

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Writing Skill

Writing is the ability which should be mastered in English learning by composing some sentences into paragraph by using correct structure, as like Suminar & Putri (2015) define that writing as the process to tell something in which it can be imagination or real to express ideas, opinions and organize them in simple sentence or short paragraph. Additionally, writing can be defined as a manner of communication by transforming observation, information, and ideas into written form, so it can be shared with others (Jusman, et al, 2014). Therefore, as Okasha & Hamdi (2014) explained that writing is one of the most important skills in teaching English; it means the students should master writing skill, in order to understand well about the process and product of writing.

Based on the experts' opinion above, the researcher can conclude that writing is important skill which should be mastered by the students. The students are necessary to give attention on the writing aspects, so that they can make a good writing.

2.1.1 Writing for Vocational High School

Vocational High School in Indonesia is included as EFL learners, writing in EFL as Ibnian (2011) stated that is the main part in the curriculum which is related to creativeness; in addition writing is one of the skills which can be raised to achieve. Therefore, improving students' writing is supposed as important thing for EFL learners throughout their training (Ibnian, 2011). During their training,

EFL learners need to develop some writing aspects such as: the ability to write completely and meaningful, coherent, clear and organize some ideas well, use communicative language, select suitable words and idioms also use correct mechanics in writing (Ibnian, 2011).

As Alodwan & Ibnian (2014) showed that writing skill is valuable skill for helping students to communicate and understand how the parts of language set out together, besides that writing is one of the four majors in language learning that need to be mastered by language learners. According to Boström (2013) stated that learning strategy of all skills are essential for variety of vocational programs, especially about interaction quality in teaching and learning. Therefore, writing as Retnaningsih (2013) explained that is an essential skill for academic purposes. The PISA report (OECD, 2010 in Boström, 2013) emphasized that learners with ability which is developed well to manage their selves in learning can decide appropriate learning goals and use their prior knowledge also skills to select strategies for different tasks. Actually writing as Jusman, et al (2014) argued that it is very important to learn by the students because it is used extensively in higher education and in the workplace. From that the researcher will do a study about writing in vocational high school, because that school is nearby the workplace.

In short, writing is one of skill which has to be learned in all vocational programs and the advantage which will be got by the vocational learners' who are capable in mastering the skill by using their prior knowledge and use strategies to finish the tasks well. And actually all vocational learners should be mastered writing skill, because it is included one of skills that nearby workplace as the target of vocational learners after graduating the school.

2.1.2 Aspects of Writing Skill

Writing skill has some aspects which should be mastered to make a good writing, according to Hughey et al (1983:139-140) states that there are five aspects of writing. Here the following aspects are:

1. Content

It refers to substance of writing that should be unity with each statements or sentences and it also presents as unit in developing a subject.

2. Organization

It refers to the logical organization of the content or usually called by coherence. It contains sentences that are arranged logically and smoothly.

3. Vocabulary

It refers to the selection of words which are suitable with the content. It begins with the assumption that the writer want to express the ideas clearly and directly.

4. Language Use

It refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationship in writing paragraph.

5. Mechanic

It refers to the use graphic conventional of the language, such as the steps of arranging letters, words sentences, and paragraphs by using knowledge of structure.

Similar with Hughey et al (1983:139-140), Cohen (1994: 328) also mentioned five aspects of writing, such as: (1) content, stating main ideas and

delivering opinion clearly; (2) organization, it is about coherent and logical; (3) vocabulary, selecting word forms and using idioms; (4) grammar, controlling the sentence structure; (5) mechanics, mastering of spelling and punctuation.

Furthermore, Harris (1969: 68-69) also stated five components in writing, those are: (1) content, it consists of writing substance and ideas; (2) organization, it is about form used of the content; (3) grammar, paying attention of grammatical structure and syntactic form; (4) style, choosing the structures of the text that will be written; and (5) mechanic, the use of detailed principle of language.

Other writing aspects pointed out by Christina (1976: 205), there are three aspects, as follow: form of language on the sentence correctly, mechanics of punctuation, and organization of content. Besides that, according to Harmer (1986:37) in Susanti (2015) mentioned some components in writing. Those are:

1. Mastering the mechanics of letter formation.
2. Mastering and following rules of spelling and punctuation.
3. Using correct grammatical structure to express the meaning of sentences.
4. Organizing content in the paragraph and completing text to reflect new information or topic.
5. Selecting an appropriated style for one's audience.

In short, writing is a process of transferring ideas into written form. In this case, the students are expected to make text in logical order. Then, to make the text or paragraph meaningful, the students or writer should give attention to those aspects or components of writing skill.

2.1.3 Process in Writing

Those are writing process stages according to White and Arndt (1991): (1) group discussion; (2) brainstorming; (3) selecting ideas; (4) draft which is still rough; (5) self-evaluation of preliminary; (6) arranging information; (7) the first draft; (8) peer assessment and responding; (9) conference; (10) secondly draft; (11) self-evaluation; (12) finished draft; (13) response to final draft.

In contrary, Hedge (1997) explained following steps of process in writing: (1) Firstly, being motivated to write, (2) Secondly, receiving ideas collectively, (3) Making outline, (4) Taking notes, (5) Arranging first draft, (6) Revising, re-planning, redrafting, (7) Editing and publishing.

Furthermore, Meyers (2005:3) mentioned some steps of writing process which can help the writers are easy to write, those are:

1. Explore ideas

It considers of the subject, purpose, and audience, so in exploring ideas should be know and understand about what the subject is, what the purpose is, and who the audience is to make the ideas will be clear.

2. Pre-writing

In pre-writing there are three techniques which can be used, the writer can use one or more of those techniques. Here the following techniques in pre-writing:

- a. Brainstorming or usually called by making a list, it means to write down all things which are related with the topic.
- b. Clustering technique also known as mapping ideas, this technique is helpful for the writers who like to think in visual way.

c. Free writing technique, it means write down in rough sentences or phrase which are related to the possible topic.

3. Organize

Here, the writers can select the possible topic first, then make the outline about some ideas that are related to the topic.

4. Write a first draft

Write quickly to record the thoughts also take notes on the paper if there is new idea.

5. Revise the draft

In revising, the writer needs to check the organization of the paragraph and the ideas. In short, the target of revision is about the content and organization of ideas.

6. Produce the final paper

The last step in writing process is about producing the final paper; here the writer needs to rewrite the text without afraid or confusing to do some mistakes because before that, the writer has revised it.

Meanwhile, Harmer (2004:4) also explains some writing processes that generally have known by the writer, as follows:

1. Planning

Planning is the first process in writing. It is necessary because talking about the planning what the writer want to write in the paper, usually it is contained of some detailed notes.

2. Drafting

The second process is drafting. Here, the writer begins to put some ideas which are related to the topic.

3. Editing

In this process is about revising after drafting. The writer should read the written text to know whether the writing is clear or not and the way to deliver ideas is ambiguous or not.

4. Final version

This is the last process of writing which have to make the change after revising and editing the draft. Actually in this process has different content from both original plan and the first draft, because both of them have been changed in editing process. The writer should pay attention on the whole text in this process.

In conclusion, all of the writing processes according some experts are almost same; the main point that the writers should be mastered in writing skill is about understanding the topic that will be discussed and generating ideas related to the topic itself.

2.2 Procedure Text

2.2.1 Definition of Procedure Text

For mastering writing skill, the researcher needs to determine the text type and this research will be done by using procedure text. According to Nuryadi (2015) argue that Procedure text is a kind of text type that provides instruction to do something trough a sequence of action or steps. Bachtiar (2010: 398) also

stated that procedure text tells about how to make something in a sequence of actions and steps. Furthermore, the purpose of procedure text is about providing sequenced directions in order to make the reader can follow the activities correctly and safely. Besides that, procedure text is one of the text types in writing that should be well-mastered by the students. They have to be able in writing a procedure text, because it is used to make some steps or get something done that are related to the daily life. That is why procedure text is very important to be learnt (Ariyuni, 2015).

In addition, Good procedure text will make the readers are easier in following the instructions, as Istikomah (2009) mentioned that there are some criterions in arranging good procedure text, (1) clear, it means that it will be easy to follow and not confusing; (2) logic, it means that the sentences order should be related one and another; (3) simple, it means that it only composes the important things. By regarding as the three criterions that have been explained before, procedure text will easy to understand. Procedure text which will be written by the machinery students is not general procedure text that have been available in the English book but the material which will be adjusted as like students need or based on their material in machinery book.

2.2.2 Generic Structure of Procedure Text

Furthermore, the generic structure of procedure text (Djuharie, 2007; Emilia, 2011) in Ruswinarsih (2015):

1. Goal, it provides the aim of activity and predicts the conclusion that might happen.

2. Materials, this part is contained some things that needed to make something or to do an activity.
3. Steps, this part is contained some sequential order to complete the procedure of making or doing something. Every step is written in the form of imperative or command.

Similarly, Wadirman, et al (2008: 134) also mentioned generic structure of procedure text. There are three parts, such as:

1. Goal or purpose

This part to give information about what the writers will be done, so the writer should make the goal or purpose that usually as the title of procedure text clearly.

2. Material

Items which are needed to make and object or to do something. Actually the important one in procedure text is the material because without material, it will be difficult to finish what the writer want to do as the goal of procedure text before.

3. Method or steps

This part is about the ways of making object or doing something. The content of this part is some ways to achieve the best result and finish the goal.

Besides that, Mark and Kathy (1998: 257) in Istianah (2011) explain three common generic structure of procedure text, firstly is introductory statement that contain the aim or goal of the text, secondly is a list materials that will be needed for completing procedure, and the last is a sequence of steps in the order which need to be done.

As the common generic structure of procedure text that should be enclosed of goal that want to do or make, then materials that should be prepared, and the important one is about steps that telling of some sequential order to do or make something clearly.

2.2.3 Language Features of Procedure Text

The common language features of procedure test according to (Djuharie, 2007; Emilia, 2011) in Ruswinarsih (2015), those are:

1. Using action verb inform of imperative and command
2. Using simple present
3. Using sequence connector
4. Using number
5. Using words, phrases or clauses which indicate when certain step will be done.
6. Sometime using adverb of manner, or words, phrase, and clause which indicate of how to do something.

As Gintings and Rumini (2012) also mentioned some of language use in writing procedure text, such as: (1) using imperative sentences; (2) using action verb; (3) connectives, to connect series of activities; and (4) adverbial, to make clear about time in detail. Istianah (2011) has same opinion about language use in procedure text, as follow: (1) using technical language; (2) using time words or numbers; (3) using action verbs; (4) using noun phrase; (5) using imperative sentences. Susanti, et al (2015) also has same opinion about language use in procedure text, those are: using imperative sentences and using connector word to put the step in correct order.

From those expert opinions are same; the writer should fulfill the language features in order to make good procedure text. So, all of the language features should be available in good procedure text.

2.3 Guided Writing Strategy

Guided writing strategy is one of strategies that is included in collaborative learning. As like Turbill (2007) says guided writing strategy is one of strategy in teaching which is important to improve and expand the competence in writing text. According to Bachtiar and Sagala (2012) define guided writing is the mainly valuable strategy for improving learners' writing skill. Because of that, the researcher will give this strategy in writing procedure text.

In addition, this strategy can be used not individual only but in group activity also, so that the students can share their ideas with the others and they also can help each other in their group. According to Oczkus (2007) argued that guided writing strategy is not only used individually but also by grouping, the learners can organize ideas and generate written texts. Juriah (2015) also defines that guided writing as individual or group work that the learners apply word maps or table used in guided writing to help the writers arrange their ideas in writing the text types. Besides that, Calp (2015) explained that guided writing strategy is one of the strategies that offer a chance for the students especially in reviewing previous writing skill in a small-group and applying the skill through independent writing. Additionally, Hartanti (2011) claims that guided writing can make the teacher helps the students to work closely in small group of students based on their needs. During guided writing activity, the teacher may gather a small group

and model writing, or may complete by shared writing activity together. So, both of activity model can be applied by using guided writing strategy, whether an activity model or both of them will be done directly.

Based on the errors that the students have done in writing, Holdich and Chung (2003) argue that guided writing give the best opportunities especially for young writers to be able in using connection between text, sentence, and diction also facilitate the learners to figure and rewrite the text by thinking about particular criteria. Hartanti (2011) stated that guided writing strategy is valuable for the types of teaching purposes. This strategy allows students to reflect on the audience, goal, topic, and text type when make a plan about their writing. Besides that, this strategy also allows the students to pay attention on the principles such as spelling, punctuation, standard usage, and handwriting. Additionally, perhaps it also used to persuade the students to give revision and correction on their writing.

Considering those facts guided writing strategy can be done in small group also individual to habituate the students in composing good written text by paying attention on the writing aspects. Actually guided writing strategy is the strategy that needs the teacher as model to guide the students in writing text type correctly. The researcher will employ this strategy for the focus that has been chosen, with the purpose of investigating students' writing skill in making procedure text correctly.

2.3.1 Procedures of Guided Writing Strategy

Every strategy has procedure which should be done and actually the procedure can make the strategy give successfulness to the teaching learning

process. Here the procedure of guided writing strategy according to Galbraith and Torrance (2004, p. 64) mentioned two significant aspects about practical implications of writing strategies as follows: (1) Planning strategy, in which the writers focus on working out what they want to say before they write on the paper, and only start to generate full text. Based on the planning strategy, the teacher could use available media (such as pictures, animations, and video) or instruments to assist writing and guide students who have some ideas to express before beginning the handwriting. (2) Revising strategy, in which the writers work out what they want to say by writing, the content is about a series of draft.

According to this strategy, students can think of what they want to write by observing the media content and simultaneously revising their drafts. On the other hand, according to Richardson (2010) assumed that this strategy involved some activities, those are:

1. Firstly, familiarization with text type. In shared, students guided and reading independently. Here the students explore a number of text types.
2. Analysis of the text. Identify common features, structure and language values of valuable writing.
3. Capturing ideas. Doing possible activities which are related to the relevant content.
4. Teacher modeling. Shared writing and demonstrating the thinking process and how to organize ideas.
5. Teacher scribing. Ideas generated by students
6. Supported writing. Guided writing in small groups.

7. Independent writing. Preparation outlines, rework, edit, proofread, peer/self assessment etc.

Meanwhile, Ningsih (2016) believes that procedure of guided writing strategy is started by giving topic that will be discussed, and then the teacher gives materials which are related to the topic, such as language use and generic structure of the text type that will be discussed. The teacher also gives an example of the writing form to the students in term of guided writing strategy. The teacher writes the example on the whiteboard, and then the teacher explains how to write in English correctly by asking the students copy and rewrite the English writing made by the teacher. Then, the students practice to make a written text based on teacher's guidance and the last teacher gives evaluation to the students about their writing products.

Actually from those procedures have similarity, the expert states that guided writing strategy has reading as the first step or by using media to build students' ideas, providing some ideas which are related to the topic by teacher's guidance, writing in a small group, and writing individually. From both procedures, the researcher prefer to Richardson (2010) because the procedure is clear to be done and has same purpose with the researcher.

2.4 Previous Study

Here some previous studies which have done based on the research about the use of guided writing strategy towards writing machinery procedures. The first study was conducted by Lan et al (2011) which the title is "Effects of Guided Writing Strategies on Students' Writing Attitudes Based on Media Richness

Theory”. The goal of this study is to expand the dissimilar guided writing strategies based on media richness theory and assess the result of writing strategies on younger learners’ writing attitudes which is focused on 66 students of sixth grade with an average age of twelve as the participants of this research. This research used experimental research design as the method and for collecting the data; the researcher utilized tests and questionnaire. In analyzing data, the researcher used one-way ANOVA. The finding implied that providing a web-based learning with high richness media could guide the learners to write and achievement positive writing attitudes.

The second study was conducted by Lestari et al (2015) which the title is “Teaching Writing a Descriptive Text by Using Guided Writing Strategy”. This research aimed to examine the efficiency of teaching writing a descriptive text by using guided writing strategy at eighth grade students. Thirty-four students in the eighth grade of SMP Negeri 17 Pontianak is the subject of this research. This research used pre-experimental research as the method and using tests to collect the data. The researcher used ES Formula to analyze the data. This research has resulted that the usefulness of writing instruction especially about descriptive text by using guided writing is high.

The third study was conducted by Titisari (2015) which is entitled “The Effectiveness of Guided Writing for Teaching Writing Recount Text”. The purpose of this study is to examine the usefulness of using guided writing as the strategy in teaching writing about recount text. The subject is eighth grade students of SMP Negeri 1 Tulis. This research applied quasi-experimental as the research design. The researcher utilized test to collect data and operated *t-test* in

analyzing data. The result is about the efficiency of guided writing in teaching writing of recount text of experimental group was significantly higher than control group, it can be conclude that guided writing strategy is more effective in teaching writing recount text.

Based on several previous studies which are focused on guided writing strategy, the researcher found similarities and differences between this study and previous studies. The similarities are (1) the second and third previous study have same goal to examine the use of guided writing strategy in teaching writing of text type, (2) the first until third previous study used experimental as the research design, but only one of those previous studies has same design with this study, that is third previous study which is used quasi-experimental as the research design, (3) the first until third previous study used test to collect the data, and (4) the third previous study used t-test to analyze the data. For the differences are (1) the goal of the study, such as in the first previous study to expand the dissimilar guided writing strategies based on media richness theory and assess the result of writing strategies on younger learners' writing attitudes, (2) the data analysis of the study, such as in the first previous study used one-way ANOVA and the second used ES Formula, also (3) the subject of the study, such as in the first previous study used elementary school students, second and third previous study used junior high school students as the participants.

2.5 Summary

From the result of those previous studies, the researcher assumes that guided writing strategy is the best strategy to make students easy and interest in

writing skill. Most of the studies showed that guided writing strategy is effective strategy in teaching writing text type and also has good effect for the students to solve their problems in writing aspects.

Therefore, the researcher will apply guided writing strategy in writing class to know the effect of using guided writing strategy on students' writing procedure text. To make different with those previous studies, this study not only focuses on the understanding of the material but also the students' product in mastering writing aspects. Then, the researcher will implement this strategy in the higher level that is vocational high school. So, the researcher conducts the use of guided writing strategy on writing procedure text at vocational high school especially in machinery program.

2.6 Hypothesis

The researcher proposes that by using guided writing strategy has significant effect in writing procedure text for tenth grade of machinery program at SMK MUHAMMADIYAH 1 GRESIK.