CHAPTER II

REVIEW OF RELATED LITERATURE

A. General Concept of Procedure Text

1. Procedure Text

In English Curriculum for Junior High School, procedure text is one of text types (genres) that learned in writing skill. The term "genre" is concerned with the overall purpose of a text. Genre is defined as a social process which are goal oriented and which achieve their purpose in stages or steps.[1] According Rudi Hartono, "Genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purpose"[2]

Based on definitions above, genre can be defined as a type or kind of text which is the social purpose and context. Genre in Junior High School is taught so that students are able to understand the concept of some text and they will be able to express it. A text is very common in our life since we always produce it whenever we want to communicate with others. Macken stated that "language, as it is used in everyday life, occurs as a text".[3] It means language itself is regarded as whole text because it has meaning that is understood by others. In additional, Macken also stated the term "text is a way of talking about any meaningful piece of language, which is made coherent by the social context in which it is produced".[4] A text should be coherent to make other people understand its meaning. It also should have two contexts: context of culture and context of situation to achieve its goal.

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[1]Mary Macken, *A Genre-Based Approach to teaching Writing in Years 3-6*, (Australia: N.S.W.Department of Education , Directorat of studies, 1991), p. 9.
[2]Rudi Hartono, *Genre of text*, (Semarang: UNNES, 2005), p. 4.
[3]Mary Macken*, op.cit.,* p. 6 .
[4]Mary Macken, *op.cit.*, p. 7.

According Susan Feez and Helen Joyce "text is any stretch language which is hold together cohesively through meaning".[5]

M.A.K Halliday and Ruqaiya Hasan stated the term text:

We can define text, in the simple way, perhaps, by saying that is a language that is functional. By functional we simply mean language that is doing some jobs in some contexts, as opposed to isolate words or sentences that I might put on the blackboard. So, any instances of living language that is playing some parts in a context of situation, we shall call it a text. It may be either spoken or written or indeed in any other medium of expression that we like to think of.[6]

Based on some definition above, text can be defined a piece of language that produced cohesively in social context in order to understood by others.

a. Definition of Procedure Text

Mark Anderson and Kathy Anderson in their book stated" Procedure is a piece of a text that give us instruction for doing something".

From the definition above, procedural text can be defined any meaningful stretch of language in oral or written that has social purpose to give information how to do something or achieve a goal

Procedure text is one of text types and it includes factual text. The function of procedural text is to describe how something is accomplished through a sequence of actions of steps. Procedures are also more about processes than things but explain how people perform different processes in a sequence of steps. Procedures are found in the written text to do with Science, Art and craft, Cookery, media Studies and Health as well as other subject.[7]

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[5]Susan Feez and Helen Joyce, *Text –Based Syllabus Design*, (Sydney: Ames, 1998), p. 4.
[6]M.A.K. Halliday and Ruqaiya Hasan, *Language, Context, and Text*, (Hongkong: Oxford University Press, 1984), p. 10.
[7]Mary Macken, *op.cit.*, p. 18.

b. The Generic Structure of Procedure Text

Each text has generic structure according communicative purpose of the text itself. However, there are certain similarities within the text with the same purposes. The similarities create an expectation of the general schematic structure of the text that is called generic structure of a text.

The generic structure of procedural of text should be mastered by the students for learning the genre. Because genre is tool for understanding and teaching the kinds of writing required of non- native English speakers in academic and professional contexts.[8]

There are three parts of generic structure's procedure text, they are:

1) Goal   : name of procedure to be carried out.
2) Materials   : List of materials needed (can be embedded)
3) Procedure/steps   : list of steps to be followed.

c. The Significant Lexicogrammatical or Language Features of Procedure Text

The significant lexicogrammatical or language features of procedural text are:

1) The use of technical language.
2) Sentences that begin with verbs and are stated as commands.
   For example; pour, mix, and prepare.
3) The use of time words or numbers that tell the order for doing the procedure.
   For examples: first, second or 1, 2, and etc.
4) The use of adverbs to tell how the action should be done.
   For example: carefully[9].

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[8]Ken Hyland, *Genre and Second Language Writing*, (US: University of Michigan Press, 2004), p. 43.

[9]Mark Underson and Kathy Underson*, Text Types in English* (Australia: Macmilan Education Austrlia PTY LTD, 2003), p. 52.

According Alexander Mongot Jaya, the language feature of procedure text is included use generalized human agents.[10]

d. The Example of Procedure Text

Goal	How to Make a Cheese Omelet
Material	Ingredients: 1 egg, 50 g cheese, ¼ cup milk, 3 table spoons cooking oil, a pinch of salt and pepper. Utensils: Frying pan, fork, spatula, cheese grater, bowl, plate.
Steps	method: 1) Crack an egg into a bowl 2) Whisk the egg with a fork until is smooth 3) Add milk and whisk well 4) Grate the cheese into the bowl and stir 5) Heat the oil in a frying pan 6) Pour the mixture into the frying pan 7) Turn the omelet with a spatula when it browns 8) Cook both sides 9) Place on plate; season with salt and pepper 10) Eat while warm

Taken from Genre Brilliant Solution[11]

2. Organization of Procedure Text.

Organization is derived from the Greek word organon and it has meaning an entity as an actual purposeful structure within a social context.[12]According Hodge and William"organization is basically a system

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[10]Alexsander Mongot Jaya, *et. al*., *Genre Brilliant solution*, (Jepara: Mawas Press, 2006), p. 15.

[11]*Ibid*., p. 16.

[12]http ://en. Wikipedia. Org./wiki/organization, accessed on Augustus 6, 2009.

of coordinated social units concerned with accomplishment of certain goal".[13]

From some definitions above, we can conclude organization of procedure text is component of text has function to reach the social function of procedure. They are goal, material and steps. It can be called generic structure.

3. How Make Student Understand in Writing Procedure Text

In Junior High School, the standard competence that must be reached is students capable to communicate using English in spoken or written language accurately and fluency. It means that they have to master four language skills; they are listening, reading, speaking and writing. The students who have mastered those four language skills are regarded to able to use the language either at recognition level or production level. Although almost all human beings grow up their first language (and sometimes their second and third) as matter of course, writing has to be taught. Spoken language, for a child, is acquired naturally as result of being exposed to it, whereas the ability to write has to be consciously learned.

Writing is the most complex skill, it is very important to be learned and taught. It plays important role in the modern society. Because writing as one of language skills, has given an important contribution for people in the world. The important of writing can be seen in people' daily activities; for example a housewife always makes shopping list before she go to shopping and someone make application letter for applying a job.

According consensus of researchers "writing is a process".[14] It means that writing is complex process with a number of operation that done simultaneously. So, someone who want to write have to understand how to make process work effectively in order to they are success in

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[13]B. J. Hodge and William P. Anthony, *Organization Theory*, (United States of America: Allyn and Bacon, Inc., 1984), 2nd Ed., P. 10.

[14]Alan Maley (Ed.), *Writing,* (New York: Oxford University Press, 2003), 5th Ed., p 19

writing. And there are three stages in writing process, they are prewriting, writing and rewriting and editing.[15]

Finnochiaro divided writing in two kinds, there are:[16] First is practical or factual writing; this type of writing deals with facts. We can find in the writing letters, summaries or description of what to do something. And the second is creative or imaginative writing; this type of writing usually exists in literature. The examples of imagination writing are novels, short stories, romance, fantasy, science fiction adventure, etc. The type of writing which are given to the students to do will depend on their age, interest and level. For example, we can ask beginners to write a simple text. According Rudi Hartono there are fifteen of text types (genres), they are[17] : Narrative, News Story, Exemplum, Anecdote, Recount, Commentary, Spoof, Explanation, Report, Hortatory Exposition, Analytical Exposition, Discussion, Review, Description, and Procedure.

Before students write a text, they should understand the organization of the text. To make students understand the organization of the text, especially in procedure text, the teacher can use media in teaching learning process in order that students get the message from the teacher explanation easily. Yunus in his book *Attarbiyatu Watta'lim* defined media as follows:

وسائل الايضاح هي كل ما يستعمله المدرس من الوسائل ليستعين به على تفهيم تلا ميذ ما قد يصعب عليهم فهمه من المعلومات الجديدة[18]

Media are anything that is used by a teacher as a device to help students' understanding from the difficulty in understanding the new knowledge.

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[15]*Ibid.,* p. 21-23.

[16]Mary Finocchiaro, *English as a Second Language: From Theory and Practice,* (New York: Regents Publishing Company, INC, 1974), p. 86.

[17]Rudi Hartono, *op. cit.*, p. 4-6.

[18] Muhamad Yunus and Muhamad Qosim Bakri, *Attarbiyatul Watta'lim,* Vol. 1, (Ponorogo: Gontor, 1407), p. 25.

Nana Sudjana and Ahmad Rifai in their book mentioned one of functions of media in teaching learning process, that is making the meaning of the material clearer so that it is easy understood by students and possible for students mastery the material better.[19] And in this research, the researcher uses realia as a media in teaching procedure text.

B. General Knowledge of Realia

Realia is one of Media used in teaching learning process especially in language lesson. Media, the plural form of medium, are derived from Latin word "medium" which means intermediary. In Arabian language media are (وسائل) have a meaning mediator a message from the sender to the receiver. Gerlach and Ely said as quoted in Arsyad's book, "media are human being, material, or events that established condition which enable learners or students to acquire knowledge, skill and attitudes.[20]

According AECT (Association for Education and Communication), media are anything that used as delivery process an information. Even though NCA (Education Association) defined, media are anything that can be manipulative, seen, heard, read or talked with the instrument that used well in teaching learning, It can be influential to the effectiveness instructional program.[21] From some definitions above, media are defined anything that have function as mediator between sender receiver.

Classifying media based on the development of technology according Seels and Glassgow as quoted by Arsyad Azhar as follows:

1. Traditional media

   1) Silent-visual media; projected apaque, OHP, slides, and film strips.

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[19]Nana Sudjana and Ahmad Rifai, *Media Pengajaran,* (Bandung: CV Sinar Baru, 1997), p. 156.

[20]Azhar Arsyad, *Media pembelajaran*, (Jakarta: PT Raja Grafindo Persada, 2003), 5th Ed., p. 3.

[21]M. Basyirudin Usman and Asnawir, *Media Pembelajaran,* (Jakarta: PT. Intermasa, 2002), 1st Ed., p. 11.

2) Not projected-visual; picture, photo, poster, chart, graphic, diagram, feather-board, information board, exhibition.

3) Audio; cassette, tape, reel, record, cartridge.

4) Projected multimedia; tape and multi image.

5) Projected-Dynamic visual; film, televise and radio.

6) Copy right; text book, workbook, module, hand-out and science magazine.

7) Game; simulation, board game

8) Realia; model, specimen and manipulative.

2. Latest media

1) Telecommunication based media

   a) Teleconference

   b) Telecture

2) Microprocessor based media

   a) Computer-assisted instruction

   b) Computer game

   c) System of intelligent tutor

   d) Interactive

   e) Hypermedia

   f) Compact (video) disc[22]

Realia in language refers to actual object and items which brought into a classroom as example or as aids to be talked or written about and used in teaching.[23] A teacher of a foreign language often employs realia to strengthen students association between words for every object and the objects themselves.

Kasihani K.E. Suyanto defined realia is three dimensions object that can be brought in the class to help teaching learning process. The example of

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[22]Arsyad Azhar *op.cit.,* p. 33-34.

[23]Richards, "Definitions of Realia", http://www. wlc. Com/oxus/realia.htm, accessed on September 15, 2009.

[24]Kasihani K.E. Suyanto, *Teaching for Young Learners*, (Jakarta: PT Bumi Aksara, 2007), p. 110.

realia is like cup, toys, and the things made in plastic. Students can move and put it in the floor or in their table.[24]

Some definitions above, Realia can be defined as one of the media that used in teaching learning process in order to students more easily in understanding and receiving message from the teacher and it can be real object or the imitation. It is included traditional media. The advantages of relia in teaching foreign language is it contain current language on all topics imaginable and provide reinforcement of grammatical form learned in the classroom.

Azhar Arsyad classified realia into three forms; they are:[25]

1. Model.

   Model is imitation of three-dimensional objects that is too big, too far, too small, too expensive, too rare, or too complicated brought and learned in the class by using the real objects.

   Nana sudjana and Ahmad Rifai divided model in six categories, they are: solid model, cutaway model, build-up model, working model, mock-up and diaroma.[26]

2. Specimen

   Specimen is the example of the real objecs.

3. Manipulative

   Included manipulative are map and puppet.

The use of realia gives students the opportunity to use all of their senses to learn about a subject. Tools, household items, food, clothing items, any real object that relates to the language. Objective of a lesson can be used as realia. When real objects are not available, photographs, illustration, and artwork make effective substitute.

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[25]Arsyad Azhar *op.cit.,* p. 34.
[26]Nana Sudjana and Ahmad Rifai, *op.cit.,* p. 156

According Nana Sudjana and Ahmad Rifai on their book, *Media Pengajaran*, there three criteria that be considered by a teacher before using realia in teaching process, they are:

1. Is realia that used in the class is functional and efficient or no?
2. Is realia that used in the class is suitable with the students' learning system or no?
3. Where is the source of realia found?

According to Wright as quoted by Kasihani K.E. Suyanto in his book, *English for Young Learners*, there are criteria that provide for using realia in activity, they are:

1. Easy to prepare

    When teachers want 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 teachers 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 a culture), or manipulative to the classroom helps the teacher in providing comprehensible input in a second language.

4. Meaningful and authentic

    Students are going to more understand when the realia that used is common and often faced in real the situation.

5. Develop or gain students' language skill.

    The activity should give rise to students' language skill.

6. Easy to find it.[27]

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[27]Kasihani K.E. Suyanto, *op. cit.*, p. 102.

C. Teaching Procedure Text Using Realia

The use of realia is commonplace in the ESL/EFL classroom and is widely considered to have great value in fostering and active teaching learning environment. By presenting information through diverse media, realia helps to make English language input as comprehensible as possible and to build "an associative bridge between the classroom and the world".

Much of what we say in daily conversation in any language is prompted by what we see. Objects or things allow us to explain a words or concept in a simple way by showing the things or objects.

The writer uses realia as an alternative media in teaching procedure text. It is hoped appropriate used in teaching-learning process, in order to students easier to understand procedure text and make them to be success in writing organization of procedure text in the learning process.

D. Previous Research

There are some previous researches done in implementation of media. One of them is a study by Thoyyibah (3104306), education faculty, state institute for Islamic studies Walisongo, Semarang, 2009. She made "Using Realia to Improve students' writing organization of Descriptive Text." (a Class Action Research with the Seventh Grade of MTS Nahdlatussyubban Ploso Karang Tengah Demak.[28]

She did this study because many students have difficulties in writing descriptive text that caused the teacher only explains what the generic structure and how to write descriptive texting . Students only depend on their imagination to get the idea of description. Hopefully, by using realia in teaching descriptive text, students are regarded be able to describe something easily and accurately. And she wants to know the students reaction to the use realia.

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[28] Thoyyibah(3104306), "Using Realia to Improve Students' Writing Organization of Descriptive Text (A Classroom Action Research)" Thesis of English Department, Education Faculty, Walisongo State Institute for Islamic Studies, Semarang, (Semarang: Library of Education Faculty, Walisongo State Institute for Islamic Studies Semarang, 2009), Unpublished.

The result of the research, it makes the students are better in organizing the words, in descriptive text. And by using realia, students are able to transfer the words of object easily and accurately

The similarity between her research and the writer's is on the media used, the research approach and the skill focus of the study (writing). The differences are on the participation, the kind of text, the data collection.

Second researcher is Ari Damayanti, English Department, Faculty of Languages and Arts, Semarang State University, 2007; she conducted study about "The Use of Pictures in Sequences as Media of Teaching Procedure Text a Case of the Tenth Grade Students of SMA Negeri Semarang in the Academic Year 2007/2008.[29]

She did the study because there are some reasons; they are:

1. The function of generic structure of the procedure text has not been explored largely yet by the students

2. Students still get confusion using the imperative verbs and the temporal conjunction exactly in procedure text.

The result of the research, it makes students clear enough in their ability to write procedure text.

The similarity her research and the writer's are on the material (procedure text), research approach and data analysis. The differences are on the participant, media, data collection.

E. Action Hypothesis

In this research, the hypothesis can be stated as there is improvement of students' understanding in writing organization of procedure text after being taught using realia.

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[29]Ari Damayanti (04420513), "The Use of Pictures in Sequence as Media of Teaching Procedure (A Classroom action research)", Thesis of English Department, Faculty of Languages and Arts, Semarang State University, (Semarang: Library of Semarang State University, 2007), Unpublished.