

CHAPTER II

REVIEWED OF LITERATURE

This section presents the theories that are related to the study, there are some pertinent ideas that explain the concept of the variable of the research.

A. Previous Related Findings

M. Miftahul Huda, *Improving Students' Ability in Writing Procedure Text through Demonstration (A Classroom Action Research with of Seventh Grade Students of MTs. Al Islam Jepara in the Academic Year of 2014/2015)*. The background of the study in this research is based on the phenomenon that student have difficulties in writing procedure text because the teacher just explains the material orally without being supported by teaching aids. The result is the students' ability to write is low. To improve students' ability in writing procedure text, the teacher needs a strategy through using an aid that facilitates on writing procedure text. Demonstration is one of aid that can be used in teaching writing procedure text. Using regalia, students are able to write procedure text easily. This research is aimed at finding the answer to the following research questions. This research is a classroom action research. It was done through two cycles with different types of demonstration, subject, data vi collection and analysis technique. The most problem occurred at the first cycle. It happened because students felt difficult with the material although they had heard before. They also felt unfamiliar with some of difficult words within the text. In the second cycle, they could write better because they were divided in groups, they were motivated in writing procedure text. They also gave full attention to teacher's explanation. In this research, the writer took a test of their improvement in each cycle. The mean of students' writing score in the first cycle was 64.9, with the highest and the lowest score of 70 and 55. The mean of students' writing score in the second cycle was 72.3, with the highest and the lowest score of 86 and 57. Finally the result of this research shows that students' ability was improved in each cycle after they were taught using demonstration. They were better in their procedure text's

writing. It was signed by their improvements of each writing component, i.e.: content, organization, vocabulary, language use and mechanic.³

Muthmainnah, *Improving Ability in Writing Procedure Text through Picture at the Tenth Year Students of SMAN 3 PolewaliMandar*. The objective of this research is to find out whether or not the using of pictures improve student's ability in writing procedure text at the tenth year students of SMAN 3 Polewali .To obtained the data the writer used pre experimental method with a pretest and post-test. It is used to show whether pictures improve student's ability in writing procedure text or not. The population of this research was the tenth class students of SMA Negeri 3 Polewali in academic year 2014/2015 which consist of four classes (A,B,C,D) and 150 students. This research employs cluster sampling technique because the number of the population was relatively large. The writer chooses 40 students from class B. Based on data analysis from students writing procedure text by using picture, the data shows that the highest student's score obtained from the pre-test is 70, classified as good score and the lowest score is 34, classified as very bad score writing skill without using picture of the tenth year students of SMAN 3 Polewali falls into the fair category mean score is 63.15. It means that the using of pictures improve the students' ability in writing procedure text at the tenth year students of SMAN 3 Polewali because the means score of the post-test 75.22 is higher than the mean score of the pre-test . So, the hypothesis the using of pictures improves the ability in writing procedure text of the tenth year students of SMAN 3 Polewali was accepted.⁴

Ari KurniaWijaya, *The Effect of Using Mind Mapping on the Writing Comprehension Ability on the Tenth Grades Students at SMA TIGA MARET YOGYAKARTA*. This research was classified as a quasi-experimental study. It involved 31 students from two groups, Class B (16 students) as the experimental

³ M. Miftahul Huda, "*Improving Students' Ability in Writing Procedure Text through Demonstration (A Classroom Action Research with of Seventh Grade Students of MTs. Al Islam Jepara)*";(Universitas Islam NegeriWalisongo Semarang: 2015).

⁴Muthmainnah, "*Improving Ability in Writing Procedure Text through Picture at the Tenth Year Students of SMAN 3 PolewaliMandar*". (JurnalPepatuzdu, Vol. 10, No. 1, 2015). p.31.

group and Class A (15 students) as the control group. The experimental group was students taught using mind mapping whereas the control group was students taught using conventional technique. The data were obtained by using pre-test and post-test. The pre-test was given to both groups before the treatment and the post-test was given after the treatment. The data of the pre-test and posttest of both groups were analyzed by using descriptive and inferential statistics. After the data were tested and found to be homogeneous and normal, the hypothesis was tested using ANCOVA (Analysis of Covariance). The result of the research shows that the difference in the writing ability between the students taught using mind mapping and those taught not using mind mapping is not too significant. It can be seen in the result of the hypothesis testing through ANCOVA (Analysis of Covariance). The significance value is greater than the significance level of 0.05 ($0.392 > 0.05$), which means that the data of this study are considered to have no significant difference. Therefore, the hypothesis of this study is rejected. It means that the mind mapping has not significantly improved the student's writing ability in the English teaching and learning process of the experimental class at SMA Tiga Maret Yogyakarta.⁵

Hamsinah, *The Relationship and Differences in Gender Between Language Learning Strategies and Student's English Achievement in Senior Secondary School*. This research was intended to find out: (1) the language learning strategies that are frequently used by the students; (2) whether or not there is any significant relationship between the use of language learning strategies and the English achievement of the students; (3) whether or not there is any significant difference in language learning strategies use due to gender; and (4) whether or not there is any significant difference of students' English achievement due to gender. This research applied correlational research which deals with two predictors and one criterion variable. The population of this research was the students of grade XI IPA of SMAN 1 Bajeng, Gowa Regency, South Sulawesi Province. The sample was taken by using

⁵ Ari KurniaWijaya, "*The Effect of Using Mind Mapping on the Writing Comprehension Ability on the Tenth Grades Students at SMA TIGA MARET YOGYAKARTA*". (2016).

proportional stratified random sampling technique. Therefore, the sample consisted of 76 students which were divided 38 females and 38 males. The data of this research were collected through SILL questionnaire and the test. The data were analyzed by using descriptive and inferential statistics through SPSS program version 20. Depending on the statistical results, the findings revealed that first of all, social strategies were the frequently language learning strategies used by the students and followed by metacognitive strategies. Second, there was no any significant relationship between language learning strategies (LLSs) and the English achievement of the students where the correlation coefficient was $r = .182$ at $p > 0.05$. Third, there was no any significant difference in language learning strategies use due to gender where the computed *t*test for the six types and the overall of language learning strategies (LLSs) were *t*test = .539, -1.077, .850, -1.078, -.693, -1.109, and -.725 at $p > 0.05$. Fourth, there was a significant difference of students' English achievement due to gender where *t*test = 3.24 at $p < 0.05$. It indicated that female students more successful than male students in learning English.⁶

B. Pertinent Ideas

1. Definition of Writing Skill

Writing is usually regarded as the most difficult skill to learn, not only because of the needs to master many skills of English; reading, speaking, vocabulary, grammar and etc., but also because of the difference between the learners' native language rules and that of the language being learned. In expressing idea one should consider many aspects that will support writing, such as, the relationship between topic, idea and context, correct grammar, good spelling, mechanics, and vocabulary.⁷

⁶Hamsinah. "The Relationship and Differences in Gender Between Language Learning Strategies and Student's English Achievement in Senior Secondary School". (Universitas Makassar; Vol. 4, No. 1: 2017).

⁷Lailatul Husna, "An Analysis of Student' Writing Skill in Descriptive Text at Grade XIIPA 1 of MAN 2 Padang", (Journal Ilmiah Pendidikan Scholastic Vol. 1 Num.1, 2017), p. 17.

Writing is one of the most important skills in studying English because not only is writing an academic skill, but it is also an important skill that translates into any career fields. In addition, there are a lot of mistakes in students' written works, this come from the less concentration on writing skill in most of students.

Writing is a skill, which is not only helpful in writing to English, but also useful to improve other considerably. "In English learning classroom, the teacher aims at developing four skills of his/her the learner' ability to understand to speak, to read and to write."⁸

Writing is process of discovering and shaving meaning. Experienced writers rarely gather and understand immediately all the information they need. The collect miscellaneous fact and concept, starting writing, and then let the writing lead them to understand. They know they will be make significant discovers as the writers.

Writing is progressive activity. It means that when we first write something down, we have already been thinking about what we are going to write. Then after and how we have finished writing, we read over what we have writing and makes changes and correction. Meanwhile, Donn Byrne defines that writing is produce a sequence of sentences arranged in a particular order and linked together in certain way.⁹

According Surta Deviana Pasaribu, writing is a whole brain activity to formulate and organize ideas in right words to deliver and communicate the aims to the reader and present it on a piece of paper¹⁰.

⁸ Nguyen Thanh Huy, "Problems Affecting Learning Writing Skill of Grade 11 at Thong Linh High School", (Vietnam: Journal Vol. 3, No. 2, 2015), p. 1-2.

⁹Rosmah, *The Using of Jigsaw Game to Improving Students' Academic Writing Skill at the Eight Grade Student of Junior High School 2 Sendana*, (Parepare: 2016), p. 5-6.

¹⁰Surta Deviana Pasaribu, "Students' Grammatical Errors in Writing Procedural Text: A Case Study in SMA Yayasan Perguruan Tinggi Tri Sakti Laguboti", (University of Sumatera Utara Medan, 2018). p. 15.

Heaton stated a view that the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.¹¹

Kroma argues that writing is a kind of activity where the writer expresses all the ideas in his mind in the paper (print) from words to sentence, sentence to paragraph, and from paragraph to essay and also writing is a process of creating an idea and express the meaning in written form. Writing is way of communicating a message to reader for purpose.¹²

As a rule, however, we do not write just one sentence or even a number of unrelated sentences. We produce a sequence of sentences arranged in a particular order and linked together in certain ways. The sequence may be very short - perhaps only two or three sentences - but, because of the way the sentences have been put in order and linked together, they form a coherent whole. They form what we may call a "text".¹³

Based on statement above the researcher can conclude that writing is a skill that is not easy to learn. We must always practice so that we can write well. When write, the writing must be correct in English because when one word is wrong the meaning will change.

2. Writing Purpose

According to Braine and May defined four common purposes in writing, there are; writing to inform, writing to explain, writing to persuade, and writing to amuse others. First, writing to inform purposed to educate the readers about a topic of which

¹¹Adi Suyanto, "The Effectiveness of Mind Mapping in Improving Students' Writing Skill Viewed from their IQ", (SMPN 1 Prambon Kabupaten Nganjuk: Jurnal Vol. 2, No. 2, 2015), p. 103.

¹² Ummu Kalsum Jalil, "Improving Writing Skill by Using Writing Process Approach at the Second Grade Students of SMPN 6 PAREPARE", (2015), p. 6.

¹³ Donn Byrne, "Teaching Writing Skills", (Hongkong: Longman Group (FE) Ltd.), (1988). p. 1.

we have some knowledge. Writing that provides interesting details and facts to hold an audience's attention. It means that writers share interest knowledge to readers knows. Second, writing to explain is to describe the topic which was not clearly becomes more understandable, by using examples or other facts. In other words, a writer takes what is unclear and makes it clear. Then, writing to persuade is more demanding and more ambitious than many other types of writing. It means that writers convince the readers to accept the ideas. The last, writing to amuse other means someone who uses language and established forms well to express his or her point of view. It is writing to entertain and give the reader something to enjoy.¹⁴

Riddel state the students need to learn writing in order to be able to express their ideas, thoughts, and feelings in the best possible ways on the page. There are several reasons as the bases of why writing should be mastered by the students. First, the effective communication can take place through the medium of writing. It means that writing can be a means of communication. Second, the academic writing is emphasized on much greater accuracy and formal language that can be used by the students to reach their informational level.¹⁵

Writing is meant for conveying thoughts, ideas, and facts in easy and lucid language. Students have to learn the art of good writing which is essential in order to excel at both academic and professional levels. Good writing skills are needed for all the students in order to accomplish their educational and employable requirements. The following are some of the reasons showing the importance of writing skills: first is to write technical documents, research papers, and put forth the right facts and information. Second is in searching and obtaining a job and to make presentations

¹⁴Muhajirah Idman, "Teaching Indoneisan English Combined Task to Improve Student's Skills in Writing English Sentences", (Parepare: 2016), p. 15.

¹⁵Saptani Ayu Ramadani, "Improving Students' Writing Ability in Writing Descriptive Texts through field trip at SMA N 1 Godean", (Universitas Negeri Yogyakarta: 2013). p. 1-2.

and reports, etc. Then, for improving communication skills and to improving creativity, exploration, and essential for self-understanding.¹⁶

3. The Function of Writing

If we want to get better at writing, we need to practice as much as we can. We write to learn, to share our learning other, and then to express our activity. For some students, writing is so difficult to do. Because the students do not know how to write and why we have to write. In that, the teacher must to explain to the students how they are writing, why they have to write and the student needs to know the function why teach writing. There are some functions of writing:

- 1) **Reinforcement:** some students acquire language in a purely oral/aural way, but most of us benefit greatly from seeing the language written down. The visual demonstration of language construction is in invaluable for both our understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write sentences using new language shortly after they have studied it.
- 2) **Language Development:** we cannot be sure, but it seems that the actual process of writing (rather like the process of speaking) helps us to learn as we go along. The mental activity we have to go through in order to construct proper written texts is all part of the ongoing learning experience.
- 3) **Learning Style:** some students are fantastically quick at picking up language just by looking and listening. For the rest of us, it may take a little longer. For many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing is appropriate for such learners. It can also be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication.

¹⁶ Ms. V Satya Sri Durga, Dr. C S Rao, “*Developing Students’ Writing Skills in English - A Process Approach*”, (Hyderabad, India: Issue 6, Vol. 2, 2018), p. 2-3.

4) **Writing as a skill:** by far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements – and increasingly, how to write using electronic media. They need to know some of writing's special conventions (punctuation, paragraph construction etc.) just as they need to know how to pronounce spoken English appropriately. Part of our job is to give them that skill.¹⁷

4. The Characteristics of Writing

Writing is a complex process where it involves various components that are to be followed by the English Language Learners in order to prove themselves as good writers. The first and foremost thing is that the learners should concentrate mainly on their vocabulary and grammar. Once they know the fundamental grammatical structures and adequate vocabulary, the English Language Learners will certainly get some moral encouragement to start writing something in English. In this regard, the teachers should demonstrate the learners with some sample writings and train them how to write good sentences in English and how to organize these sentences to make good paragraphs. Then, the teachers have to encourage the learners to begin their writing with some simple topics of their interest.

In the process of developing the English Language Learner writing skills, first of all, the teachers have to demonstrate the characteristics of effective writing. Unless the English Language Learners are taught these characteristics of effective writing at their initial stages, later it will be highly impossible for the teachers to incorporate these characteristics in their writing. Hence, the responsibility is on the shoulders of

¹⁷Jeremy Harmer, *How to Teach English, An Introduction to the Practice of English Language Teaching*, (London; Longman, 1998), p. 79-80.

the English teachers to inculcate the characteristics to their English Language Learners while they start writing at initial stages.¹⁸

5. Types of Writing

There are some types of writing the form of writing which is use to tell or relate is called narration, which is used to describe is called description, which use to explain is called exposition, and the last which is use to argue is called argumentation.

- 1) **Narration** is the form of writing use to relate the story of acts or events. Narration places occurrences in time and tells what happen according to natural time sequences. Types of narration include short stories, novel, and new stories, as well as large part of our everyday social interchange in conversation
- 2) **Description** reproduces the way things look, smell taste, fell or sound. It may also evoke mood, such as happiness, loneliness, or fear. It was used to create a visual image of people, places, even of units of time days, times of day or season. It may tell about the people character or personality.
- 3) **Exposition** is used giving information, making explanation, and interpreting meanings. It includes editorials, essays, and informative and instructional material. Used in combination with narrative, exposition supports and illustrates. Used part from narrative, it stand alone as an essay.
- 4) **Argumentation** is used in persuading and convincing. It is closely related to exposition and often found combined with it. Argumentation is used to make a case or to prove or disprove a statement or preposition.¹⁹

6. Writing Process

There four main elements of writing process. The element begins with planning, before starting write or type, the writer tries to decide what the writer is

¹⁸Parupalli Srinivas Rao, “*The Characteristics of effective Writing Skills in English Language Teaching*”, (Al-Hasa, Kingdom of Saudi Arabia: Vol-2, Issue-2, 2017). p. 80.

¹⁹Fakhrudin Abu, “*The Role of Textbook Toward Student’ Interest in Writing at the Second Year of SMP NEGERI 1 MATAKALI POLMAN*”, (Parepare: 2016), p. 21-22.

going to say. For some writers this may involve making detailed notes even some other the writers may do planning in their heads.²⁰

On the next element, drafting. It can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

Then, the writer steps to editing (reflecting and revising). The writers have produced a draft they then, usually, read through what the writer has written to see where it works and where it does not. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestion. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

The last step is final version. Once writers have edited the draft, making the changes considered to be necessary, the writer produces the final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.²¹

7. The Component of Writing

The good writing skill can be analyzed to group and varied skills. Heaton divides components writing into five main areas. They are including grammar, mechanics, vocabulary, content and organization.²²

²⁰ Jeremy Harmer, "*How to Teach Writing*", (England: Pearson Education Limited, 2004). p. 4.

²¹ Jeremy Harmer, "*How to Teach Writing*", (England: Pearson Education Limited, 2004). p. 5.

²² Heaton, JB, "*Writing English Language Tests*", New Edition. (New York: Longman publishing, 1998). p.135.

- 1) Grammar. Grammar concerns about the ability to write correct and appropriate sentences. The writer has to give attention for preposition, tenses such as using of verbs, nouns, adjectives, also conjunction and articles. Grammar is a system of rule governing the conventional and relationship of words in sentences.
- 2) Mechanics. It is related with the ability to use correctly words to the written language such as using of capitalization, punctuation, spelling. It is very important to lead the readers to understand or recognize what the written means to express. The use of favorable mechanics in writing will make the readers easy to the group to conveying ideas or message of writing. The explanation as follows:
- 3) Capitalization, the use of capitalization can clarify the ideas. If the sentences are not capitalized correctly, ambiguous and misunderstanding will appear. It also helps to differentiate from sentences to others. The words which are capitalized at beginning of: the name of people, organization, first and last word of title.
- 4) Punctuation, can help the readers to identify should be taken as a unit of meaning and suggest how the units of it relate to each other.
- 5) Spelling, using of spelling has three rules; they are suffix addition, plural formation and the change of certain words.
- 6) Content. The content of writing is about the ability to think creatively and develop thoughts, excluding all irrelevant information. It should be clear to the readers. So, they can understand what the messages convey and gain information from it. Also, the content of writing should be well unity and complete because the characteristic of good writing has unity and completeness.
- 7) Vocabulary. Vocabulary is an essential part of compose writing. The writes need vocabulary mastery well to express or write their ideas. The effective using of words or vocabulary in writing must be relevant with the topic to let the readers perceive and feel it. Someone who lack of vocabulary will be difficult to compose what they are going to express but appropriate words will help writers to compose writing.

8) Organization. Organization is ability to develop ideas and topic which relevant in a united form. On the other hand, it concern in ways of writer to arrange and organize the ideas or messages in writing. There are many ways in process of organization writing involves coherence, order of importance, general to specific, specific to general, chronological order and spatial pattern.²³

8. Difficulties of Writing

To understand why writing is a difficult activity for most people, both in the mother tongue and in a foreign language. The people shall look at the problems which are caused by writing under three headings psychological, linguistic and cognitive. Although these inevitably overlap to some extent.

- 1) **Psychological Problem.** Speech is the natural and normal medium of communication for us in most circumstances and accustoms us both to having someone physically present when we use language and to getting feedback of some kind. Writing on the other hand, is essentially a solitary activity and the fact that we are required to feedback, in it makes the act of writing difficult.
- 2) **Linguistic Problem.** Oral communication is sustained through a process of interaction, except in special circumstances such as a lecture; the participants help to keep it going. Because speech is normally spontaneous, the people have little time to pay attention either to organizing our sentences structure or to connecting our sentences: to some extent the latter is maintained through the process of interaction. The people repeat, backtrack, and expand and so on, depending on how people react to what we say.
- 3) **Cognitive Problem.** The people grow up learning to speak and in normal circumstances spend much of time doing it. The people also appear to speak without much conscious effort or thought and generally the people talk because they want to, about matters which are interest or relevant to the people's socially

²³ Ummu Kalsum Jalil, "Improving Writing Skill by Using Writing Process Approach at the Second Grade Students of SMPN 6 PAREPARE", (2015), p. 8-10.

or professionally. On the other hand, in learning through a process of instruction; the students have to master the writing form of the language and the students have to learn certain structure which is less used in speech or perhaps it is not used at all, but in which are important for effective communication in writing.²⁴

2. Procedural Text

a. What is the procedural text?

Procedural text is help us do a task or making something, they can be a set of instruction or directing e.g., steps by step method to germinate seeds.

Procedural text is designed to describe about something in achieved through a particular sequence of action or step that explain how people perform different process in sequence of step.²⁵

Procedural text is one of the texts in genre based approach. According Eka Febriani, procedural text is a piece of writing that tells us information of making or doing something through several steps or directions. The example of procedural text includes cooking recipes, direction to find a place, rules game, manual instructions of a tool, science experiment.²⁶

There are some kinds of texts. One of those texts is procedural text which is an instructional text that describes how to make something or how to do something in several steps or phrases. According to Anderson, procedural text is a text that gives the reader instructions how to do something. It means that text can be meaningful in

²⁴ Donn Byrne, *“Teaching Writing Skills”*, (Hongkong: Longman Group (FE) Ltd.), (1988). p. 4-5.

²⁵ Ismail Latif, Nurjannah, *“The Effectiveness of Performing Procedure Text Strengthen the Long-Term Memory Students’ Vocabulary of The Third Year Students of Mts DDI Lil Banat”*, (Jurnal studi Pendidikan; Vol. VIII No. 16, 2010). p. 6.

²⁶ Eka Febriani, *“Improving Students’ Skill in Writing Procedure Texts by Using Picture Series for the seventh Grade Students of SMPN 3 Mertoyu dan in the Academy”*, (Yogyakarta State University: 2014). p. 38.

oral or written that has social purpose to give information how to do something or achieve a goal or solution.²⁷

Based on statement above the researcher can conclude that procedural text steps to make things like how to make food (noodle, fried rice and others), cake recipes and many more in an interesting and correct way.

b. Generic Structure of a Procedural Text

The procedural text used the simple present tense, often the imperative sentence. It also usually uses the temporal conjunction, such as first, second, then, next, etc. This text is the label show the structure and language feature of procedural text. Procedural begins by outlining equipment needed. And the steps are the listed as serving direction to achieve the aim.

When writing about procedural text we should make it in generic structure consist of:

- 1) Aim/goal (or title)
- 2) Material (not required for all procedure text)
- 3) Step (process or action how to do something or achieve the goal). However, there is the procedural text that only consists of goal and followed by some steps.²⁸

Each genre of text needs a generic structure to organize and show the differences from other text. Usually, procedural text are arrange of three main parts: aim or goal of the procedural, list of materials which needed to complete the procedural, and sequence of steps in correct order.

The goal of procedural text is the first component that must be included. Prihatna said that goal in procedural text represents the first impression for the readers. This part can be the title of procedural text that talking about the aim of

²⁷Indah Kemala Tawarnate, “*The Use of Teacher-Made Videos to Improve Students’ Achievement in Writing Procedure Text*”, (Universitas Islam NegeriAr-Raniry Darussalam-Banda Aceh: 2018). p. 15-16.

²⁸Ismail Latif, Nurjannah, “*The Effectiveness of Performing Procedure Text Strengthen the Long-Term Memory Students’ Vocabulary of The Third Year Students of Mts DDI Lil Banat*”, (Jurnal studi Pendidikan; Vol. VIII No. 16, 2010). p. 6-7.

activity and predict the conclusion might happen in process or step. If the students fail to write a good goal of procedural text, they will confuse the readers.

After made a good title in procedural text, there always followed by list of materials for completing the procedural text. Generally, to write procedural text students only have to make a list of materials or ingredients which are necessary and important to prepare several steps. The last part needed is steps that show sequence of numbers by using words as firstly, secondly, third. Emilia said that every step in procedural text is written in imperative form and command.²⁹

c. Particular characteristic of procedural text

The procedural text as instruction, it means we will be conduct with their character such as:

- 1) Using pattern imperative e.g.: cut, don't, and mix.
- 2) Using active verb e.g.: turn, put, mix.
- 3) Connective in step e.g.: and then, while, next.
- 4) Adverbials for expressing time, place, measurement. e.g.: for 5 minutes, 2cm, and a spoon of sugar.³⁰

d. Why use procedural text.

The purpose of procedural text provides information which is it about how to make something, how to cook something, how to use something, or how to operate something that is important to readers achieve successful outcome.³¹

We have known that, to understand enough about learning and able to understand more about learning and what should go on in education, all intelligence potency namely, audio visual and kinetic must be involved.

²⁹ Indah Kemala Tawarnate, "The Use of Teacher-Made Videos to Improve Students' Achievement in Writing Procedure Text", (Universitas Islam Negeri Ar-Raniry Darussalam-Banda Aceh: 2018). p. 16-17.

³⁰ Ismail Latif, Nurjannah, "The Effectiveness of Performing Procedure Text Strengthen the Long-Term Memory Students' Vocabulary of The Third Year Students of Mts DDI Lil Banat", (Jurnal studi Pendidikan; Vol. VIII No. 16, 2010). p. 7.

³¹ Tuhfah Hayati, "The effectiveness of Using Video in Teaching Writing of Procedural Text", (Universitas Islam Syarif Hidayatullah Jakarta: 2017). p. 10.

For that reason, that researcher states that performing procedural text regarded as an effective learning and guide directly that combine seeing, saying sense and doing. It can be a stimulating, associate reinforce from some definitions about procedural text above, it can be concluded that procedural text is one of the learning ways that describe, explain, and how to make something that combine seeing, saying, sense, and doing. It can be a stimulating, associate reinforcement and have fun. All those can make them more interested and meaningful.

Through the performing procedural text, the students can choose and prepare related words, material and tools before doing or make something, Arrange how to do or make something in a good step, then since procedural text is combine speaking and doing, it can help the student have time to think and choose the best word to vice what they do.³²

e. The Technique of Procedural Text

Before performing the procedural text, the students have to prepare in outline the keyword that guessed to be related to the topic like materials, tools and sequence about how to make it in good step and tell it clearly, relax way in other that the participant can be easy to understand your mean. The example of procedural text such as:

HOW TO MAKE GEPREK CHICKEN

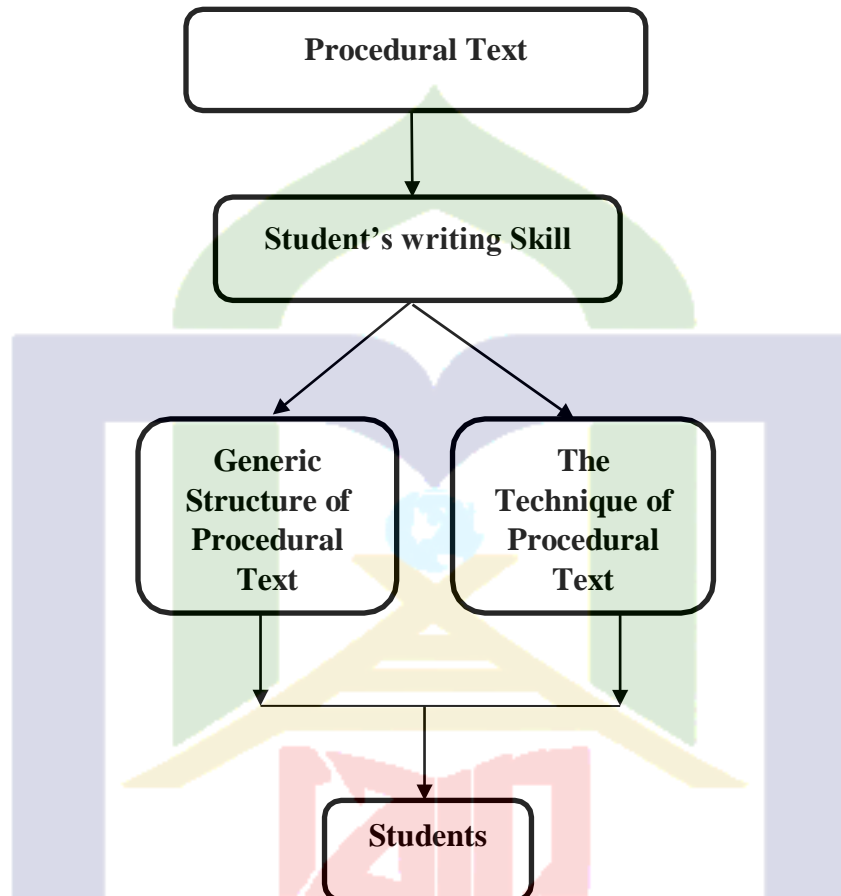
Material	Tool	Serving Direction
➤ Chicken	➤ Wok	➤ The first step is to clean the chicken and wash it thoroughly, then cut the chicken into several pieces. After that, the chicken is smeared with lemon and salt to
➤ Oil	➤ Filter	
➤ Onion	➤ Spatula	
➤ Coriander	➤ Cobek	
➤ Turmeric		
➤ Galangal		

³²Ismail Latif, Nurjannah, "The Effectiveness of Performing Procedure Text Strengthen the Long-Term Memory Students' Vocabulary of The Third Year Students of Mts DDI Lil Banat", (Jurnal studi Pendidikan; Vol. VIII No. 16, 2010). p. 7-8.

<ul style="list-style-type: none"> ➤ Lime Leaves ➤ Lemongrass ➤ Chili Sauce ➤ Flour ➤ Tomato ➤ Egg 		<p>reduce the fishy taste and add flavour</p> <ul style="list-style-type: none"> ➤ Prepare a special container for beating the eggs, put the chicken that has been smeared with oranges and salt into the eggs. ➤ Next, dip the chicken into the prepared flour, making sure the chicken blends in perfectly with the flour. Heat oil in a frying pan, add chicken to the skillet and wait until cooked. When it is cooked and looks crispy, move the chicken. ➤ Next, crush the tomatoes, red chilies, cayenne pepper, shallots, garlic, and salt. After that, stir-fry the spices that have been mashed. ➤ The last step, take the cooked fried chicken and spread the chili sauce on it. Then the chicken is geprek until crumbled. ➤ Finally, Geprek Chicken is ready to be served.
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C. Conceptual Framework

The conceptual framework of this research will be presented by the following diagram:



Based on the conceptual framework above, the researcher will use procedural text to increase writing skill's students to know is procedural text can increase or not writing skill's students. Procedural text is how to make a something right or common. The researcher uses the procedural text to increase writing skill's students because procedural text is one of the easy material, can make the students enjoy to study and make the students challenged to study about procedural text. The generic structure of procedural text and the technique of procedural text are theories of procedural text. Then, the researcher will research based on the gender and class of students.

D. Hypothesis

Based on the description above, a hypothesis can be formulated as follows:

1. Null hypothesis (H_0): means that by using “there is no increasing writing skill through procedural text.
2. Alternative hypothesis (H_a): means that by using “there is increasing writing skill through procedural text.



