

CHAPTER II

REVIEW AND RELATED LITERATURE

This chapter outlines and reviews literatures underlying this study that discuss: writing skills, teaching writing at SMP level based on KTSP curriculum, method of teaching writing, grouping , procedure text.

2.1 Writing Skills

In learning English, there are four aspects to be studied are: listening, speaking, writing, and reading. but now I will discuss about writing skills.

Writing is one part of the aspects that should be studied in English. Writing in this case not just write the English language but must be certain rules that must be owned. Before learn all about the writing, the writer must know what is the meaning of the writing itself.

According to Court in Law (1960:83) writing is defined not in terms of concrete, tangible forms, but in terms of principles and standards. Whereas according to Harmer (2001:255) written text has a number of convention of separate it out from speaking. The point here is writing cover issues from letter, and text information, manifested by handwriting, spelling, and layout and punctuation. Thus, it can be stated that writing is one of English language skill that can be cover issues from letter, text information, manifested by handwriting, spelling, and layout punctuation.

2.2 Teaching Writing

Writing skills is one of the four English Language skills in addition listening, speaking, and reading. Writing skills includes productive or produce other that speaking skills. According to Nunan. D (1989:36):

Writing is not a natural activity. All physically and mentally normal people to speak a language. Yet all people have to taught how to write. This is crucial difference between the spoken and written forms of language. There are other important difference as well.

Writing learning in school Has not been thought with the correct process, teacher often delegates the task of writing without giving proper steps to be able to produce good work.

2.2.1 Writing Process

In learning to write must know how the writing process and what the resulting. According to Lundsteen in Hidayati (2010:10) that writing process is a complicated intellectual undertaking writer need to be creative enough to generate ideas and goal directed enough to organize those ideas into meaningful text. Harmer(258) that writing process is more complex than various stage of drafting, reviewing, redrafting, and writing, etc. Thus, the writer can stated that writing process is the steps must be done, not only creative to generate ideas but also goal directed needed a writer.

According to Minneapolis (2010:3)there are three steps in writing process:

- 2.1.3.1 Prewriting is analyzing the audience, determining the purpose in writing, limiting the scope of what you will cover, and generating potential content.
- 2.1.3.2 Drafting is making a case and structuring your evidence for that case.
- 2.1.3.3 Revising is putting writer itself in the place of the reader, rethinking writer approach, and making changes that will improve your case.
- 2.1.3.4 Publishing is editing and proofreading to eliminate errors and improve the coherence and readability of your presentation.

Thus, in process of writing have 4 steps to be done to easier in writing. Before, we had to prepare materials to be written, to draft, read it back if there is an error in the writing, and then be ready to be published.

2.2.2 The role of teacher in teaching writing

Teacher should be prepared in order that students receive the best treat lesson plans are tool or aids for teacher. Teachers planning as essential part of teaching. In teaching writing, teacher must be one of the facilitator for students in learning process. According to Brown (2000:340)

As facilitator, the teacher offers guidance in helping students to engage in thinking process of composition but, in a spirit of respect for students opinion, must not impose his her own thought on students writing

To improve the students ability in writing text in effective planning also helps students to clarify their thinking about objectives, students need interest as well as what kinds of motivating techniques from teacher in learning process. If the students feel secure in the classroom, the result will show in the academic progress. And the teacher must be active for giving students motivation in writing, to get the students spirit in learning process.

2.3 Procedure Text

After studying the genre of the text given. The writer will discuss more about the procedure text which in this case is used as the author of the material to be studied.

2.3.1 Definition of Procedure Text

Procedural text communicate the rules, processes or stages for all about activities (taken from: [procedure-texts-introduction-and-overview-76737.pdf](#)).

Similar statement come from www.schoolatoz.com.au that procedure text is the text tells how something was made or done in time order and with accuracy. Thus, the writer state that procedural text is the text which contains the procedures for making something based on the stages that must be done.

2.3.2 Social Function of Procedure Text

Judging from earlier sense, it can be concluded that social function of procedure text is to inform someone about how to make something.

2.3.3 Generic Structure of Procedure Text

Each text definitely has the generic structure, as well as the procedure text. Judging from the meaning of the procedure is the way. Means the generic structure of procedure text is not much different from the recipe. There are:

2.3.3.1 Goal

Goal ball is in play goal. Same with a goal in the procedure text, also has the meaning of purpose. Usually marked with the word “how to make...”

2.3.3.1 Material

Materials are the ingredients or what are the tools needed to make something.

2.3.3.1 Steps

Steps are stages that must be passed to make something.

2.3.4 Example of Procedure Text

An example of procedure text is taken from the author (walker:2014. Taken from http://www.ehow.com/how_4447072_facebook-account.html)

HOW TO CREATE A NEW ACCOUNT ON FACEBOOK

- Materials:**
- Computer or laptop
 - Internet access

Steps:

Open an Internet browser on your computer and navigate to the Facebook Sign Up Web page. And then enter your real first and last name, your email address and a password. Select your sex and birthday from the pop-up menus. You must be at least 13 years old to sign up for a Facebook account. Click the "Sign Up" button at the bottom of the screen. Then type the "Captcha" security code into the box provided. After that you are presented with opportunities to find existing friends on Facebook. If you give the site permission, it compares your contact list to the names of people already on Facebook. You can skip this step for now, if you like. Followed by enter information for your profile. Spaces are provided for you to enter you school or college, hometown, current city, interests and lots of other information. For now, enter just the basics. You can go back later and expand on your profile information. After that upload a profile picture when prompted. This should be an actual photograph of you, which helps friends find and identify you on the site. And the last, check your email. Facebook sends a confirmation email to the email address you listed on the Sign Up page. Confirm the account as requested. You have created a Facebook account.

2.4 Method of Group Discussion

In this case, the writer using method of group discussion for analyze
TEACHING WRITING PROCEDURE TEXT USING GROUP DISCUSSION
TECHNIQUE IN CLASS IX-A SMP NEGERI 2 GEMPOL ACADEMIC YEAR
2013-2014

2.4.1 Definition of Method of Group Discussion

According Suryosubroto (2009:167) discussion method is a method that uses the presentation of lessons to groups of students to solve a problem. Killen in Isman (2011) method of discussion is how to teach the way of delivery using the questions that must be resolved according to the decision of a group of students.

Thus, the method is a form of group discussion method that students formed into groups given by a teacher who questions the solution according to the decision group of students who had been previously established.

2.4.2 The Advantages of Method of Group Discussion

According SuryoSubroto (2009:172) group discussion teaching method has advantages such as:

- 2.4.2.1 Engaging all students directly in the learning process.
- 2.4.2.2 Each student can test the level of knowledge and mastery of each lesson.
- 2.4.2.3 Methods of discussion can grow and develop scientific ways of thinking and attitude.
- 2.4.2.4 By filing and maintaining his opinions in discussion is expected that students will be able to gain confidence (ability) self.
- 2.4.2.5 Methods of discussion can support the development efforts of social attitudes and democratic attitude of the students.

2.4.3 The disadvantages of Method of Group Discussion

According SuryoSubroto (2009:173) group discussion teaching method has disadvantages such as:

- 2.4.3.1 A discussion cannot be predicted previously because of how the results depend on the student leadership in the participation of its members.
- 2.4.3.2 A discussion requires certain skills that have never been studied before.
- 2.4.3.3 The course of the discussion can be controlled (dominated) by some students who "stand out".
- 2.4.3.4 Not all can be used as the principal topic of discussion, but only the things that are problematic course that can be discussed.
- 2.4.3.5 Discussion depth requires a lot of time. Students should not feel persecuted time.
- 2.4.3.6 It is difficult to limit the point.
- 2.4.3.7 Less dare express their opinions.
- 2.4.3.8 The number of students in the class too will affect every student the opportunity to express their opinions.

2.5 Teaching Writing at SMP Level

The school-based curriculum (or simply known as *KTSP* or *KurikulumTingkat Satuan Pendidikan*) has been being implemented in the

secondary education in Indonesia. However, the standard of content and competence still follow curriculum 2004. Drawn from Wells' level of literary, the Standard of Content for Junior High School (SMP/MTs level) is that the students are projected to achieve performativity functional and informational level. In performativity level, they should be able to read, write, listen and speak using the language expressions and symbols that have been learned; in the functional level, the students should be able to apply their communicative competence in real everyday life such as reading newspapers, manuals, procedures; and in the informational level, they should be able to access other knowledge by using the target language.