

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Writing**

##### **2.1.1 Definition of Writing**

Writing is the process of putting thoughts, feelings, and ideas into written form while paying close attention to using the language in the most appropriate way possible. (Lindsay, 2020) defines, writing is a thinking process; after going through the process, authors generate written work that is based on their thoughts. In other terms, writing can be characterized as a method of communication that involves putting thinking, observation, or idea into written form so that it can be shared.

These are some definition of writing according to some sources. (Dietsch, 2009) claims that the process of writing involves discovery. You regularly uncover thoughts and ideas that are hidden in your mind as you write. Then, (Galko, 2002) asserts that writing is a lifelong skill that you will use in school, at work, and in your personal life.

Based on the definition above, the writer concludes that writing is a written language for communication between the writer and the

reader. It's crucial for English language learners and native speakers alike to understand that writing is a "process" rather than a "product". Writing successfully takes time and effort to learn. Writing successfully requires study and practice, which is the art of rhetoric.

### **2.1.2 Writing as a Productive Skill**

The four language skills that students have to master in order to acquire English as a foreign language are listening, speaking, reading, and writing. Among these skills as some aspects of language are involved or interested. According to (Mantra & Widiastuti, 2019) writing a foreign language is the ability to use its structure, lexical items, and conventional representations in ordinary fact writing.

Most students consider writing is difficult, especially when it comes to writing in a foreign language (Asrobi & Prasetyaningrum, 2017). Writing is not done separately; instead, skills are practiced in an interdependent way (Dhanya & Alamelu, 2019). This means that taking notes or dictating are included in writing tasks. Writing is a difficult process that involves putting thoughts, feelings, and ideas into written form while paying close attention to how language is used. Information can be sent through communication. Writing is a crucial tool for studying a subject and for helping students become better

writers. In order to support the learning process, teacher needs to provide the preparation of the classroom like charts, words collections, or pictures.

### **1.5.1 Components of Writing**

Several writing elements can be used to judge a student's writing success. Because vocabulary mastery affects students' writing skills, one of the components is that the students are able to employ a variety of vocabularies when writing a document. (Syartika et al., 2020)

#### **1. Content**

A good writing performance definitely has very important component like content. "The writer has an understanding of events, actions, findings, and views that are vividly presented," according to the definition of content. We can infer from the phrase that content is the capacity to think creatively, to develop ideas, and to come up with suggestions for specifics that are closely tied to the type of writing.

#### **2. Organization**

There are six descriptions in organization that must be included in well-written writing. Fluent expression, ideas that

are clearly presented and supported, conciseness, organization, logical sequencing, and coherence are all present.

### 3. Mechanics

The term "mechanics" refers to how a piece of writing is written, including the spelling, punctuation, capitalization, paragraphing, and handwriting. It is a fundamental component in the evaluation of the composition profile.

### 4. Vocabulary

The quality of a writer's writing depends on their ability to expand their vocabulary. However, it is insufficient if the appropriate vocabulary is not picked for the text. Jacob breaks down his vocabulary into four categories: Word selection and usage that works well, command of word forms, and use of the right register.

### 5. Language

Use in writing evaluations, language use is assessed using eight descriptors, including agreement, tenses, quantity, words order/function, pronouns, articles, and prepositions.

## **2.1.4 Technique in Teaching Writing**

Technique is a special method, strategy, or device utilized to achieve a specific goal right away. Technique must be in harmony with a technique, and as a result, with an attitude (Anthony in Fauziati, 2009). Teaching strategies for writing proficiency must be known by teachers. When teaching English, especially writing skills, teachers should be able to use a variety of techniques. It can assist instructors with their classroom instruction.

### **1. Using Picture Technique**

According to Raimis (1983) Teachers of ESL writing who use graphics can discover useful materials in illustrations, photos, posters, Sliders, cartoons, magazines, advertisements, diagrams, graphs, tables, charts, and maps. After carefully examining the material, all students will immediately require the necessary terminology, idioms, and sentence structures to discuss an image.

### **2. Discussion Technique**

The goal of the discussion technique is to advance students' thinking, learning, problem-solving, and understanding. It takes many different forms and is open-

ended. Interaction between the teacher and students occurs during the discussion. Students are more engaged and attempt to respond to the teacher's queries. The instructors anticipate that each student will get a better knowledge of the content being covered.

### 3. Flow Chart Technique

The writing process includes a flow chart that will aid students with their writing. By creating a flow chart diagram, flow charting seeks to help people express their thoughts and feelings as they relate to the issue. Similar to cluster mapping, which depicts relationships between ideas, flow charts also demonstrate relationships.

According to (Ishimura & Bartley, 2008) The writing process includes a flowchart as well, which might assist students in their writing. The students are able to get some points. The students must first continue to have ideas related to their writing assignment. Second, creating a paragraph using a flowchart offers students a fresh approach to writing sentences and paragraphs while also engaging them in the teaching and

learning of English. The final step is providing feedback so the writer may edit their work and produce better writing.

Graphic organizers turn abstract concepts into concrete visual representations. The use of Flow chart as one of the graphic organizers produces learning effects that are substantial and long lasting.

In exploring students' ideas, there are some strategies the students can use such as brainstorming, free writing, mapping, listing, and using charts. (Galko, 2002) asserts, "Using chart is grouping your ideas visually in charts or tables." Like word maps or webs, chart is a way to group students' ideas visually. There are five types of charts the students may use. Those are pro and con chart, five senses chart, comparison and contrast charts, timeline, and Flow chart

(Galko, 2002) states, A flow chart is useful for outlining the steps in a procedure. A diagram that describes a process or circumstance is called a flow chart. Arrows connecting the symbols on the flowchart indicate the direction in which the process should move. A flow chart is used to explain how a procedure or circumstance was carried out or

occurred. The flowchart needs to be organized, understandable, and simple to use. There must be no space for doubt when interpreting the flowchart.

### **2.2.1 Text Type**

Oxford Advanced Learner's Dictionary states that text is the main written or printed part of a book or page, contrasted with notes. We must choose the words we use and the ways in which we combine them when writing a document. We can interact with others if they make the correct decisions. Our word choice will be influenced by our intent and the context of the situation.

According to Feez and Joyce (1998), a text is any body of words that is coherently held together by meaning. Its size or form has no bearing on whether or not a passage of words qualifies as a text. It has to do with how the language's multiple meanings interact to form a coherent whole. According to the description given above, a text is a collection of meaningful statements. As a result, before studying a procedure text, we must first understand what a text means and if it is a part of a text or not.

### **2.3.1. Paragraph**



A paragraph is a part of writing in which the writers' idea written on a piece of paper. In conveying the idea, one sentence to another must be related. (Richard Paul and Linda Elder, 2019) defines, "A paragraph is a form of written communication which contains a minimum of five sentences." In a paragraph, only one key subject is discussed or developed in each sentence. Paragraph is said to have unity if it does this. In addition, like links in a chain, each phrase in a paragraph needs to connect to the one before and after it using unique words called transitions. Paragraph is regarded to be coherent if it contains these links.

### **2.3.2 Topic Sentences**

The most significant sentence in a paragraph is called the topic sentence. It outlines the key idea and introduces the subject to the reader. (Hem, 2017) define, " The topic sentence, which is typically the opening sentence in a paragraph, expresses the primary idea of the paragraph in the broadest terms." The topic sentence is typically most effective at the beginning of the paragraph, however a paragraph can precede the topic phrase in some cases to emphasize a point. A topic sentence needs to be well supported by details. The core idea of the paragraph is stated in a topic sentence, which is then developed with carefully related details. The topic sentence is typically most effective

at the beginning of the paragraph, however a paragraph can precede the topic phrase in some cases to emphasize a point. A topic sentence must be well supported by details.

### **2.3.3 Supporting Sentences**

Supporting sentences is the important sentences that must found in the paragraph Muwafaq & Muwafaq, (2019) define, These are the paragraphs that discuss or clarify the topic sentence. Following the main idea, they are the more in-depth concept. It means that the supporting sentences need to be related to the main idea., where the supporting sentence more detail in explanation to making the reader understand about the paragraph. Supporting sentences consist of some sentences and it explains the background of stories, plot of stories, and the character in the story.

### **2.4.1 Purpose of Writing**

Writing has a variety of purposes, including those of expressing emotions, promoting, persuasion, entertainment, gratitude, informing, evaluating, educating, suggesting, reminding, and warning. According to Nikitina (2012), Knowing not only to whom to write but also for what reason is essential. A clearly stated purpose aids in bridging the gap between the audience and the information by tying

both parties closely to the author. This means, that the purpose of writing is how the way the writer can deliver their messages in their content to the reader, so the reader can get the point of their content and get the same perspective.

## **2.3 Procedure Text**

### **2.3.1 Definition of procedure text**

Procedure text is one of the kinds of text in the English language. According to Muthmainah (2014), procedure text is the text that show a process in order to describe how something is completely done through a sequence of series.

### **2.3.2 Generic structure of procedure text**

There are generic structures of procedure text:

#### 1. Goal

The goal is the aim of the procedure text. For example: how to make a cup of coffee, how to make spaghetti, how to operate the laptop, how to use the remote.

#### 2. Material or Ingredient

In this chapter, the writer tells the materials or ingredients to make something. For example, the

material to cook omelet is egg, onion, vegetable, oil, etc.

### 3. Step

The writer writes the sequence of the step in this chapter. For example: first, wash the tomatoes, garlic, and onion; second, cut the onion becomes slice.

#### **2.3.3 Purpose of procedure text**

1. To explain or instruct the reader on how to create, use, or carry out something by way of a series of steps or activities

#### **2.3.4 Language feature of procedure text**

1. Use adverbial of sequence or using temporal conjunction.

Examples: first, second, third, and the last.

2. Use command or imperative sentence.

Examples: cut the onion, boil the water, wash the tomatoes.

3. Using adverbial to express detail the time, place, manner accurate. Examples: for five minutes, 2 hours, etc.

4. Using action verbs. Examples: make, take, boil, cook.

## 5. Using simple present tense

### 2.3.5 Example of procedure text

How to Make a Cup of Coffee Materials and ingredients:

1. 2 spoons of sugar
2. One spoon of coffee powder
3. Hot water
4. A cup
5. A spoon

Steps:

1. Prepare two spoons of sugar, a cup, hot water, and a spoon of coffee powder, and a spoon.
2. Put one spoon of coffee powder into the cup
3. Pour some hot water into the cup
4. Add 2 spoons of sugar
5. Stir it well and the hot coffee is ready to drink

## **2.4 Flowchart**

### **2.4.1 Definition of Flowchart**

The writing process includes a flow chart that will aid students with their writing. By creating a flow chart diagram, flow charting seeks to help people express their thoughts and feelings as they relate to the issue. Flow charts, which depict relationships between ideas, are comparable to cluster maps in this regard. 19 sentence and flow are two connected but separate ideas that contribute to sentence unity. According to Kane (1988) Coherence is the ability of concepts to cohere. The phrases must flow together in order for readers to be unaware of any gaps.

According to Ishimura and Bartlett (2008) The writing process includes a flowchart as well, which might assist the students in their writing. The students are able to get some points. The students must first continue to have ideas related to their writing assignment. Second, creating a paragraph using a flowchart offers students a fresh approach to writing sentences and paragraphs while also engaging them in the teaching and learning of English. The final step is providing feedback so the writer may edit their work and produce better writing.

In exploring students' ideas, there are some strategies the students can use such as brainstorming, free writing, mapping, listing, and using charts. Galko (2002) asserts, "Using chart is grouping your ideas visually in charts or tables." Charts are a visual approach to organize students' ideas, similar to word maps or spider webs. The studentss have access to five different sorts of charts. These include a flow chart, a timeline, a five-senses chart, a comparison and contrast chart, and a pro and con chart. Galko (2002) states, A flow chart is useful for outlining the steps in a procedure. A diagram that describes a process or circumstance is called a flow chart. Arrows connecting the symbols on the flowchart indicate the direction in which the process should move.

The purpose of flow chart is to communicate how a process or 20 situation worked or happened. The flow chart should be neat, clear, and easy to follow. There should not be any room for ambiguity in understanding the flowchart

A flowchart is a simple mapping tool that shows the sequence of actions in a process in a form that is easy to read and communicate. According to Tague (2005), the purposes of using flowcharts include:

1. To develop an understanding of how the process is carried out.
2. To study process improvement.
3. To communicate with others how the process is done.
4. For the purposes of better communication among people involved in the same process.
5. To document the process.
6. To plan an activity.

#### **2.4.2 Types of flowchart**

There are some types of flowchart:

##### 1) System flowchart

System flowchart is a chart that shows a workflow or a what the program is running in the system that explained with complete and thoroughly.

##### 2) Document flowchart

Document flowchart is a form flowchart or a paperwork flowchart that used to show a flow of a report forms.



### 3) Schematic flowchart

The schematic flowchart has the same meaning as the system flowchart. Both of them are used to show the workflow or the program running in the system. However, the difference is in the symbols used. In the schematic flowchart, the writer can use not only a flowchart's symbols but they can use the other symbols like a computer or other tool to make the reader easier to understand.

### 4) Program flowchart

Program flowchart is a flowchart that explains a step by step of the process of the program

## **2.4.3 Advantages of using a flow chart**

The following are some advantages of using a flowchart as a study tool or method:

1. A flowchart can increase students' writing interest
2. Flowcharts can help students be more creative
3. A flowchart can help students solve the problems in a systematic way.
4. A flowchart can help students organize their ideas more clearly.

## **2.4.6 Pecedure of Using Flowchart**

A flowchart is a systematic representation of a thought, idea, or concept. Since there is no definitive way to create a flowchart, the writer can create any type of flowchart with their mind. In general, a flowchart is categorized into three parts these calls input, process, and output. In computer systems, flowchart divided into five parts these are, start, read, decision, process, and end. The symbols of “start” and “end” are the terminal point symbols that show the begining or the end of flowchart. The symbol of “read” is the inpu system of flowchart. The symbol of “decision” is the symbol that used to chose the decision or process base on the system. The symbol of “process” is used to show the computer’s process or activity.

Students' ability to think are graphically represented using flowcharts in the classroom. It gives students the freedom to write down their ideas and thoughts in a logical and structured way, providing them the opportunity to revisit it and reflect. Through the use of this technique, a student can step-by-step describe a series of events or acts that led to a conclusion. Students of all levels have been shown to benefit from using flowcharts to improve their reading comprehension. As it will frequently be utilized in future business meetings and presentations, it is a vital tool for students to understand. One begins by drawing a box around their initial idea or action point when creating a flowchart. The remaining action points are sequentially arranged one by one in boxes. The boxes are connected by arrows in the proper order. Making sure

the boxes are arranged properly is crucial when creating a flowchart because the notion shifts depending on the order.

Overall, flowcharts have been used for a very long time. Flowcharts are a distinct quality improvement technique. It is acknowledged as a visual depiction of a process that is being learnt or even used to schedule project phases. The flowchart is a graphic depiction of the square of plan's content. Before writing their programs, programmers utilize flowcharts to outline them. A flowchart is a visual representation of a process. It displays each step that must be taken. A computer program written by a programmer must be exceedingly particular. It must contain each phase in a process.

Programmers can better organize their thoughts by using flowcharts. A process point is specifically used for a flowchart. A flowchart typically gives those engaging with a project a similar language and frame of reference. It illustrates the order of events first, second, next, and so forth as well as the reader's potential actions and the results of those actions. The topic, strategy, treatment, and option are meticulously organized into a plan using a detailed flowchart. Pictures are used in flowcharts to represent various types of labor and specific functions. It is beneficial to develop structured programs since it only depicts the most important commands.