

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. The General Concepts of Writing

a. Definition of Writing

Writing is usually thought to be the most difficult skill to acquire and should only be taught after students have learned the other skills. But here, students are expected to be able to write well. Because by writing, the writer can express what happen in her mind, so that the readers will know about it.

Writing has various kinds, it can be used as a means to express the writers' idea based on her experience, thoughts, and feelings. And in many schools, writing is principally conducted to demonstrate knowledge of decontextualised facts with little awareness of a reader beyond the teacher-examiner¹.

Peter Elbow (1973: 14-16) adds about his concept about L2 writing,

“Writing is a two- step process. First, you figure out your meaning, then you put it into language:”²

Thus it can be stated that writing is one of the language skills which need a physical and mental process of students to express ideas, feelings, experience, message and opinion through words.

b. Types of writing

Finnochiaro stated that naturally, the type of writing system exists in the native language in an important factor in determining to easy of speech with which students learn to write³.

¹ Ken Hyland , *Teaching and Researching Writing*, (Great Britain: Pearson Education, 2002),p.7.

² H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (Great Britain: Longman, 2001), 2nd Ed, p. 336-337.

According to Finnochiaro, there are two types of writing:⁴

a) Factual or Practical Writing

This type of writing deals with facts. The writer can find it in the writing of letter and summaries.

b) Imaginary Creative Writing

This type of writing usually exists in literature. The examples of imaginary writing are novel, romance, fantasy, science fiction, adventure, etc.

The type of writing above 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 poem. When teacher sets a task for young learners students, teacher will make sure that the students will get enough words to do it and also for intermediate and advance students.

c. Writing Conventions

Written text has a number of conventions which separate it out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word and text formation, manifested by handwriting, spelling and layout also punctuation⁵.

1) Handwriting

Handwriting is a personal issue. Students should not all be expected to use exactly the same style. Nevertheless badly-formed letters may influence the readers again the writer, something which is undesirable whether the work is the product of some creative task or, more seriously, work that is going to be assessed in a test. We should encourage students with problematic handwriting to improve it.

³ Marry Finnochiaro, *English as a Second Language: from theory to Practice*, (NY: Regents Publishing Company, Inc., 1974); p.85.

⁴ *Ibid*, p. 86.

⁵ Jeremy Harmer, *The Practice of English Language Teaching*, (Longman: Pearson Education, 2001), 3th Ed., p.255-257.

Thought more and more written communication takes place from a computer keyboard, handwriting is still important for written assignments, and most exams.

2) Spelling

Spelling in writing form is very important to be checked. Although incorrect spelling does not often prevent the understanding of a written message, it can adversely affect the reader's judgment.

One of the reasons that spelling is difficult for students of English that correspondence between the sound of a word and the way it is spelt not always obvious. So, one of the best ways to help students improve their spelling is through reading especially extensively.

3) Layout and Punctuation

Different writing communities obey different punctuation and layout conventions in communications such as letters, reports, and publicity. Such differences are easily seen in the different punctuation conventions for the quotation of direct speech which different languages use, or the way in which commas are used instead of/as much as full stops in certain languages. Some punctuation conventions, such as the capitalization of names, months, and the pronoun I, are specific to only one or a few languages. So, to be successful in writing, students need awareness of these layouts and use/ modify them when appropriate to get our message across as clearly as the writer can.

Thus, the researcher gives a statement that they are crucial aspects in writing. So that, the text is better produced.

d. Writing Process

Writing requires complex thinking; the process of writing involves problem solving and decision making. According to Lundsteen...”writing is a tool for getting along in the world”⁶.

Obviously, written communication is requirement for succeeding in our world of high technology. But what may not be so obvious is how best to teach developing writers so that they involve into the kind of writers capable of capturing their experiences and communicating them through the written word⁷.

According to Lundsteen that “writing process is a complicated intellectual undertaking writers need to be creative enough to generate ideas and goal directed enough to organize those ideas into meaningful text⁸”. Humes adds that" the process doesn't move in a straight line⁹".

Jenkinson stated that,

Teachers who focus on the writing process in a variety of disciplines take students through some variation of these steps: (1) prewriting activities (jotting down ideas, listing thoughts, brainstorming, gathering information, and so on); (2) writing a draft; (3) peer review of the draft; (4) revising; (5) editing; (6) writing the final draft; and (7) publishing.¹⁰

Process writing helps native English – speaking young learners as well as EFL or ESL young learners develop English - language writing skills. It is especially appropriate for ESL or EFL young learners because one of the prominent features is an emphasis or fluency.

The process writing approach involves the process – step necessary to produce a good quality final piece of writing.

⁶ Barbara C. Palmer and friends, *Developing Cultural Literacy Through The Writing Process*,(Boston London: Allyn and Balcon,1994),p.1-2.

⁷ *Ibid*

⁸ *Ibid*, p.5

⁹ *ibid*

¹⁰ *Ibid* p.7

The writing process is:¹¹

1) Prewrite

In this important first step, young learners are given an opportunity to prepare to write and to collect their thoughts and ideas. If done properly, it can ease them into writing without any hesitation or worry.

For every piece of writing there is always prewrite activity. In the classroom, prewriting can be as simple as a drawing activity, or it can be woven into a discussion between the teacher and the learners.

In prewrite steps, you gather ideas to write about. Taking notes in one of way to gather ideas. There are several ways to warm up before you write, they are brainstorming and clustering

2) Write

Young learners write down all of their ideas. They don't worry about form of correctness or even the order. The objective is to get the ideas on paper as quickly as possible. For instance, if young learners are going to be writing a manual on how to use her favorite toy, they could write down the steps they do when they play with it.

3) Revise

The initial piece of writing is examined and reworked so that the ideas are logical and flow together.

4) Edit

Learners (with the help of their teachers, caregivers, or classmates) proof-read their work to make sure that there are not any content errors or grammatical or spelling errors.

Correcting students' errors and helping students to find and correct their own errors presents a riel dilemma for teachers. On

¹¹ Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (NY: Mc Graw Hill, 2006), p. 102-109.

one hand, you do not want to dampen their enthusiasm for writing. On the other hand, they need to know how to write using standard conventions of spelling, grammar, and punctuation.

5) Publish

The writing piece is rewritten in a published or presentable form, in a student-made book, on special paper, and/or on a computer so that it can be displayed or shared.

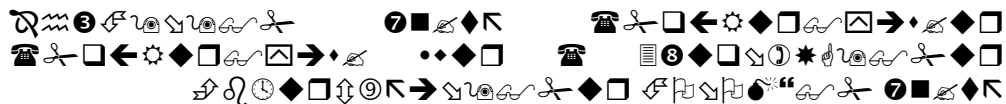
These explanations above are 5 steps in writing process that should be done if someone wants to write easily. Before we write we have to prepare our mind to write properly. Then they have to check, is it the ideas logical?. After that the writer has to check all by reading repeatedly to find these errors. Finally, the writing is ready to publish. So that, the text is better produced.

e. Writing as A Cooperative Activity

O’ Malley et.al define, cooperative as working with one or more peers to obtain feedback, pool information, or model a language activity, and question for clarification as asking a teacher or other native speaker for repetition, paraphrasing, explanation, and/or examples.¹²

Thus, based on O’ Malley state above students can take advantage of the presence of others to make writing a cooperative activity. Cooperative writing works well with both process and genre based approaches. In genre-based writing, two heads analyze genre-specific texts more successfully as a result.

Basically, cooperative learning corresponds to Islamic teaching which is stated in Quran surah al-Maaidah verse 2:



¹² H. D Brown, *Principles of Language Learning and Teaching*, (New York: Addison Wesley Longman ,2000),p.126.

“Help you one another in righteousness and piety, but help you not one another in sin and rancor.”¹³

The verse above explains that cooperative is very suggested in every goodness: in this point is English Language Learning. The writer may put this verse into language teaching learning context by connecting it with the cooperative learning.

Students on a class basis may be organized in groups of four to six students each to work on projects, class exercises or simple to study. In this mode of organization, students are encouraged to help each other and solve problems collectively and synergistically.

One of the advantages is that the other students have more chance to concentrate on the language, think about what is being written, and evaluate it in a more objective way. And the disadvantages are that not everyone is getting actual writing practice¹⁴.

So, the researcher concludes that writing in groups, whether as a part of a long process or as part of a short-game like communicative activity, can be greatly motivating for students, including as it does, not only writing, but research, discussion, peer evaluating and group pride in a group accomplishment.

2. Text

a. Definition of Text

Oxford Advanced Learner’s Dictionary stated that “text is the main written or printed part of a book or page, contrasted with notes.”¹⁵.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

¹³ Yusuf Ali, *Translation*, Retrieved from [http: harunyahya.com. / Quran-translation5.php](http://harunyahya.com/).

¹⁴ Jeremy Harmer, *How to Teach Writing*. (England: Pearson Education Limited, 2004),p.76-77.

¹⁵ A. S. Hornby, *Oxford Advanced Learners’ Dictionary*, (NY: Oxford University Press, 1987), p.1234.

composition on which a note or commentary is written; the original words of an author, in distinction from a paraphrase, annotation, or commentary”¹⁶. And Longman Dictionary of Applied Linguistics stated that “text /tekst/ 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”¹⁷.

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.

b. Types of Text

There are two types of the text, they are¹⁸:

- Literary texts

Literary texts include Aboriginal Dreaming Stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes, and soap operas. They are constructed to appeal to our emotions and imagination. Literary texts can make us laugh or cry, think about on our life and considers our beliefs. There are three main text types in this category: narrative, poetic and dramatic. Media text such as films, videos, television shows, and CDs can also fall in this category.

- Factual texts

Factual texts include advertisement, announcements, Internet web sites, current affairs shows, debates, recipes, reports and instructions. They present information or ideas and aim to show, tell or persuade the audience. The main text types in this category are recount, response, explanation, discussion, information report, exposition and procedure.

¹⁶Horland, Retrieved on Friday, March 12th 2010 at 16.05 from <http://www.brainyquote.com/words/te/tex229385.html>.

¹⁷ Jack Richards and friends, *Longman Dictionary of Applied Linguistics*, (England: Longman, 1990), p.292.

¹⁸ Mark Anderson and Kathy Anderson, *Text Types in English 1*, (South Yarra: Machmillan Education Malaysia,1997),p.1-3.

3. Genre

a. Definition of Genre

The word genre comes from the French (and original Latin) word for 'kind' or 'class'. The term is widely used in rhetoric, literary theory, media theory, and more recently linguistics. Robert Allen notes that 'for most of its 2,000 years, genre study has been primarily numerological and typological in function'¹⁹.

Swales (1990) defines²⁰,

Genre as a class of communicative events which has (1) a shared set of communicative purposes that are recognized by the parent discourse community, (2) established constraints on contributions in terms of their content, positioning and form, and (3) nomenclature for genres that is determined by the discourse community. The feasibility study, progress report, and research report are all examples of what today we would call genres.

Each genre is characterized by a distinctive schematic structure, that is, by a distinctive beginning, middle and end structure through which the social function of the genres is realized. While some purposes for speaking and writing remain constant across cultures, the ways in which these purpose are realized vary. Thus it is likely that there will be considerable variation of genres between cultures²¹.

Thus from the explanation above, the researcher concludes that genre (in classroom context) is simple texts or type of literature which is communicative in its explanation to the students.

b. Kinds of Genre

There are twelve kinds of genre²², they are:

¹⁹ Daniel Chandler, *An Introduction of Genre Theory*, Retrieved on Monday, March 22nd 2010 at 11.03 from http://www.aber.ac.uk/media/Documents/intgenre1.html#*

²⁰ Master, Peter. *Responses to ESP*, (San Jose: State University, 1998).p.37.

²¹ Jenny Hammond and friends, *English for Social Purposes*, (Australian: Macquarie University, 1992), p. 2.

²² Mark Anderson and Kathy Anderson, *op.cit*, p.3..

1) Recount

Recount is a piece of text that retells events for the purpose of informing or entertaining.

2) Report

Report is a piece of text that describes the way things are, with reference to a range of natural, man-made and social phenomena in our environment.

3) Discussion

Discussion is a piece of text that presents (at least) two points of view about an issue.

4) Explanation

Explanation is a piece of text that explains the processes involved in the formation or workings of natural or sociocultural phenomena.

5) Exposition (Analytical)

Exposition – analytical is a piece of text that persuades the reader or listener that something needs to get attention.

6) Exposition (Hortatory)

Exposition – hortatory is a piece of text that persuades the reader or listener that something should or should not be the case.

7) New item

New item is a piece of text that informs readers, listeners and viewers about events of the day which are considered newsworthy or important.

8) Anecdote

Anecdote is a piece of text that shares with others an account of an unusual or amusing incident.

9) Narrative

Narrative is a piece of text that amuses, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

10) Procedure

Procedure is a piece of text that describes how something is accomplished through a sequence of actions or steps.

11) Description

Description is a piece of text that describes a particular person, place or thing.

12) Review

Review is a piece of text that critiques an art work, event for a public audience.

4. Procedure Text

a. Definition of Procedure Text

According to Nystrand and Himley (1986: 81)

A text is explicit not because it says everything all by itself but rather because it strikes a careful balance between what needs to be said and what may be assumed. The writer's problem is not just being explicit; the writer's problem knowing what to be explicit about.²³

Writing is the last skill in English that we cannot ignore. When the students write a text, they should not only write semantically correct but also should use correct grammar. Generally, writing is a complex process that involves a range of skills and tasks because by writing process, each of which focuses on specific tasks.

Creating a text requires us to make choices about the words they use and how they put them together. If students make the right choices then they can communicate with others. Our

²³ Key Hyland, *op.cit*, p.8.

choice of words will depend on our purpose and our surroundings (context).²⁴

As procedure, therefore, is a piece of text that gives us instructions for doing something.²⁵

Thus, from the explanation above, the researcher concludes that procedure text is any meaningful stretch of language in oral and written that has social purpose to describe how something is accomplished through a sequence of actions or steps.

b. 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.

c. Generic Structure of Procedure Text

According to Swales, “structure of texts is a device that supports communicative purpose”²⁶ Some with other text type, procedure text also has generic structure according to communicative purpose of the text itself. However there are certain similarities within the texts with the same purpose. 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 procedure text also called as constructing a procedure text. Constructing itself comes from the verb “construct”, which has meaning: to build something, to put or fit something together, to form together²⁷. Both of them have same meaning, there are three generic structure of procedure text, they are²⁸:

²⁴ Mark Anderson and Kathy Anderson, *op.cit*,p.1.

²⁵ *Ibid*.p.50

²⁶ J.Swales, *Genre Analysis*, (UK: Cambridge University Press,1990),p.42.

²⁷ Oxford, *op.cit* p. 247.

²⁸ Mark Anderson and Kathy Anderson, *op.cit*, p. 53.

- ✓ An Introductory statement that gives the aim or goal.
- ✓ A list of the materials that will be needed for completing the procedure (not required for all procedural texts).
- ✓ 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.

Thus from the explanation above, it can be concluded that there 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.

d. Significant Lexicogrammatical Features

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

- 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.

- 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.

- 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.

e. The Example of Procedure Text²⁹

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
- g) Seventh, turn the omelet with a spatula when it browns
- h) Next, cook both sides
- i) Then place on a plate; season with salt and pepper.
- 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.

5. 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

²⁹ Otong Setiawan Djuharie, *GENRE*, (Bandung: CV. YramaWidya, 2008), page. 39.

written about and used in teaching³⁰. 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-sensory impressions of the language which, as Rivers (1983) notes is "learned partly at least through seeing, hearing, touching, and manipulating" items³¹. 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 realia as English teacher, the use of realia is only limited by our imagination. It is possible to use realia to teach almost 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 spoken³².

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

³⁰ Bryan Smith, "University of Arizona Program in Second Language Acquisition and Teaching Tucson, Arizona 85721- virtual realia", Retrieved on Monday, December 25th 2009 at 09.07 o'clock from <http://iteslj.org/Articles/Smith-Realia.html>

³¹ *Ibid*

³² Chris Soames, *Using Realia in the Classroom*, retrieved on Monday, March 22nd 2010 at 11.03 from: <http://ezinearticles.com/?Using-Realia-in-the-Classroom&id=3937314>.

reference. It also allows language learners to see, near, and in some cases touch the objects³³. There are some examples the use of realia :

- To illustrate and teach young learners vocabulary for animals, clothing, and fruit for example, I use actual objects or facsimiles there of (pieces of clothing, toy animals, and plastic fruit). For transition period, it's a very useful tool in making the abstract concrete.
- 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.
- Realia, were used “frequently”, as one might expect in elementary school³⁴.

Realia not only has some advantages, but it has some disadvantages too, they are:

- Not all of realia can be brought into the classroom
- It not saves time when realia is used to practice in the classroom
- Teacher and students need more preparation while they using realia.

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

6. Targeted Skill of Writing

According to Heaton, writing involves the following skills³⁵:

a. Grammatical skills

The Ability to write correct sentences.

b. Stylistic skills

The ability to manipulate sentences and use language effectively.

³³ Wreight, Hornmond, , Retrieved on Saturday, April 10th 2010 at 10.00 from <http://www.usingenglish.com/weblog/archives/000228.html>.

³⁴ Marguerite Ann Snow and Donna M. Brinton. *The Content-Based Classroom*. (New York: Longman Published,1997),p.29.

³⁵ J.B. Heaton. *Writing English Language Test- A Practical guide for teachers of English as a second or foreign language*. (Longman : Longman Group Limited, 1975),1st Ed., p.138.

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.

7. Writing A Good Paragraph

Basically, students are hoped can write paragraph well, so that they have to follow the general component of writing. Paragraph is a group of sentences which has one main point and some supporting sentences. A paragraph has unity when all of its sentences are related to the main point. Most of teachers probably agree that there are fifth general components of writing, they are³⁶:

1. Content is the substance of writing, the ideas expressed.
2. Form is the organization of the content.
3. Grammar is the employment of grammatical form and syntactic patterns, that is included in language use categories.
4. Vocabulary is the choice of structure and lexical items to give a particular tone a flavor the writing. It is also called style.

³⁶ Arthur Hughes, *Testing for Language Teachers*,(NY: Cambridge University Press, 2003), 2ndEd, p. 104.

5. Mechanic is the use of the graphic conventions of the language.

In writing a good paragraph, students should concern to three based thing, they are:

a. Unity

Based on the explanation above that paragraph has unity when all of its sentences are related to the main point. Unity is an important element of a good paragraph. It means that a paragraph discusses one and only one main idea from beginning to end³⁷.

b. Coherence

Another element of a good paragraph is coherence. Co- is a Latin prefix that means “together” or “with”. So, the verb cohere means “hold together”³⁸. Coherence itself means that a paragraph is easy to read and understand because the supporting sentences are in some kind of logical order and the ideas are connected by the use of appropriate transition signals³⁹. For coherence in writing, the sentences must hold together; that is, the movement from one sentence to the next must be logical and smooth. Coherence has crucial position in a paragraph, because without it, a paragraph cannot be understood easily by the reader. To achieve coherence, the writer need to use the transition, such as however, but, finally, fundamentally, basically, although and nevertheless.

c. Logical Order⁴⁰

Order means direction or chronological steps to express the ideas into written form. Usually a paragraph is called better if the writer try using it well. Some common kinds of logical order in English are chronological order, logical division of ideas and comparison/contrast.

³⁷ Alice Oshima and Ann Hogue, *Writing Academic English*, (Longman: Pearson, 2006), 4th Ed, p.17.

³⁸ *Ibid*, p.40

³⁹ *Loc.cit*.

⁴⁰ *Ibid*, p. 53.

✚ Chronological order

Chronological order is a way organizing according to the time in which are happened. For example chronological order signal words and phrases, first, first of all, second, third, then, next, after that, soon, later, later on, finally, at the same time, now, gradually, eventually, etc.

✚ In logical division of ideas

A topic is divided into parts, and each part is discussed separately. The model paragraph about gold uses logical division, it discusses gold's beauty and its utility.

✚ In a comparison/contrast paragraph

The similarities and/or differences between two or more items are discussed.

Thus, the researcher concludes that writing a good paragraph is difficult, moreover for students in Junior High School of grade VII. Because there are five components such as content, organization, grammar, vocabulary and mechanic that will be mastered by students. Also there are some criteria that will be needed a paragraph, such as unity, coherence and logical order. So, writing skill is difficult that other skills such as reading, listening and speaking.

8. Teaching Writing for Junior High School

Teaching English at Junior High School encompasses the four language skills. They are taught in explicit manner; therefore it cannot separate them from one another because they are related to each other.

Teaching writing at Junior High School is not easy as teaching other language skills which must be learnt as other language skills which are mastered, and it demands very much of learner, either the basic language proficiency to control her/his language performance, or his effort to have writing practice continually. Still time allotment to learning English at Junior High School is limited

that the students might not get much attention and guidance from their teacher.

While writing, students also need much time to think. Teacher asks students to focus on accurate language use and ideas what they will write. It will provoke their language development, which ideas will put on the text. Specific attention is needed in teaching writing English for Junior High School because the range of students' age is varies between thirteen to fifteen years old.

Students in this transition – period are change of physical, intellectual, emotional and social. Studies show that brain growth slows down during these years, so cognitive skills of learners may expand at a slower rate; however, refinement of these skills can certainly be reinforced. Mark Pennington's has statement that students in this transition period have less motivation, and they present outright discipline problems⁴¹.

Based on the statement above, the researcher concludes that the teacher's role is needed to motivate students in teaching learning process while students in transition period. They have some characteristic, they are:

- a. Curious and willing to learn things they consider useful.
- b. Focused on themselves and how they are perceived by their peers.
- c. Beginning to think critically
- d. Enjoy solving "real-life" problems and they would be much happier if such problems didn't exist.
- e. Resists adult authority and asserts independence

⁴¹ Mark Pennington, *Characteristics of Middle School Learners (transition-period)*, Retrieved on Wednesday, April 14th 2010 at 19.24 from <http://ezinearticles.com/?Characteristics-of-Middle-School-Learners&id=1843077>

- f. They have great capacity to learn, have a great potential for creativity and a passionate commitment to things, which interest them.⁴²

When helping students to become better writers, teachers have a number of crucial tasks to perform. The numbers of crucial tasks to perform are⁴³:

1) Demonstrating

Teachers have to be able to draw about writing convention and genre constraints in specific types of writing to their attention.

2) Motivating and Provoking

Student writers often find themselves 'lost for words', especially in creative writing task. This is where the teacher can help, provoking the students into having the ideas, enthusing them with the value of the task, and persuading them what fun it can be.

3) Supporting

Students need a lot of help and reassurance once they get going, both with ideas and with the means to carry them out. Teachers need to be extremely supportive when students are writing in class, always available and prepared to help students overcome difficulties.

4) Responding

When responding, we react to the content and construction of a piece supportively and often make suggestions for its improvement.

5) Evaluating

There are many occasion, however, when we do want to evaluate students' work, telling both them and us how well they have done. All of us want to know what standard we have reached (in this case of a progress /achievement test). When evaluating our

⁴² *Ibid*

⁴³ Jeremy Harmer, *How to Teach Writing.op.cit* ,p.41-42.

students' writing for test purposes, we can indicate where they wrote well and where they made mistakes, and we may award grades; but, it although test-marking is different from responding, we can still use it not just to grade students but also as a learning opportunity.

Thus, the researcher concludes that English teacher has crucial role and tasks to perform to students in Junior High School, especially at transition-period, because sometimes they have less motivation.

9. The Difficulties of Teaching Writing at Junior High School

Writing has a little portion in Junior High School. Students in Junior High School as Susan Halliwell write, not talking about classroom where children spend all their time sitting still in rows or talking only to the teacher⁴⁴. Because children love to express their mind through written.

The writing skill is complex and difficult to teach. Fundamentally, writing is learned, rather than taught, and the teacher's best methods are flexibility and support⁴⁵.It means responding to the specific instructional context, particularly the age, first language and experience of the students, their writing purposes, and their target writing communities, also providing extensive encouragement in the form of meaningful contexts, peer involvement, prior texts, useful feedback and guidance in the writing process.

In learning writing, the students aren't only had to know the vocabularies or words, but they have also known how those words can be a paragraph. According to Zakiyatul Mukaromah as quoted by Toyyibah, there are some real difficulties in teaching writing related to make the students can transfer their ideas, they are⁴⁶:

⁴⁴ Jeremy Harner. *The Practice of English Language Teaching*. op.cit.p.38.

⁴⁵ Ken Hyland,op.cit.p.78.

⁴⁶ Toyyibah, *Using Realia to Improve Students' Writing Organization of Descriptive Text: A Classroom Action Research with the 7th graders of MTS Nahdlatusyubban Ploso*

a. Exciting Students

Writing is related to grammatical skill and the other supporting skills such as stylistic skill, mechanical skill, and judgment skill. These four skills may scare the students. It seems something so rough that they will get stress first and they can't understand what teacher explains. It means that the first difficulty is that to excite students to write as well as possible. Therefore, the teacher's role in engage process in teaching writing is very important thing to excite students.

b. The use of an appropriate media

It is possible for a teacher who teaches without using a media. In order that a lesson or a material is more interesting, the teacher should use a media. It can be pictures, realia, or even a computer set. In addition, the use of media can establish whether the learning process is success or not.

c. Teaching grammar

We know that grammar is central to teaching and learning of languages. It is also one of the more difficulty aspects of language to teach well. Furthermore, the students are not too interested in learning grammar. They may be confused because so many patterns of forms they have to remember. Moreover, if a teacher cannot use an appropriate method to teach grammar, the teacher will spends all the time to teach grammar, whereas at the time is to teach writing and the students are asked to make a writing work. If it happens, objectives of the lesson cannot be reached.

Thus from the explanation above, there are some real difficulties in teaching writing at Junior High School. So, the researcher gives a statement that impossible to teach writing effectively without good strategy from the English teacher in each school. As a good English teacher, he/she have to make students at Junior High School seventh grade enjoy when teaching-learning writing process with make it more interesting.

According to the Zakiyatul Mukaromah as quated by Toyyibah, there are some suggestions to make teaching writing more interesting, they are⁴⁷:

1. Ensure students that writing is interesting

Writing is an interesting activity where students can develop their ideas, feeling and thought. The best thing that a teacher can do to help students grow as writer is the helping them to understand that writing is a process.

2. Choose an appropriate topic

The choice an appropriate topic can establish how the students explore their ideas. Usually, the students feel enjoy with interesting the topic. The example is when the teacher teaches about procedure text, the topic can be taken from their ability or their experience.

3. Use an interesting media

Media can help students to learn, also make them enjoy. The use of media itself can be established by considering what levels the students are. The creative teacher will choose an interesting media that can be found easier and it is familiar with the students such as things around their life.

4. Give more examples

Each student has different style, ability, motivation and spirit. Some of them will be more try and try if there is example

⁴⁷ *Ibid*,p. 22-23.

from teacher's explanation. It is easier for the students to write when they look at examples. When the students are looking at the examples, they will read them and learn about the forms or patterns. It helps them to understand automatically.

10. 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-sensory impressions of the language which, as Rivers (1983) notes is "learned partly at least through seeing, hearing, touching, and manipulating" items⁴⁸. 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 Toyiyah (in the thesis of Akrimatusholikhah), there are 5 criteria that support the use of realia in a classroom activity, they are⁴⁹:

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

⁴⁸ Bryan Smith, *loc.cit*,

⁴⁹ Toyiyah, *op.cit*, p.30.

simple media that can be brought in the class 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.

11. Students' Ability in Writing

Students' ability in writing is decided by four skills, they are grammatical skill, stylistic skill, mechanical skill, and the last is judgment skill. The step which is student has ability to write correct sentences, it is called grammatical skill. The step which is student has ability to manipulate sentences and use language effectively. It is called stylistic skill. The step which is student has ability to use correctly those conventions peculiar to the written language such as

punctuation and spelling, it is called mechanical skill. The last step which is students ability to write in an appropriate manner for a particular purpose with a particular audience in their mind together with an ability to select, organize, and order relevant information⁵⁰. Sometime, while writing there are two or more short compositions usually provide more reliable guides to writing ability, they are enabling the testing of different registers and varieties of language⁵¹. So, writing ability is complex, because it is not only based on one or two skills.

12. Improving Students' Ability in Writing

Writing as one of the four skills of listening, speaking, reading, and writing, it has always formed part of the syllabus in the teaching of English. Improve students' ability in writing is not easy way. Because writing needs a complicated intellectual undertaking, there is a process such as prewrite, write, revise, edit and publish. If there is students' improvement in writing ability, it can be showed by these indicators below⁵²:

- a. Students are able to write correct sentences.
- b. Students are able to manipulate sentences and use language effectively.
- c. Students are able to use correctly those conventions peculiar to the written language.
- d. Students ability to write in an appropriate manner for a particular purpose with a particular audience in their mind together with an ability to select, organize, and order relevant information.

Actually, writing encourages students to focus on accurate language use, because they think as they write, it may well

⁵⁰ J. B. Heaton, *loc. cit.*

⁵¹ *Ibid*, p.128.

⁵² *Ibid*. p. 138.

provoke language development as they resolve problems which the writing puts into their minds.

B. Previous 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, students' number: 3104306 (English Department of Tarbiyah faculty Walisongo State Intitute for Islamic Studies Semarang,2009) on the title Using Realia to Improve Students Writing Organization of Descriptive Text in A Classroom Action Research with the 7th Graders of MTs Nahdlatusyubban Ploso Karangtengah Demak in The Academic Year of 2008/2009). 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 skill⁵³. 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 Tri Yuliani, students' number: 3102620610 (Language and Art Faculty of State University of Semarang, 2007) on the title The Use of Picture as Media in Writing a Descriptive Text in The Case of Year VII Students of SMP N I Tarub, Tegal in The Academic Year of 2006/2007 . The

⁵³ Toyyibah, *Ibid*

similarity is that this research focused on writing skill⁵⁴. 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).

The researcher here has the title of “Improving Student’ Ability in Writing Procedure text Using Realia (A Classroom Action Research with Students of Grade VIIG at SMP N 18 Semarang in the Academic Year of 2010/2011). This research has same skill with the two theses above. The researcher wants to improve students’ ability in writing procedure text using realia involved their ability in content, organization, vocabulary, grammar, and mechanic. So, the researcher hopes that this researcher can fill in the gap in teaching writing procedure text.

C. Action Hypothesis

Based on the title of “Improving Students’ Ability in Writing Procedure Text Using Realia”, the researcher has hypothesis that realia can improve students’ ability in Writing Procedure Text, because students’ ability in writing can be improved by true strategies in teaching writing through realia as an teaching aid. These students’ ability improvement in writing can be showed by some indicators and all of them is writing as a cooperative activity.

⁵⁴Tri Yuliani, *The Use of Picture as Media in Writing a Descriptive Text in The case of Year VII Students of SMP N I Tarub, Tegal in The Academic Year of 2006/2007*. Bachelor Thesis, (Semarang: UNNES, 2007).