

CHAPTER II

WORD WALL MEDIA TOWARD STUDENTS' WRITING PROCEDURE TEXT

A. Theories of Writing

1. Definition of Writing

All of the skill in language is very important to learn, in this research the researcher was focus in writing skill, it is one of the language skills that students must acquire and every students that want to learn about language should be able to make a product that we called writing. Nation (2009:113) states, "Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading". Therefore, it is usually thought to be the one of difficult skills to acquire and should only be taught after students have learned the other skills. Kane (2000:3) also states that writing is rational that it is an exercise of mind requiring the mastery of techniques anyone can learn and the writing is worth learning.

Moreover, Harmer (2004:86) states that writing is a process and that we write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities. In addition, Caroline (2003:2) states that writing is producing something in written form so that people can read, perform and use it.

Brown also (2001:335) adds about his concept of writing,

Writing is the written products of thinking, drafting, and revising that required specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final products.

Thus, it can be stated that writing is a process to make a product or composition of words to express the feelings and thought by using correct structure and coherent organization of ideas which can be used to another people as a rider.

2. Aspects of Writing

There are some aspects of writing that can help the students or learners in learning how to make a good writing. According to Kane (2000: 13-15) there are three rules in writing, they are grammar (the rules which structure the language), usage (concerning how we should use the language in certain situations), and mechanics (appearance of words, to how they are spelled or arranged on paper). In addition, McCaskill (1990: iii) states that writers must understand some aspects of writing such as grammar, sentence structure, punctuation, and capitalization. Each aspect will be explained as follow:

a. Grammar

Grammar is the study of the classes of words, their inflections (changes in form to distinguish case, gender, tense, etc.), and functions in a sentence.

b. Sentence Structure

Sentence structure is a semantic point of view on the sentence. In order to make an effective writing it is involve a craft to creating phrases, sentences, and paragraphs that ensure communication.

c. Punctuation

Punctuation is placed in text to make meaning clear and to make reading easier. The various punctuation marks perform four functions, they are separate (a period separates sentences), group or enclose (parentheses enclose extraneous information), connect (a hyphen connects a unit modifier), and impart meaning (a question mark may make an otherwise declarative sentence interrogative).

d. Capitalization

Capitalization is writing a word with its first letter as a capital letter and the remaining letters in lower case, it is used for the choice of case in text. One of the examples of using capitalization is at the beginnings of such things as sentences, quotations, and captions.

Moreover, below are the categories of writing based on Brown (2001: 357):

- a. Content (includes thesis statement, related ideas, opinion, etc.)
- b. Organization (includes the effectiveness of introduction, logical sequence of idea, conclusion, etc.)

- c. Discourse (includes topic sentence, transition, variation, etc.)
- d. Syntax (called grammar)
- e. Vocabulary (the choice of words)
- f. Mechanic (includes spelling, punctuation, neatness, etc.)

From those explanations about the aspects of writing, it could be concluded that if the learners want to make a good writing they should consider some aspects of writing such as grammar, usage, mechanic, sentence structure, contents, and vocabulary. Furthermore, those aspects could be used for evaluating writing in order to know writer's knowledge of English. In this research the researcher used some aspects that relate to writing procedure text, those aspects explained in part B (page 13)

3. The Process of Writing

In teaching and learning about writing is not simple to be done by both of the teachers and the students in teaching and learning process. It is because they have to consider and think over the writing process. Writing process is a process where the writers try to connect themselves and their readers in building their ideas by developing the themes. Kane (2000:80) states there are three steps in writing processes; the first step, "thinking," in choosing a subject, exploring ways of developing it, and devising strategies of organization and style. The second step, "doing," is usually called "drafting"; and the third, "doing again," is "revising". In additional, Crawford at al. (2005: 116) mention the writing process can be: *rehearsing, drafting, revising, editing, and publishing.*

- a. Rehearsing: Rehearsing is the act of finding a topic, gathering information, and collecting thoughts about the topic. In this way, they begin to plan a way to write about their topic
- b. Drafting: Drafting is the act of setting ideas on paper in their initial form. Writers display their ideas on paper or on a computer screen so they can see what they know and have to say about their topic.
- c. Revising: Revising is making the written work better. It is not correcting grammar and spelling, but rather the phase in which writer moves ideas around, expand upon them, cut out nonessential parts, and otherwise make their ideas clearer.

- d. **Editing:** Editing is the process of making a composition presentable before it is made public. During the editing phase paragraphs or pages may sometimes be cut or added.
- e. **Publishing:** Publishing is sharing a work with an audience, does not happen with every piece of writing. Sometimes writers record their thoughts for themselves only or for a single reader, and sometimes a work doesn't have sufficient merit to warrant sharing widely.

Nation (2009:114) states that the writing process contains the following seven sub processes, considering the goals of the writer, having a model of the reader, gathering ideas, organizing ideas, turning ideas into written text, reviewing what has been written, and editing.

The writing process is very essential component that can influence students' achievement in writing skill. Based on the theories above, the researcher concludes that there are some steps in writing process starting from providing the goals of writing, choosing the topic/ idea, organizing the idea, drafting, revising, editing, and the last is publishing the writing

4. The Principles of Writing

According to Whitaker (2009:2) there are ten principles of writing; clear purpose, audience engagement, clear point of view, single focus, logical organization, strong support, clear and complete explanations, effective use of research, correct APA style, writing style.

- a. **Clear Purpose.** The goal of your paper is to answer the question you posed as your topic. Your question gives you a purpose. The most common purposes in writing are to persuade, analyze/synthesize, and inform.

- 1) **Persuasive purpose** – In persuasive writing, the purpose is to get your readers to adopt your answer to the question. So you will choose one answer to your question, support your answer using

reason and evidence, and try to change the readers' point of view about the topic.

2) Analytical purpose – In analytical writing, the purpose is to explain and evaluate possible answers to your question, choosing the best answer(s) based on your own criteria. Analytical assignments often investigate causes, examine effects, evaluate effectiveness, assess ways to solve problems, find the relationships between various ideas, or analyze other people's arguments. The "synthesis" part of the purpose comes in when you put together all the parts and come up with your own answer to the question

3) Informative purpose – In informative writing, the purpose is to explain possible answers to your question, giving the readers new information about your topic. This differs from an analytical topic in that you do not push your viewpoint on the readers, but rather try to enlarge the readers' view and some assignments may have two purposes. In all cases, the purpose will be clear at the beginning of your paper, and your paper must achieve its purpose in order to be successful.

b. Audience Engagement. As with all writing, academic writing is directed to a specific audience in mind. Unless your instructor says otherwise, consider your audience to be fellow students with the same level of knowledge as yourself. As students in the field, they are interested in your topic, but perhaps not so interested in reading a paper. So you will

have to engage them with your ideas and catch their interest with your writing style. Imagine that they are also skeptical, so that you must use the appropriate reasoning and evidence to convince them of your ideas.

c. **Clear Point of View.** Writing, even that with an informative purpose, is not just a list of facts or summaries of sources. Although you will present other people's ideas and research, the goal of your paper is to show what you think about these things. Your paper will have and support your own original idea about the topic. This is called the thesis statement, and it is your answer to the question.

d. **Single Focus.** Every paragraph (even every sentence) in your paper will support your thesis statement. There will be no unnecessary, irrelevant, unimportant, or contradictory information (Your paper will likely include contradictory or alternative points of view, but you will respond to and critique them to further strengthen your own point of view).

e. **Logical Organization.** Writing follows a standard organizational pattern. For academic essays and papers, there is an introduction, body, and conclusion. Each paragraph logically leads to the next one.

1) The introduction catches the readers' attention, provides background information, and lets the reader know what to expect. It also has the thesis statement.

2) The body paragraphs support the thesis statement. Each body paragraph has one main point to support the thesis, which is named in a topic sentence. Each point is then supported in the paragraph

with logical reasoning and evidence. Each sentence connects to the one before and after it. The readers do not have to work to find the connection between ideas.

3) The conclusion summarizes the paper's thesis and main points and shows the reader the significance of the paper's findings.

f. Strong Support. Each body paragraph will have sufficient and relevant support for the topic sentence and thesis statements. This support will consist of facts, examples, description, personal experience, and expert opinions and quotations.

g. Clear and Complete Explanations. This is very important! As the writer, you need to do all the work for the reader. The reader should not have to think hard to understand your ideas, logic, or organization. English readers expect everything to be done for them; your thoughts and thought processes should be clearly and completely explained.

h. Effective Use of Research. Your paper should refer to a variety of current, high-quality, and professional. You will use your research to support your own ideas; therefore, it must be integrated into your writing and not presented separately. That means that source material will be introduced, analyzed, explained, and then cited. *Research and APA Style Guide 2010* covers this topic in depth.

i. Correct APA Style. All academic papers should follow the guidelines of the American Psychological Association as found in *Research and APA*

Style Guide 2010, regarding in-text citations, the reference list, and format.

- j. Writing Style. Because this is your work, you should use your own words whenever possible. Do not try to write like a boring, overly formal scholarly article. Use the natural conversational style that you would use in the classroom. Your writing should be clear, concise, and easy to read. It is also very important that there are not grammar, spelling, punctuation, or vocabulary mistakes in academic writing. Errors convey to the reader that you do not care.

B. Procedure Text

1. Definition of Procedure text

Procedure is one of kind of texts that students learn in Junior High School at the first semester so that the researcher wanted to use this text as a subject in implementing the media. Anderson and Anderson (1998: 2) explain that a procedure is a piece of text that tells the reader or listener how to do something. Procedure text is already familiar with people's daily life, for example in giving instructions to make something, in games rules, in recipes, manual steps, directions of destination (Derewianka. 2004: 23-27). Further, there are three part of procedure text consists of title/goal, list of material, and steps/method/procedures. To arrange a good procedure text, we need the common text organization that should be applied in writing procedure text. Derewianka (1995: 27) mentions, the text organization of a procedure text as follows:

- a. The focus of instructional texts is on a sequence of actions.
- b. The structure is easily recognized.
- c. Each stage serves a particular function.
- d. The text may also include comments on the usefulness, significance, danger, fun, etc.
- e. Headings, subheadings, numbers, diagrams, photos are often utilized to make instructions as clear and easy to understand as possible.

Thus, from the explanations, researcher concluded that procedure text is a text that used to describe how something is accomplished through series of actions or steps, which is used in daily life and organized by goal, material, and method. In this research the researcher used some aspects to give the students score such as goal, material used, method, language features, and mechanics.

2. The Example of Procedure Text

Below is the example of procedure text taken from Zaida (2006:64)

Goal	How to Make Cheesy Fried Egg
Materials	<ol style="list-style-type: none"> b. An egg c. five spoonfuls of cooking oil d. A pinch of salt e. Some grated cheese.
Steps	<ol style="list-style-type: none"> a. First, pour the oil into the pan b. Second, heat the oil c. Third, break the egg into the pan d. Fourth, cook the egg for 3-4 minutes e. Fifth, put some salt on the egg f. Sixth, take out the egg and put on a plate

	<p>g. Next, sprinkle the fried egg with some grated cheese</p> <p>h. Finally, eat while warm.</p>
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Thus from an example, students know how to write procedure text; First, write the goal. Second, write a list of materials that will be needed for completing the procedure. The last, write the steps to achieve the goal of the procedure text.

C. Definition of Word Wall Media

There are a lot of media that can be used in teaching process, one of the media is using Word Wall, and it uses to teach vocabulary so that the students may learn several words while participating in using this media. According to Brabham and Villaume (2001:2) a Words Wall is a collection of high-frequency sight words that are age appropriate, classified into groups or categories, and is located on the wall of a classroom for students to easily see and learn. It is supported by Cronsbery (2004:3) who explains that:

A word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom. The words are printed in a large font so that they are easily visible from all student seating areas. These words are referred to continually throughout a unit or term by the teacher and students during a variety of activities.

Moreover, Hilden and Jones (2012: 9) say that Word Wall is strategically placed along the top of perimeter of the classroom, or sometime

aligned to fit the space of bulletin board that designed to support the teaching of word. Thus it can be stated that Word Wall is a collection of words that is located on the wall of classroom, so that the students may learn the key word easily while using some activities.

The example of Word Wall media can be seen in the figure below;

Figure 2.1

Word Wall Picture



Retrieved on 25th January from <http://testyetrying.blogspot.co.id>

Below are the activities of Word Wall that used in the classroom according to Indrayana (2014:13):

1. Point, Clap, Chant. The teacher states the word, one student points to the word on the word wall and then all students chant the letters of the word and clap for each letter.
2. Vowel Play. The students can write the words and underline all the vowels, or decide if the vowels are long, short or controlled by another letter (star - r controlled vowel and neither long nor short).
3. Word wall stories. Students use as many of the word wall words as they can to write a story. This too can be quite a challenge to ensure that the story makes sense yet still uses many of the words.
4. Word wall Bingo. Students always love a good game of bingo. In this activity, the students write down a stated number of word wall words, 10, 15 or 20. The teacher then randomly states the names of some of the word wall words. As she says the words, the students underline the word or put a chip over the word. The first one to have their words read out by the teacher first is the winner.
5. Guess the word wall word. Students work with partners and draw the word with their finger on their partner's back. When the student guesses the word, they trade places. (Great for tactile learners).

Thus, based on Indrayana, there are some activities that can be used in implementing Word Wall Media in the classroom there are also some games that can make the students enjoy in learning activities. In this research the researcher used some activities that suitable in teaching Procedure text for example Word Wall stories and guess the Word Wall word.

D. Using Word Wall Media Toward Writing Procedure Text

In choosing the appropriate media to teach writing procedure text the researcher uses Word Wall, there are some experts declare that word wall is a good media in teaching and learning process. Harmon et all (2009: 401) state that the use of Word Wall is for studying, remembering, writing, and completing classroom assignments. It helps the students to develop a sequence of vocabulary and provide the knowledge from the instruction of Word Wall activities. Cronsbery (2004: 3) also states that Word Wall can be used to increase student independence when reading and writing. It means that when the teacher uses Word Wall As a media in teaching, the students would learn about vocabularies, thereby could help the students in writing.

In order to have clear explanation about this media, the researcher would explain how it is implied for teaching procedure text activity in the classroom below:

1. First, the teacher does the warming up activity by asking some questions, for examples “Do you ever make something such as cake, juice, or any else? ”and “What is your favourite drink or meal?”

2. After the students mention their own answer, the teacher asks them whether they know how to make those drink and meal.
3. The teacher chooses the students to explain it.
4. The representative student mentions how to make it.
5. Then, the students are asked to guess what material they would learn that day.
6. The teacher tells the students that they would learn procedure text. Teacher explains the meaning of procedure text and shows the example to the students. While explaining the definition, the teacher explains the generic structure and the language features used in procedure text also.
7. After the teacher explains about the procedure text, the teacher would introduce Word Wall media and use it to help the students in learning vocabulary that relates in writing the procedure text such as imperative verb (get, chop, cut, stir, boil, grind, etc.), connective sequence (then, next, finally, etc.), and numbering (first, second, third, fourth, etc.)
8. Next, the students are asked to write the procedure text based on their own word.
9. At last, the teacher would checks the students' work and give feedback by correcting their sentences, verbs, spelling, capital letter, and punctuation in form of written comment.

From the explanation above, it shows that teaching writing procedure text by using Word Wall media is interesting. It is simple and practical to be done.

E. The Advantages and Disadvantages of Word Wall Media

There are some advantages and disadvantages of Word Wall media that researcher should aware. According to Indrayana (2014: 16), the disadvantages of Word Wall, first, it would become a problem in a small classroom and the second, the paper of those words easy to fall from the wall. Therefore, the researcher chose the appropriate classroom to implement this media which has a lot of space, so that the