**CHAPTER II**

**RIVIEW LITERATURE**

* 1. **Theoretical Framework**
     1. **Writing**

Writing is one of the most skills in learning language beside reading speaking and listening. Writing is one of the language skill to transform what we think in our mind into writing form. The goal of writing is the expression of ideas thought in form of written form to be a communication.

According to Patel and Jain (2008:125), writing is a skill which must be taught and practiced because it is a kind of linguistic behavior, it presents the sounds of language through visual symbols. Writing is essential features of learning of language because it provides a very good means of foxing the vocabulary, spelling and sentence pattern. Furthermore, Hyland (2003:1) states that writing is central to our personal experience and social identities.

Teaching writing as one of two linguistics–productive skill actually can not be separated from the teaching and reading as one of the other to receptive language skill. Harmer (2001:205) explains that the teaching of productive skills is closely bound up with receptive will be the input for them to see how it turns out. The students working with genre focused task will find that a written text they read as a vital way of providing models for them to follow, and so on. It is to see the teaching of reading or listening and speaking is held in one go.

* + - 1. **The purpose of writing**

The purpose of writing is the expression of ideas, the conveying of a message to the reader. So the ideas themselves should arguably be seen as the most important aspect of the writing. Leki in Fauziati (2010: 46) states that the main purpose of the learners‘ writing activity is to catch grammar, spelling, and punctuation errors. Mc. Mahon et al (1996: 8) states that there are many purposes of writing and the following are those:

1. To express the writers feeling

The writer wants to produce and express what he/she feels or thinks through written forms, as in diary or a love letter. It is what is so called expressive writing.

1. To entertain the readers

The writer intends to entertain the readers through written forms. The writer usually uses aesthetical materials to entertain the readers. It is called literary writing.

1. To inform the readers

The writer intends to give information or explain something to the readers. It is a kind of informative writing.

1. To persuade the readers

The writer tries to persuade or convince the readers about his opinion or concept or idea. It is called persuasive writing.

Based on the explanation above it can be concluded that the purpose of writing are to express the feeling, to entertain the readers, to give information about something to the readers, and to persuade the readers.

* + - 1. **Writing Process**

According to Harmer (2004:4-6), there are four steps of the process of writing;

1. Planning

The students plan what they are going to write. The students have to think about three main issue, there are;

1. Considering the purpose of their writing.
2. Thinking of the audience they are writing for, it will influence not only the shape of writing but also the choice of language
3. Considering the content structure of the piece.
4. Drafting

As the writing process into editing, a number into editing, a number of drafts may be produced on the way to the final version.

1. Editing (reflecting and revising)

After producing a draft, the students need to check their works, perhaps the order of the information is not clear, perhaps the way of something written ambiguous or confusing. And then, reflecting and revising are often reflecting and revising are often helped by others readers who comment and make suggestions.

1. Final draft

After editing their draft, making changes they consider to be necessary, they produce their final version.

* + - 1. **Concept of Writing Ability**

Good writing in any languages involves knowledge and skill of written discourse for the learners. Students should know how to write an interesting text and good paragraph. A good paragraph should focus on one idea. An idea can control the content of a paragraph. In writing, a good paragraph should concern to unity/cohesion and coherence. A good paragraph contains some details information to explain and prove statements of a topic sentence (Djuharine, 2009: 69). According to Nurgiantoro (2001: 306) a paragraph involves at least five components. They are:

1. Content : The substance of writing, the ideas expressed.
2. Form : The organization of the content.
3. Grammar : The employment of grammatical form and syntactic

pattern.

1. Vocabulary : The choice of structure and lexical items to give a

particular tone or flavor to the writing. It is also

called style.

1. Mechanic : The use of graphic conventions of the language.
   * + 1. **Genre in Writing**

Genre is specific type of text resulted from the language accomplished something. Genre of the text can be defined as text type that has a function as a frame of a reference, so that the text us effective in its purposes choice and structure of text elements and grammar (Pardiyono,2007:2).

According to Ardiyono (2007), there are eleven genres of writing, namely:

1. Descriptive: Has a function describe a certain person, place or thing.
2. Recount: Contains of the technology or activities done in the past time.
3. Narrative: To amuse, entertain, and to deal with actual or vicarious experience in different ways; narrative deals with problematic event which lead to the crisis or tuning point of some kind which in turn find a resolution.
4. Procedure: Contains instructions about how something is accomplished through a sequence of action or steps.
5. Explanation: To explain a thing or object according to the character, process involved in the information, working of natural, or socio cultural phenomena.
6. Discussion: To present information or opinion about a hot issue that is sometimes controversial.
7. Exposition: Contains of an argument, point of view, a matter or a certain thing.
8. News item: To inform the reader, listener, or the viewer about the events of the day which are considered news-worthy or important.
9. Report: To describe the way things/fact are, with reference to a range of natural and social phenomena in our environment supported by data presentation, characteristics, descriptions, and classification or tabulating.
10. Anecdote: Contains a meaning or share about a ridiculous, shame, funny and unusual events.
11. Review: to critique and artwork of event for a public audience.
    * 1. **Contextual Teaching and Learning (CTL)**
         1. **Definition of CTL**

Approach can help teachers to rnake students comprehending the lesson given easily. Such an idea has been discussed by Berns & Erickson (2001:.2):

*Contextual teaching and learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations: and motivates students to make connections between knowledge and its applications to their lives as family members. Citizens. And workers and engage in the hard work that learning requires.*

They explain that this approach is designed to make students understandwhy they are learning the concept and how triose concept can be used outsidethe classroom. In addition; most students learn much more efficiently when theyare allowed to work cooperatively with other students in groups or teams.

(Sanjaya:2010:255) states *“Contextual Teaching and Learning (CTL) is one of strategies that emphasizes on process of student’ involvement entirely in order to find out the learning material that is learned and try to related it to the real world”.* Meanwhile, Wahyono (2002:5) states *“CTL is the concept that helps the teachers to connect between learning content and the real world and to motivate students to make relationship between knowledge and its implementation in students’ as citizen.”*

Similarity, Department of National Education (2002:2) defines *“CTL is the learning concept that helps the teachers to relate between the learning materials taught and students’ real world and try to encourage students make a relationship between the knowledge that they have and its implementation in daily life as a member of community.”*

Moreover, Johnson (2002:25) says as follow:

*The CTL system is an educational process that aims to help students Gsee meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives, that is. With the context in their personal, social and cultural circumstances. To achieve this aim, the system encompasses the following eight components: making meaningful connections, doing significant work, self-regulated learning collaborating critical and creative thinking nurturing the individual, reaching high standards, using authentic assessment.*

From those explanations above the researcher views that CTL can help teacher to make students find meaning from what they have learned in the classroom and relate the knowledge to their daily life. This learning process aims to make students are able to experience by themselves the lesson they have studied at school.

* + - 1. **Characteristics of Contextual Teaching and Learning**

According to Priyatni in krisnawati and madya (2004:56) characteristics of CTL as follows:

1. Learning is carried out in an authentic context, it means that learning is directed so that students have the skills to solve real problem.
2. Learning provides opportunities for students to work on meaningful assignments.
3. Learning is carried out by giving meaningful experiences to the students.
4. Learning is carried out through group work, discussions, and mutual correcting.
5. Togetherness, cooperation, and mutual understanding with one another depth is a fun learning aspect.
6. Learning is carried out actively, creatively, productively and in an important way cooperation.
7. Learning is carried out in a fun way
   * + 1. **Principle of Contextual Teaching and Learning**

Nurhadi (2002:10) states that a class is said to use contextual approach, if applying the following seven main components of contextual teaching and learning as follows:

* + - * 1. Constructivism

Develops the idea that students learn more meaningfully by working alone, discovering themselves, and constructing their own new knowledge and skills. It means that students build their own knowledge through active involvement in the teaching and learning process, students who are the center of activities, not teachers

* + - * 1. Inquiry

Finding is a core part of contextual-based learning activities, where the knowledge and skills acquired by students are not the result of remembering a set of facts but finding the results themselves. expected to design activities that refer to finding activities, whatever the material being taught. The process of finding an existing concept or known as inquiry is realized in the form of complementary activities. Student Worksheets are intentionally arranged with a flowchart that helps students find a concept of text procedures. In the preparation of the worksheet, the inquiry process can be seen from the process of finding related to the material.

The teacher does not give that concept directly but through story stimulus to the students.

* + - * 1. Questioning

Develop students' curiosity by questioning.

* + - * 1. Learning-Community

Create a learning community through small groups.

* + - * 1. Modeling

Modeling is a learning process by demonstrating something as an example that all students can emulate. Modeling basically discusses the ideas thought out, demonstrates how the teacher wants his students to learn, and does what the teacher wants the student can to do. Modeling can take the form of demonstrations, giving examples of concepts or learning activities. In contextual learning, the teacher is not the only model, the model can be designed by involving students.

* + - * 1. Reflection

Reflection is doing at the end of the learning of each meeting.

The form of reflection in this research is for example asking students what things and terms they just got after learning about text procedures which are then recorded by students. Students with the teacher's guide conclude the material they have just learned such as re-expressing the definition of the terms they mentioned, so that new knowledge will be stored in students' memories. The teacher asks students' impressions and suggestions about learning that day is also a form of learning reflection.

* + - * 1. Authentic Assessment

Do an actual assessment in many ways.

* + - 1. **Advantages and Disadvantages of Contextual Teaching and Learning**

1. **The Advantages and Disadvantages of Contextual Teaching and Learning**

There are some advantage of Contextual Teaching and Learning

1. Students are more responsive when using their knowledge and skills in real-world situations.
2. Students are more likely to engage in their own learning if it applies directly to their lives as family members, citizens, and present/future workers.
3. Parents, students, and community members can all use and relate to these ideas.
4. Contextual Teaching and Learning (CTL)” helps teachers relate subject matter content to real world situations and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers”.

**b. Disadvantage of Contextual Teaching and Learning**

The disadvantage of Contextual Teaching and Learning is must look at each child in the classroom expressly to understand that child‟ emotional state, learning style, english speaking skills, cultural and financial circumstance.

* + - 1. **The Procedures of Teaching Procedure Text Writing Ability Through Contextual Teaching and Learning Approach**
      2. Students notice, listen and pay attention to how to call person ( Problem based learning and using multiple context).
      3. Students get question which is related about TEXT how to call person ( questioning ).
      4. After identifying all of rescue action / interaction students do a reflection indeed, they can find or recognize material and steps how to call person. ( reflection).
      5. Students identify many kinds of information, purpose, generic structure, and language features from the given example and they try to produce a paragraph as if the given example. (modeling)
      6. Students mention and identify the vocabularies about how to call person, adjective pronoun and mechanism and then connect the information with the real situation. (inquiry)
      7. Students get some of pictures about others procedure text with explanation and then asked students to match the explanation with the right pictures. After that students recall out all of information which they have known before or maybe the other one without seeing it again. (constructivism)
      8. Students were given some picture about procedure text and asked them to find material and steps about the picture, then find generic stucture from their assignment (learning community).
      9. Every groups representation were asked to come forward to mention all of they had been discuss in group . And then after finished their writing every groups tries to examine the others’ group writing. ( reflection ).
      10. In the last students were asked to do an observation about one of their classmate’s physical appearance, traits or common information and then write all of the information in the journal format. ( authentic assessment).
    1. **Procedure Text**

Procedure text is a text is designed to describe how something is achieved or done through a sequence of sections or steps. Further Knapp and Watkins (2005:157) state that procedural instructions such as recipes and directions are concerned with telling someone how to do something. For this reason, procedural texts generally begin with the goal of the task, which is usually stated as a heading; for example, ‘How to Make a Sandwich’ or ‘Directions for Using the Class Computer’. Following his stage, a set of ingredients or the materials required to complete the task will be presented in the order of use. Some instructions, such as directions to use an appliance, may not include this information. The text then process through a sequence of steps specifying how the goal is to be achieved. So procedure text contains four elements namely goal, material, and steps which a writer describes how something is accomplished through a sequence of steps.

* + - 1. **Social Function Procedure Text**

Actually the main communicative purpose of the writing of the procedure text is to show and describe the way how something is done (how mineral water is proceeded? Or to describe how something is accomplished through sequences of actions or steps.

So it can be said that procedure text is a kind of action oriented. Outline steps to take, and the order in which need to be taken. Often instructional, and can be used in training and orientation.

* + - 1. **Generic structure**

According to Knapp and Watkins (2005:157) a procedural instructions such as recipes and direction are concerned with telling someone how to do something. For this reason, procedure text generally begins with the goal of the task, which is usually stated as a heading: for example ‘How to Make Sandwich’ or ‘How to Make a Transplanted a tree’ following this state, a set of ingredients or the materials required to complete the task will often be presented in the order of use (not require for all procedural text). Some instruction such as direction and appliance may not include this information the text then proceed through a sequence of steps specifying how the goal is to be achieved. The steps may be accompanied by illustrations or diagram to assist the reader with the task at hand. Some text may include comments at certain stages of the procedure.

Based on the explanation above, it can be concluded that there are some generic structures of procedure text. They are:

1. Goal : Describe or purpose how something is accomplish

(tittle).

1. Materials : Things needed in the case being discussed to achieve

the goal.

1. Steps : The process or series of actions in order to do or make

Something is accomplished to achieve the goal.

* + - 1. **Grammatical pattern**

In general, the related vocabulary usages of the procedure text are:

1. It uses the instruction or command or doing something verb such as Put, Take, Mix, Switch, Slow, Down, Reduce, etc. To show activity and process.
2. It uses mainly temporal conjunction (or numbering to indicate sequence).
3. It uses material processes.
4. The linking words and phrases are expressing sequence (first, then, next, finally).
5. Using present tense
   * + 1. **Example of Procedure Text**

Example of procedure text according Pardiyono (2007:130).

**How to Make Banana Milkshake**

**2.1 figure example of procedure text**

|  |  |
| --- | --- |
| **Goals** | Banana milkshake |
| **Materials** | All you need for it are:   * A banana * Some milk * Some honey * Some ice |
| **Steps** | 1. First, cut up the banana into small slice in put them in blender. 2. Next, add some milk and honey. Don’t miss to pit it some ice. 3. Then, mix them all together for a few second. 4. After, everything is well blended, pour the mixture into a glass and have it soon. 5. Finally, pour the mango juice into the glass and ready to drink. |

* 1. **Conceptual Framework**

Writing is found to be difficult to be mastered by the students. They have to study harder in order to write effectively. There are some reasons that make writing becomes so difficult for students. Firstly, writing requires good grammar in its process. While most students do not really like to study grammar. Secondly, people are often known to spend less time write than to listen, to speak, and even to read. Thirdly, most students are not confident in writing. They usually think that their writing is bad.

By using contextual teaching and learning approach in teaching procedure text, it will develop understanding of students in the writing in steps of sequence in good order. The students were able to see the steps of doing or making something closely and directly by connecting learning with real students 'lives. So students were able to arrange the steps of writing procedure easily.

Considering the reason above, the contextual teaching and learning approach gave a significant effect on students’ achievement in writing procedure text.

* 1. **The Previous Study**

The researcher presents the previous study dealing with the topic. The fisrt title is “*The Influence of Contextual Teaching and Learning Approach on Students’ Writing Descriptive Text ( A Quasi-experimental Study at the Seventh Grade Students of SMP Fatahillah Ciledug, Tangerang )”* written by Anisa Nurul Hidayah. This research used experimental research design. The result of this research implied that Contextual Teaching and Learning approach is effective on the students’ achievement of writing skills.

The second title is *the effectiveness of contextual teaching and learning in improving students reading skills in procedural Text (A Quasi-experimental Study of second grade students at one vocational school in Bandung)* written by Khaefiatunnisa. This research used experimental design. The result of this research implied that Contextual Teaching and Learning approach is effective on the students’ achievement of reading skills.

Both of previous research above have some similarities with this research. The similarities both of the research and this research are about experimental research and using contextual teaching and learning approach and similarities in SMP/MTs. There are the differences both of the research and this research. The first previous research focus on writing descriptive text but this research focus on writing procedure text. The second research focus on reading procedure text but this research focus on writing procedure text and her research did in vocational school but in this research in MTs.