewriting, guided writing, and free-writing.

Based on the statements above, it conveys the stages of instruction in writing can be categories differently from those presented. Each stage tends to require different types of evaluation which also stems from the various applications of writing. Prewriting test is important to grow out of grammar instruction. Guided writing test is to check student ability to handle controlled or directed writing task. Free-writing test is important to control of content.

In this study the writing test would be in the form of writing procedural text using tutorial video used guided writing. In the writing test, teacher asks the students to arranged words or sentences and to write done the process of the procedural text.

4. Kinds of Text

The 2006 English Curriculum (Depdiknas, 2006) targets the SMP students to be able to understand various types of texts, i.e. descriptive, procedure, recount, narrative, and repot. Those kinds of text type have to be mastered by the students in four skills; they are listening, speaking, reading, and writing.

Table 2.1   :The following table will review the kinds of text:

GENRE	SOCIAL FUNCTION	GENERIC STRUCTURE	LANGUAGE FEATURE
Descriptive	To descriptive something, someone, or a place.	• Identification: identifies a particular thing to be describe • Description: describes the pasts and characteristic	• Using noun, adjective, noun phrases, and verbs (V1)
Procedure	To tell someone how to do or to make something.	• Tittle or goal: states the goal to be achieved	• Using commands or imperative

			sentences
		• List of materials: lists the materials needed • Steps or methods or procedures: describes steps in a logical order to achieve the goal	• Using action verbs • Using precise vocabulary • Using temporal conjunction • Using adverb
Recount	Retells an experience in which the writer was personally involved to inform, entertain, the readers or listeners,	• Tittle (optional) • Orientation: provides the background information • Series of events: presents events chronologically • Reorientation: present the concluding comments	• Using past tenses • Using connectors • Using verbs and action verbs • Using pronoun
Narrative	To entertain the readers or listeners by the stories.	• Orientation: tells about the setting in time and place, and characters • Complication: tells about problems to be solved by the characters • Resolution: describes the solution to the complications • Reorientation: optional, gives the end of the story	• Using specific participants or characters • Using past tense and past continuous • Using a lot of action verbs • Using some relational verbs • Using connectives or conjunctions
Report	To describe and classify information,	• Tittle: states the subject to be discussed	• Using nouns and noun

	usually talk about living things and non-living things.	• Identification or classification of subject: introduces the subject of the report • Series of Descriptions: contain series of facts about various aspect of the subject	phrases • Using relational verbs for describing and classifying • Using action verbs to describe behaviors or habits • No personal pronouns

B. Procedural text

Procedure text is a text which gives instructions or information to readers. It is the set of steps which should be completed in the right sequence to get the goal. The purpose of procedure text is to explain how something can be done. It means that in writing procedure text, the writer writes the actions which should have to do in chronological order. Gerot et. al (1994:86) states that the social function of procedure text is to describe how something is accomplished through a sequence of action or steps. There are many examples of procedure text. Those are directions which are used for giving instructions about where to go, recipes which are the set of instructions for preparing a food dish, and appliance manuals which are used for planning for camping.

In mastering procedure text, the students have to know the generic structure of procedure text. They are:

a. Goal

The goal can be the title of the text. It also can be an introductory paragraph. For example: the recipe to make Mushroom Soup. It is mentioned the name of the recipe that we will make in the main heading or the title of the text. This part is called the goal of the procedure text.

b. Materials

In this part, we have to indicate what we will need to make something. It means that we can know our material and ingredients that we need in this section. For example, we mention mushrooms, eggs, salt, cream, pepper and chicken stock. This part is called the materials of procedure text. The materials can be a list or paragraph.

c. Steps

In this part we have to indicate how something is accomplished through a sequence of actions or steps. It means that we can know the steps to make something in this section. For example: "prepare mushrooms and place in frying pan with melted butter, cover and cook for 10 minutes". This part is called the method of procedure text. The procedure text also has some grammatical features, as Gerot et. al (1994:55) states that the language features of procedure text are:

- Focus on specific and usually individualized participants or focus on generalized human agents (often implicit)

- Use of material processes (and in this text, behavioral and verbal processes). Sequences of events marked either explicitly by temporal connectives, or numbering of points, or implicitly by the ordering of steps on the page

- Use of relational processes and temporal circumstances;

- Use of simple present tense or use of the imperatives and verbs of action

- Use of conditional "if" to indicate alternative path of actions.

The procedure text also uses of simple present tense. It is often imperative verbs. The instructions in a procedure usually begin with a command such as *mix, lift* or *add*. The sentences are mostly short and sometimes include information on how the action is to be done, such as: *gently mix, carefully lift,* and *slowly add*. In the study of language, the *command* in procedure text are verbs and the *how* words are adverbs. In writing procedure text, use transition signals that are words such as *first, second, next, finally*, etc. Using transition words as a guide makes it easier for the reader to follow our ideas. However, we should not use a transition signal in front of every sentence in a paragraph.

C. Media

Media in a process of teaching is not a new thing for the teacher. Most of the teachers use media to help them giving particular information to the students. Media itself according to Azhar (2011:4) is a tool that to convey or deliver the message of learning. He also said that media is a component of learning resource or physical vehicle that contain instructional material on students' environment that can stimulate student to learn.

Murcia (2001:461) states that "media are tools or physical things used by the teacher to motivate the students by bringing a slice of real life into the classroom and by presenting language in its more complete communication complex". In teaching and learning process media include audio visual, game, graph, computer, board, picture, textbook, teacher, smells, tastes, and so on. In addition, Gerlach and Ely (1971:282) define "a medium as any person, material or event that creates circumstances that put the pupils in a position to acquire knowledge, skills and dispositions".

a. Definition of Teaching Media

Media is the plural of medium. Medium can be defined as an intermediary or an introduction to the communication from the sender to the receiver (Heinchi et.al. 2002). Media is one of the communication components that is as a messenger of the communicator to the communicant (Criticos, 1996). By definition it can be said that the learning process is a process of communication.

The word comes from the Latin media which is the plural of medium restrictions on the media is very broad sense, but we restrict the educational media have used the media as a means of learning activities and material in teaching learning. According to Heinchi et.al (1982) suggest the media term as an intermediary that transmit information between the source and receiver. So, television, film, radio, photograph, and the like is a medium of communication.

When the media was carrying a message or a message aimed instructional information or the intent of teaching the media is called a media of learning. Hamidjojo (1993) state impose limits as all forms of media intermediaries used by humans to communicate or spread ideas or opinion it is up to the intended recipient.

Based on the description of some restrictions on media following the above mentioned general of the characteristics contained in the media:

1. Media education has a physical sense that today is known as the hardware that is something that the object can be seen and heard or touched by the sense.
2. Media education has a non-physical sense, known as a software that is the content of the message contained in the hardware which is the content to be conveyed to the students.
3. Educational media can be used in bulk (Ex. TV, radio), large groups and small group (Ex. Film, slide, video OHP) or individual (Ex. Module, computer, radio tape or cassette, video recorder), etc.

b. The Benefit of Using Instructional Media

Student's knowledge acquisition as described by cone experience by Edgar Dale that knowledge will be more abstract only if the message convey through the verbal word. This allows the occurrence of verbal, which means students only know about and understand the words without understanding the meaning contained in it. This sort of thing will lead to misperceptions students therefore, students should have more concrete experience that message really can achieve the goals objectives. Media generally have utility purpose:

1. Clarify the message that is not too verbalistic.

2. Overcome the limitations of space, time energy and power sense.

3. Excite learning more direct interaction between students with learning resources.

4. Enable children to learn independently according to their talent and capabilities of its visual auditory and kinesthetic.

5. Give the same stimuli, likening the experience and perceptions of the same cause.

As function described above also have the value of learning media and the following benefits;

1. Make the concept of the concept of abstract concept, the concept of perceived concept is abstract and difficult to explain directly to the students can rent or simplified through the use of instructional media.

2. Object presenting that are too dangerous or difficult to come into the learning environment for example the teacher explained by using video about how to make something.

3. Display the object that is too large or small. For example the teacher will convey an idea like how to make orange juice, how to make omelet, how to make fried rice etc.

D. Video

a. Definition of Video

There are different ways of defining the term "video" in language teaching. In the most popular way, Longman dictionary of Contemporary English has applied the meaning of the term "video" as "a copy of film or television program, or a series of event recorded on videotape" or "a process of recording or showing television programs, films, real event etc on videotape". In other way, video is briefly known as one kind of visual aids. It's visible with both sound and pictures. Another definition said video is a version of moving images that are recorded on tape or disc, each package in forms that vary in size, shape, speed, recording method and playback mechanism. In fact, video is useful means of communication as well as a powerful vehicle of information and effective aid in language teaching and learning.

b. Types of Video

According to Harmer there are three basic type of video as follows:

a. Off-air –programs: programs recorded from a television channel should be engaging for the students. The teachers have to consider there comprehensibility too. Apart of overall language level, some off-air video is also extremely difficult for students to understand, especially where particular market accents are used or where there is a high preponderance of slang. The best programmers and expert are ones which we can use for a range activities including prediction, cross cultural awareness, teaching language or as spurs for the students' own creativity.

b. Real-world video: there is no reason why we and the students should not use separately published video material such as feature films, exercise 'manuals'. Wildlife documentaries comedy provided that there is no copyright restriction for doing this.

c. Language earning video: many publishers now produce free standing language learning videos or videos to accompany course book. the main advantages of specially made video are that they have been designed with students are particular level in mind. They are thus likely to be comprehensible. Designed to appeal the students' interest and multi-use since they cannot be used in language study but also for a number of the other activity as well.

The danger of language learning video, however is that they fail the quality test either because the production is poor, the situation and the language are inauthentic or the content is too unsophisticated.

c. The advantages and disadvantages of using video in language classroom

Video is richer than audiotape. Their body movement and their location give clues as the meaning. It can be used for presenting information, giving background of the topic, and playing various forms dialogues and interactions.

Stemplesky, at al. (1990:3) add that the introduction of a moving picture component as a language teaching aid is a crucial addition to the teacher's resources. It will help students through motivation and communication.

a. Video presentation exploits students' motivation language learning classroom. Children and adults feel their interest quicker when language is experienced in a lively way through video.

b. Teachers have observed how a video sequence used in class makes students more ready to communicate in the target language.

Rivers (1968:297) also mentions several advantages of using video. It is now possible to bring into the classroom a more vivid representation of the foreign culture than the teacher was able to do with pictures and objects since

video combines objects, pictures, actions, and gestures in one package to illustrate. Video must be fully integrated with the learning material in the curriculum.

Beside those advantages video gave in learning process, there are also disadvantages of video, such as:

a. It forces the importance of materials rather than the development of the materials.

b. Its cost more expensive because the teacher needs to provide the facilities such as video player, LCD, etc.

E. Previous Study

The use of video especially writing achievement on procedural text has been previously studied by a previous researcher. There are two previous study:

The first from Gigih Hirtagara conducted a study under the tittle "The Use o Autentic Materials to Increase the Students Achievement in Writing Procedure Text at First Grade of MTSN Tunggarngri Academic Year of 2013-2014. The sample of the research was 41 students. The design used was Classroom Action Research. Then He chose observation and interview to test. The materials given were writing procedure text. To analyze the data, the researcher used two cycles, every cycle divided three meeting. In cycle the researcher made four steps, there are planning, implementation, observation and reflection. If the first cycle success and get

satisfactory result, so the researcher will be stopped and make report. But if not, the second cycle will be continued. The result showed that use video is effective in the students writing procedural text.

The similarity of the present study and the previous study was in term of the studies used video, writing procedure text and also the population from junior high school. But the differences the study, the previous study researcher gave video than invited students and then researcher interview to students. Meanwhile, this research also gives video and writes it with their own word and gives test again. Another difference was the place of the research.

The second previous study from Yusron Micholis conducted a study under the title "Teaching Writing Procedure Text by Using YouTube Video to the Tenth Grade Students of SMK NU Ma'arif Kudus in the Academic Year 2012-2013". The sample of the research was 39 students. The design used was quantitative experimental research. The similarity of the present study and the previous study was the materials given were writing procedure text and also to analyze data the researcher used posttest and pretest. Then the differences from the present study and previous study were place of the research. From previous study the sample from Senior High School but this research sample from Junior High School. Both of the study used video, but the previous study video from YouTube and this research video not only from YouTube but it can be from television.