

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter present brief discussion about related literature which is used in the study. All relevant issue of this study will be discussed based on those theories.

#### **1.1 Learning Writing at Junior High School**

In English subjects, especially 8<sup>th</sup> grade there is some material about writing texts namely descriptive text, recount text, narrative text and procedure text. These texts are texts that are often learn in English subjects, each of these texts has a different purpose and structure. Writing is learned through a process of instruction: students have to master the written forms of the language and learn the certain structure which it is less used in speech (Istanto, 2022: 2).

Based on the texts studied at school, the researcher wants to express the opinions of experts in explaining the meaning of the texts above. According to Bestiana & Achyani (2017), below is an explanation of descriptive text, recount text, narrative text and procedure text.

##### **1. Descriptive text**

Descriptive text is a text that describes things, people or places. The descriptive text only explains specific things not in general. The communicative purpose of descriptive text is to describing its form as it should be. The generic structure of descriptive text is identification, description and conclusion. The grammatical features of descriptive text is

using certain nouns, simple present tense, detailed noun phrase, descriptive objectives, thinking and feeling verb and figurative language or comparison.

## 2. Recount text

Recount text is that recount the author's experiences. This text recounts an event from the past. Recount text focuses on the time sequence of events or the chronological order of events. This text using simple past tense to reconstructing the past events. The generic structure of recount text is orientation, series of events and reorientation. The language features of recount text is using simple past tense.

## 3. Narrative text

Narrative text is telling story in chronological order, with a climax and a resolution in each story. Narrative text also have moral messages that can be learnt and practiced in our lives. The generic structure of narrative text is orientation, sequence of events, resolution and coda. The grammatical features of narrative text is specific, material processes, normally past tense, linking words to do with time and descriptive language.

## 4. Procedure text

Procedure text is a text that tells the reader or listener how to do something. Examples include recipes, itineraries, instruction manuals and directions. Procedure texts are organized chronologically because the stages are very important. Communicative purpose of procedure text is giving instruction or direction to make something, to do something or tell how to go somewhere. Can also be used to describe how to do something chronologically.

According to Miliana (2018) in Aditia et al. (2023) procedure text is designed to describe how something is achieved through a sequence of step; it can explain how people perform different procedures in a sequence steps. Saldeniya (2020: 26) also state that procedure is a text that shows a process in order. Its social function is to describe how something is completely done through a sequence of series and explains or help us how to make or use something.

### **1.1.1 Generic Structure of Procedure Text**

Procedure texts have a distinctive structure to ensure that the instructions or steps given can be followed easily and clearly by the reader. Qothrunnada (2021) in Aditia et al. (2023) state that generic structure of procedure text are as follow:

1. Aims/Goals

The aims of procedure text will be shown in the title. For example, “How to make a mango juice”.

2. Ingredients/Material

Ingredients or materials are all things needed to make something. For example. To make mango juice will need the fruit, water, sugar, etc.

3. Steps

Steps contain the list of how to do, make, or operate something. Usually it is written in order or chronologically, start from the first step until the step is completed and the goal of procedure text is achieved.

### **1.1.2 Language Features of Procedure Text**

Language features are linguistic elements contained in a writing. Qothrunnada (2021) in Aditia et al. (2023) stat that language features of procedure text are as follow:

1. Written using the Simple Present Tense because the contents of the sentence are facts related to how something is made or used.
2. Using Imperative Sentences. Example, cut the mango, chop the garlic, pour the water, etc.
3. Using Conjunctive/connective words to link one activity to the next. Example: Firstly, secondly, then, after that, last, finally and others.
4. Using adverbs to provide information about time. Example: For 3 minutes, one hour, until, and to provide information on methods, such as thoughtly, well, fast, and others.

### **1.1.3 Types of Procedure Text**

Type of procedure text are two forms of text division based on the tutorial to be explained. Type of procedure texts are as follow:

1. How to make : It is a type of procedure text that needs materials and ingredients to achieve the process such as “How to make an avocado juice” or “ How to make pancakes”.
2. How to operate : It is a type of procedure text that does not need material or ingredients. It just shows the directions or steps in order to complete the process such as “How to operate television”.

## **1.2 The Difficulty Level of Writing**

Difficulty level is a rating system to determine how easy or hard something is to accomplish or understand. In the context of this study, it aims to determine the difficulty level in writing procedure texts in students. To find difficulty level, researchers used a measuring tool to determine the difficulty level. Using measuring tool helps researcher easily answer questions in this study. According to Anita et al (2018) in Pratiwi et al. (2021) stating that The level of difficulty is a measurement of the degree of difficulty of a question and the chance of answering a question correctly at a certain ability level which is usually expressed in an index form.

### **1.2.1 Measuring Difficulty Level of Writing**

To determine the difficulty level, commonly referred to as the P value, it is essential to calculate and analyze the scores achieved by the students during the assessment. This calculation serves as a quantitative measure to evaluate the extent to which students face challenges in completing specific tasks or mastering particular skills, such as writing procedure texts. By analyzing the students' scores, the researchers can identify patterns of difficulty, pinpoint the specific aspects that students struggle with, and classify these challenges into categories ranging from easy to difficult. This systematic approach provides a clear and objective basis for understanding the overall performance and areas that require targeted intervention or improvement.

## **Scoring Profile**

### **Goal/title**

- 10-9 A descriptive and appropriate goal is provided. It is highlighted by front treatment as being first bit to read.
- 8-7 A descriptive and appropriate goal is provided.
- 6-5 The goal is provided, but does not provided the description of the actual intent of the procedure. ( E.g. cake and chocolate cake recipe).
- 4-3 No goal is evident.

### **Equipment and material used**

- 20-16 List of equipment and materials and quantities.
- 15-10 List all equipment and materials.
- 9-7 List of the equipment and materials.
- 6-4 Materials and equipment not listed.

### **Method ( order the steps logically, write each step on new line, each step includes sufficient detail)**

- 30-23 Includes all 3 elements, logical and coherence.
- 22-15 Includes 2 elements, logical and coherence.
- 14-7 Includes 1 elements, lack coherence and steps are unclear.
- 6-4 No element include, fragmented important and steps are missing.

### **Language features**

20-16 Clear and precise language used. A variety of action word used as sentence beginnings. Communicative tenses used. Linking words and technical term used consistently.

15-11 Clear language used. A variety of sentence beginnings used. Communicative tenses used. Linking words and technical term used.

10-6 Attempt to use clear language. Some variety in sentence beginnings used. Communicative tenses used. Some evidence of linking word and technical term.

6-4 Language not clear. Sentence beginning repetitive. Communicative tenses not use. Little evidence of linking words or technical terms.

### **Spelling, punctuation and grammar**

20-16 No grammatical, spelling or punctuation errors.

15-11 Almost no grammatical, spelling or punctuation errors.

10-6 A few grammatical, spelling or punctuation errors.

5-1 Many grammatical, spelling or punctuation errors.

---

(Adapted from Writing English Language Test by J.B.Heaton, 1998:146) cited from Rahmat (2013)

After calculating the student score values the following is the formula for calculating the item difficulty index adapted from Zulaiha (2008:34) cited from Salwa (2012).

$$P = \frac{\text{Mean}}{\text{Maximum score}}$$

In which :

P : Difficulty level

Mean : Average of student' score

Maximum Score : The maximum score

After the results of the difficulty value are found, they will be re-evaluated using the categorization index of difficulty. The following is Adapted from Zulaiha (2008:34) cited from Salwa (2012).

<b>Table 2.1 Index of Difficulty</b>	
<b>Interpretation</b>	<b>P</b>
Too Difficult	0.00
Difficult	$0.00 < P \leq 0.30$
Medium	$0.30 < P \leq 0.70$
Easy	$0.70 < P \leq 1.00$
Too Easy	1

### 1.2.2 Difficulty of Writing

Writing is a language skill (Verbal) that uses written as a medium. As a form of communication, there are several elements contained in it, namely: (1) the



author as the sender of the message, (2) The message is made by the author (3) Media forms such as types of letters, sentences and punctuation, and (4) Readers as recipients of messages conveyed by the author. Writing is a difficult skill to master and do for students. This activity is not an easy thing to do because it goes through several processes and takes a long time, requires a lot of vocabulary and extensive knowledge (Malau et al., 2023).

Maryani et al. (2018) mention Dysgraphia or difficulty to write can be detected early so that it does not cause difficulties when students have entered primary school. Because when entering school age, writing requires more advanced skills than on reading. The exact cause of dysgraphia is not well understood, but it is to involve a combination of an environment factor.

According to Bryne (1998) state in Pratiwi (2015) stated in Fahmi & Rachmijati (2021), there are some difficulties students have in writing there are:

1. The students are weak of vocabulary mastery so they are difficult to express their idea into the word.
2. The students are weak of grammar mastery so they are difficult to write grammatical sentence.
3. The students are weak of spelling and punctuation so they are not able write properly and correctly.
4. The students are lack of motivation in learning writing so they are not confidence performing in writing.

## Example of procedure text

### Cassava Chips

You must prepare

- 1 kg cassava
- 1 tbs. salt
- 3 cloves garlic, crushed
- Oil
- Salt
- Flavouring

You will need

- a knife
- a bowl
- a wok

You have to

- First, slice the cassava thinly.
- Combine water, salt, crushed garlic in a bowl.
- Soak the cassava slices in the water mixture for 15-30 minutes.
- Then, heat oil in a wok.
- Next, fry until the cassava turns golden brown and crispy.
- Sprinkle the flavouring into the fried cassava, cassava chips ready to serve.

### 1.3 Previous Study

This chapter refer to research or studies that have been conducted previously in a field that is relevant to the research or study being undertaken.

**Table 2.2 Previous Study**

<b>No</b>	<b>Identity</b>	<b>Title</b>	<b>Result</b>
1.	Zai (2023)	Students' Difficulties In Writing Procedural Text at the Eleventh Grade Students of SMA N 10'O'U	The result in this study showed that students still got difficulties to understand how to construct a good procedural text because they have difficulties in writing and understand the language features and generic structure of procedural text.
2.	Suryanto (2020)	Difficulties in Writing Procedure Text Experienced by Second Grades of SMA Purnama 2 Kota Jambi	The result in this study student are difficulties in learning English, lack of knowledge in writing procedure text, lack of grammar understanding and lack of vocabulary

			capacity.
3.	Dewi et al. (2023)	An Analysis of students' Problem in Writing Procedure Text at The Tenth Grade Students of SMA Negeri 1 Sepang	The result of this study, it was be concluded that the students were low in writing procedure text.  The data showed that 51.6% of the students fell into poor category for writing skills,  indicating less satisfactory scores due to persistent errors in their writing.  Additionally, 24.1% of the students were classified as poor in the use of language features.

In the first previous study shows that students still have difficulties writing procedure texts in the generic structure and language features. In writing procedure texts, this section really needs to be mastered by students as writers in an effort to help the process of writing procedure texts to produce structured

writing. The second previous study showed that students were lacking in knowledge in writing. The capacity to master grammar and vocabulary is still very low. This needs special attention from teachers to improve students' grammar and vocabulary comprehension skills. And the last previous study shows that students get unsatisfactory scores and have difficulty with language features. This also needs to be considered by the teacher in order to teach students to be more careful in writing procedure text, so that they can produce good writing. The conclusion based on the three previous studies above is that students still experience many difficulties in writing procedure texts, especially in generic structure and language features. This difficulty occurs because students do not master grammar and vocabulary is the main cause of this difficulty.