CHAPTER II
THEORETICAL REVIEW

A. Writing

1. Definition of Writing

Writing is one of the four language skills, and the three others are reading, speaking, and listening. There are many theories about writing suggested by some experts. According to Indonesian Ministry of National Education (2009: 3), writing is transforming thoughts into language; it means that one needs to think about the content of his writing first and then arrange the ideas using appropriate language. Writing involves several sub skills. Some of these are related to accuracy of using the correct forms of language. Writing is also about having a message and communicating it successfully to other people. To do this, it is needed to have enough ideas, organize them well and express them in an appropriate style.

Ghaith (2002) stated that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed. Writing is most likely to encourage thinking and learning when the
students view writing as a process. By recognizing that writing is a recursive process, and that every writer uses the process in a different way.

Based on the explanation above writing is a process to think deeply and to convey the message to the reader by producing a sequence of sentences arranged in particular order and linked together in certain ways.

2. The Purpose of Writing

Writing is not just arranging some word into sentences; moreover, writing has certain purposes based on the writer desire. Charlie (2008: 111) mentioned the purposes of writing:

a. Giving information to the reader
   A text is used to give information about something to other people.

b. Enlightenment people soul
   Reading is being needed of human being, so the texts was repute as an enlightenment of mind and soul.

c. Recording the history
   By writing the history, the next generation will be able to know and learn about it.

d. Expressing writers’ own self
   By writing, someone are able to express himself as an individual or a group.
e. Showing idealism

Someone uses a text to highlight an idealism about something. It is because text able to spread fast.

f. Declaring opinion

Writing is used to declare the opinion or theory that is eternalized in form of text.

g. Entertaining the reader

Generally the purpose of text is to entertain the reader, even the text do not contain of humor.

3. The Importance of Writing

Writing is important to develop students critical thinking. It stimulates them to think deeply about many aspects to build a good writing result. Harmer (2004: 31-33) stated that there are many advantages of learning writing as follows:

a. Writing is often not time bound in the way conversation is. It means that students have longer time to think than in speaking activities. They can consult the diction will be used to express their thought. They can check their grammar patterns.

b. Writing encourages students to focus on accurate language use and, because they think as they write, it may provoke well development as they resolve problems which writing puts in their mind.
c. Writing is often used as a means of reinforcing language that has been thought. They use writing skill to make a note about what they have learnt while learning process happens.

d. Writing is frequently useful as preparation for some other activity.

e. Writing can be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking. For example, teacher asks students to write a short dialogue that they will then act out.

f. Writing is also used in questionnaire test. In some examination, students have to answer in the form of written.

g. Writing is used to help students perform a different kind of activity (in this case speaking and listening). Students need to be able to write to do these activities, but the activities do not teach students to write.

From the description above, it could be concluded that writing skill is important to be learnt. Writing is used by the students to develop language activity.
4. **The Stages of Writing**

   Harmer, (2004: 4-6) said that writing has four steps as follows:

   a. **Planning**

   Before starting to write or type, it is better to try and decide what is going to say. For some writers this may involve making detailed notes. For others a few jotted words may be enough. When planning, writers have to think about three main issues. First, it should be considered the purpose of writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include.

   Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.), but also the choice of language. Thirdly, writers have to consider the content structure of the piece. That is how best to sequence the facts, ideas, or arguments which they have decided to include.

   b. **Drafting**

   The first version of a piece of writing is a draft. This first ‘go’ at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.
c. Editing

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it does not. Perhaps the order of the information are unclear and confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in the process.

d. Final Version

It is important to edit the draft to be the final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

The process of writing is not linear, it is tend to recursive. It means that writers plan, draft and edit but then often re-plan, re draft, and re-edit. Even when they get to what they think is their final draft they may find themselves changing their mind and re-planning, drafting, or editing. These aspects of the writing process is represent to process wheel. Therefore the process wheel below clearly shows the many directions that writers can take.
B. Text

1. Definition of Text

Oxford Advanced Learners Dictionary stated that “text is the main written or printed part of a book or page, contrasted with notes.” Creating a text requires us to make choices about the words they use and how they put them together. If they make the right choices then we can communicate with others. Our choice of words will depend on our purpose and our surroundings (context). In other references also state at the same point that “text is a discourse or composition on which a note or commentary is written; the original words of an author, in distinction from a paraphrase, annotation, or commentary”. And Longman Dictionary of Applied Linguistics stated that “text / teks / is a piece of spoken or written language. A text may be considered from the point of view of its structure and/ or its functions”.

Thus from the explanation above, the researcher concludes that text is a passage that has composition on which a note is written, also it has structure and function.

2. Types of Text

According to Fortune & Tedick (2003), there are six text types that are taught in school as follows:

a. Narrative Text

The purpose of this text to entertain, to tell an imaginary story or to teach. The generic structure of this text is:
1) Orientation, telling who, where, when.

2) Series of events, describing happenings preceding the complication.

3) Complication, introducing main problem/conflict.

4) Resolution, telling how problem gets resolved.

b. Recount Text

The purpose of this text to tell what happened, to reconstruct a chronologically ordered sequence of past events. The generic structure of recount text is:

1) Orientation which tells who, where, when.

2) Series of events.

3) Personal commentary/conclusion, states thoughts and feelings about the events, summarizes account.

c. Procedure Text

The purpose of this text to tell how to do something, to provide a clear set of directions for completing a specific task. The reader must follow the instructions step by step in order to reach the result expected.

It has generic structure as follows:

1) Heading/Title

2) End Goal

3) List of materials/Ingredients

4) Steps in Sequence

5) Additional Suggestions
6) Visual Aids

d. Report Text

The purpose of this text are to give information and to report a phenomena in a systematic manner. The generic structure of report text is:

1) Classification, general statement of topic or phenomenon.
2) Series of description paragraphs.

e. Explanation Text

The purpose of this text to describe how something works, to give reasons for a phenomenon. It has generic structure as follows:

1) Phenomenon identification, describe the phenomenon.
2) Series of events which offers more detailed information about temporal or causal sequences.

f. Discussion (one-sided) / Argument (two-sided) Text

The purpose of this text to evaluate an issue and persuade another, to take a position and justify it. It has generic structure as follows:

1) Thesis/personal statement of position.
2) Supporting arguments and evidence.
3) Refusing counter-arguments and evidence.
4) Reiteration of point of view/conclusion.
C. Procedure Text

1. Definition of Procedure Text

Procedure text is instructional text which tell us how to do something through sequence of actions and steps. Aouladomar (2006) says procedure text consists of a sequence of instructions designed with some accuracy in order to reach an objective. In our perspective, procedure texts range from apparently simple cooking recipes to large maintenance manuals.

2. Social Function of Procedure Text

Especially, the social function of Procedure Text is to tell someone how to do something or how to make something and how to operate something.

3. Generic Structure of Procedure Text

Generic structure is the way in which a text is constructed to suit its purpose. Generic structure also means the text organization or the text arrangement.

There are six generic structures of procedure text as follows:

4. Heading/ Title

It consists of the theme of the text.

5. End Goal

It consists of target/purpose the activity.

6. List of Materials/Ingredients

It consists of substances, or what is required.
7. Steps in Sequence

It consists of stages, steps to do the activity.

8. Additional Suggestions

It consists of extra information about the activity.

9. Visual Aids

It consists of some picture to make the explanation clear.

10. The Language Feature of Procedure Text

Language feature is also called lexical grammar is such things as the grammar, vocabulary and connectors that is used.

There are language feature of procedure text:

a. Using Simple Present Tense

Pattern : S + VI + s/es (if the subject are he, she, and it)

Example : The writer writes procedure text about making chocolate pudding.

b. Using actions verb as imperatives

Pattern : VI + O

Example : Put the pudding in the refrigerator!

c. Using a range of adverbials:

Time (when) : first, second, third, next, finally, lastly, etc.

example : first, slice three lemons in half

Manner (how) : carefully, very slowly, finely, etc.

example : add 1.2 liter of boiling water into teapot
carefully

Place (where) : into teapot, through the tunnel, in a plate, etc.

example : pour six tablespoons of sugar into teapot

Reason (why) : to form a soft batter, to make it sweeten, etc.

example : Stir the water in order to the sugar fuse with it; to make it sweeten.

11. The Example of Procedure Text

Goal : How to Make a Cheese Omelet

Ingredients : 1 egg, 50 g cheese, cup milk, 3 tablespoons

Cooking oil, a pinch of salt and pepper.

Utensils : Frying pan, fork, spatula, cheese grater, bowl and plate.

Steps :

a. First, crack an egg into a bowl

b. Second, whisk the egg with a fork until it is smooth

c. Third, add milk and whisk well

d. Fourth, grate the cheese into the bowl and stir

e. Fifth, heat the oil in a frying pan

f. Sixth, pour the mixture in a frying pan

j. Finally, Eat while warm
Thus from an example above, everybody know how to write procedure text. First, they must write a goal. Second, they write a list of materials that will be needed for completing the procedure, such as kind of ingredients and utensils. And the last, they need steps to achieve the goal with the purpose: to tell the making process of a cheese omelet to the reader.

D. Realia

In language teaching, realia is actual objects and items which are brought into a classroom as examples or as aids to be talked or written about and used in teaching. The example of realia are objects such as coins, tools, and textiles that don’t easily fit into the orderly categories of printed material. In education, realia are objects from real life used in classroom instruction, so by using realia students are exposed to real objects. Realia gives students the opportunity to use all of their sense to learn about a given subject, and is appropriate for any grade or skill level. Realia provides language learners with multi-sensorary impressions of the language which, as Rivers (1983) notes is "learned partly at least through seeing, hearing, touching, and manipulating" items. Interaction with authentic materials aids in contextually grounding instruction by bringing students into contact with language as it is used in the target culture in order to meet actual communication needs. The use of realia, then, can enhance linguistic and cultural comprehensibility, which are both prerequisites for real language learning.

The advantage of using in English learning process is not only limited by one’s imagination. It is possible to use realia to teach any subject. Using realia
stimulates the mind, and is one way of encouraging creativity by involving the sense. Realia saves time, as recognition of an object is immediate and so cuts out the need for lengthy explanations and drawing funny pictures on the board. Elicitation becomes much easier and holding up the object with a raised eyebrow will usually result in the desired word being spoken. Realia consist of actual objects or items or facsimiles thereof, which are used in the classroom to illustrate and teach vocabulary or to serve as an aid to facilitate language acquisition and production. It concretizes vocabulary and language and places it in a frame of reference. It also allows language learners to see, near, and in some cases touch the objects. There are some examples the use of realia:

1. To illustrate and teach young learners vocabulary for animals, clothing, and fruit for example, I use actual objects or facsimiles thereof (pieces of clothing, toy animals, and plastic fruit). For transition period, it’s a very useful tool in making the abstract concrete.

2. Realia is useful in teaching prepositions of place (such as on, in, under, next to, in front of, over). Objects can be placed on a desk, in a desk, under a desk and so on.

3. Realia, were used ‘frequently’, as one might expect in elementary school.

Realia does not only have some advantages, but also have some disadvantages too, they are:

a) Not all of realia can be brought into the classroom
b) It does not save time when realia is used to practice in the classroom

c) Teacher and students need more preparation while they are using realia.

Thus, the researcher argues that beside realia has some advantages, it also has some disadvantages while used in the TEFL classroom during teaching writing.

E. Targeted Skill of Writing

According to Heaton, writing involves the following skills

   a. Grammatical skills
      The ability to write correct sentences.

   b. Stylistic skills
      The ability to manipulate sentences and use language effectively.

   c. Mechanical skills
      The ability to use correctly those conventions peculiar to the written language e.g. punctuation, spelling.

   d. Judgment skills
      The ability to write in an appropriate manner for a particular purpose with a particular audience in mind together with an ability to select, organize and order relevant information.

As we know from those skills above, grammatical skill has the main position than other skills, like as: stylistic, mechanical, and judgment skill.
Because from grammatical skill, everybody knows students ability in writing by using structure sentence correct or not.

Thus, talking about test that every test has purposes. For purpose of testing, as an example that grammatical skill can be measured by an objective test of grammar. It is possible to construct grammar items of this nature by drawing on the error made by students in their free written work.

F. The Procedure of Teaching Writing Procedure Text Using Realia

To make the implementation of realia in teaching procedure text successfully, it is important to pay attention to some steps as follows:

1. Apperception
   a. The teacher prepares the equipments the real things as a media for teaching learning activity.
   b. The teacher stimulates students by giving questions of how to make something to guide them into the main topic of making procedure text.

2. Motivation
   Teacher explains the purpose of learning procedure text.

3. Exploration
   a. Teacher explains about material of how to make procedure text.
   b. Teacher explains about the generic structure and language feature of procedure text.
   c. Teacher show the real things which contains of a procedure to make/to do something.
4. Elaboration
   a. Teacher demonstrate which contains of a procedure to make/to do something.
   b. Teacher asks the students to write procedure text based on it.

5. Confirmation
   a. Teacher asks the students about the material of procedure text.
   b. Teacher asks the students whether they still have difficulty on understanding the material.

6. Closing
   a. Teacher and students conclude about the materials that were learned.
   b. Teacher tells the next meeting material.

G. Teaching Writing Procedure Text Using Realia

   Teacher is suggested to give much practice in teaching English to objects or things. Objects or things allow us to explain a word or concept in a simply way by showing the objects. For example in teaching writing procedure text, the teacher can use realia as an effective aid to make easy in understanding the examples of procedure text. By showing the realia, students can understand the kinds of realia that practiced, so they remember easily to decide the goal, material and steps also write it easy. Realia provides language learners with multi-sensorary impressions of the language which, as Rivers (1983) notes is "learned partly at least through seeing, hearing, touching, and manipulating" items.
Interaction with authentic materials aids in contextually grounding instruction by bringing students into contact with language as it is used in the target culture in order to meet actual communication needs. The use of realia, then, can enhance linguist comprehensibility, which are both prerequisites for real language learning.

According to Wright (1989) as quoted by Toyyibah, there are 5 criteria that support the use of realia in a classroom activity, they are:

1. Easy to prepare

   When teacher wants to use a media in their activities, they have to decide whether it is difficult to prepare or not. Realia is a simple media that can be brought in the class and it is easy in preparing.

2. Easy to organize

   The teacher has to decide whether the organizing a more complicated activity worthwhile. The teacher can use realia in their teaching because it is easy in organizing.

3. Interesting

   Before applying realia in the activity, the teacher has to justify the students’ interest toward it. Bringing realia (authentic objects from s culture), or manipulative to the classroom helps teachers in providing comprehensible input in a second language.
4. Meaningful and authentic

Students are going to gain more if the language they use is vital to the situation. There should be some reaction or if they use the language appropriately.

5. Sufficient amount the language

The activity should give rise to a sufficient amount of language in order to justify its conclusion in the language lesson. The researcher concludes that realia is appropriate teaching aid in teaching writing procedure text, because first, it helps to make English lesson memorable. Second, it also takes concentrating the students’ mind on the object. Third, it will generate interest and help create an atmosphere conducive to learning.

H. Related Research

The researcher will describe some thesis which are relevant to this thesis to make the thesis arrangement easier and to avoid repeating the same study. There are two previous researches that are used by the researcher, they are: A thesis by Toyyibah. The similarities are this research used classroom Action Research in its research approach and this research used realia as an aid, also focused on writing skill. It is explained that using realia as a media in teaching descriptive text is very helpful in producing the words because the students can see the thing directly, so they are able to use appropriate vocabulary. The result of this research shows that the students improve their writing organization of
procedure text. Actually in the first cycle, the researcher found the mean of the score of the students’ writing was 2.95 with the total score 115. In the second cycle found the mean of the score of the students’ writing was 3.82 with the total score 149. In the third cycle found the mean of the score of the students’ writing was 4.05 with the total score 158. (a thesis by toyibah:2009).

The similarity is that this research focused on writing skill. The result of this research is the achievement of students taught with pictures for writing a descriptive text is better than those taught with a conventional method. So that the researcher concludes that the use of pictures as media gives contribution to improve their skills in writing a descriptive text. Because the T-test applied in both group shows that t value (5.12) is higher than the critical value in the t-table (1.994), (a thesis by Tri Yuliani:2007).

By implementing Real Things in teaching writing, it made the students were able to explore the main idea correctly. They can write more than 5-7 sentences of each paragraph, and they can make three paragraph to develop the title. It also helped the students to write the words or sentences correctly.

I. Basic Assumption

Based on the statements above, realia is able to help students in arranging sentences with good composition, vocabulary and grammar. Realia can make the students progress through real things is good. It was assumed that realia is suitable for improving students’ ability in writing procedure text.