CHAPTER II
THEORETICAL BASES

This chapter presents definition of writing, procedure text, the organization of procedure text, language feature of procedure text, the feature of procedure text, teaching procedure text, demonstrative method, and the benefit of demonstrative method, the way how to teach writing using demonstration method, and the relevant of research.

Definition of Writing

Writing is a process thinking to explore the notion in our head on paper, feeling and experience. Harmer (2004, p. 8) thinks that the process of writing usually more complex than the process of speaking, but not always. Moreover Hayes (2008, p. 366) says that “Writing is best understood as a set of distinctive thinking processes which writers orchestrate or organize during the act of composing”.

The student has been a chance to convey something in their mind, felt and experience by writing. Therefore, skills of writing that student’s has is very important. Skills of writing are skills to express the notion by using language grammatically. In addition, the students more were being self confident to generate their notion.

According to Junaidi (2011, p. 01) writing is a creative process of expressing idea in written form for informing and entertaining. It means that the students can be creative and can express their experience through writing and writing has more time.
Furthermore, according to Massi (2002, p. 01) “writing plays an important role in our personal and professional lives”. In writing do not only write and write, but likewise must has been the clear purpose of your writing. And also, Sova (2004, p. 01) adds that to achieve the intention and made the readers were understood about your writing, understood and write clearly the content of your writing.

To develop the students capabilities in writing, the students were should be practiced and practiced of writing. When the students are doing practiced, teacher must make them thinking critically. It is to improve their skills of writing because qualities of thinking are important in writing. The students’ qualities of writing are important to achieve the goal in a written. In a process of writing, the students were should find out about the sequence of writing or called brainstorming before they start to write. It is because the processes of writing are related with the process of thinking. For instance is sequence of writing procedure text. Hence, it should be improve students’ capacity in writing, especially in writing procedure text.

In writing, there are some kinds of text such as narrative text, descriptive text, recount text, procedure text and so on. But this research only would like to discuss about procedure text.

**Procedure Text**

Procedure text is how to do or make something by sequence. In procedure text, especially in writing, the teacher asked students to practice how to write procedure text based on the steps of procedure. Procedure is a form of writing to
give information to the readers how to do something and have instruction more
detail. In writing procedure text, the students always use instruction of sentences
such as “how to do or make something”.

According to Priyana (2008, p.54) stated that “procedure text is told how
to do something. It is usually included that the goal of activity, any materials
needs to achieve the goal, steps to accomplish the goal”. It means that three points
included of procedure text are important and related. Moreover, Wardiman, dkk
(2008, p. 138) adds that social function of procedure text is to describe how
something is accomplish through a sequence of actions or steps.

Furthermore, according to Pardiyono (2006, p. 172) “procedure text is text
that get clue of action and content the sequence of procedure about something.
Procedure text is told to the people “how”. It means that, a procedure it has a goal
and a result. A result means that what we achieve by the goal. Moreover, Bludus
(2007, p. 1) adds Procedure text is commonly called an instruction.

Moreover, Duke (2010, p.01) says that the purpose of procedure text is to
instruct a reader in how to do something, typically written someone who knows
how to do the procedure for someone who must rely on the text properly do the
procedure. It means that, in the other words, by writing the procedure text, it will
give clear directions to the reader. Hence, the reader will do the instructions of
procedure text well.

The Characteristics of Procedure Text

Priyana (2008, p.54) divided three organization of procedure text; they are
the goal of activity, any materials needs to achieve the goal, steps to accomplish
the goal. To give more explanation about them, the organization of a procedure text consists of:

1). The goal (or title); it refers to the purpose what will be doing in the text procedure.

2). Materials (not required for all procedure texts); it refers what we need to make something procedure.

3). Steps; it refers to the sequence of procedure that use temporal like first, then, after that, next and finally to be a good procedure. It is that what we will do by steps by step to get the purpose.

**Language Feature of Procedure Text**

Duke (2010) says that there were some language feature of procedure text, those are:

a) Use of imperative sentence; short instruction: V1 + N.
   
   Example: Cut the onion.

b) Use of present tense
   
   S + V1 (s/es), example: firstly, *you prepare* the material.

c) Use of actions verb.
   
   Example: Crack, whisk, add, pour, turn, put, etc.

d) Use of sentence connectors.
   
   Example: first, then, after that, next and finally.

e) Use of adverbial phrases.
   
   Example: for five minutes, 2 centimeters from the top.
The Feature of Procedure text

Procedure text is sequences of steps to make or to do something to achieve a goal. According to Duke (2010, p.01) that there are some features of procedure text, follow as:

a) Tells to do or make something.

b) Has a little.

c) Lists materials at the beginning.

d) Has numbered steps.

e) Includes specific measurements.

f) Includes details that help the reader know exactly what to do.

g) Uses command verbs.

Demonstrative Method.

Demonstration method is one of learning method by demonstrating to student about a process, situation, object, or ways of operate a technological product that being studied. Actually, demonstration needs media to facilitate teacher to made students understood about what the teacher do. Moreover, demonstrations are an effective method for teaching concepts and problem-solving procedures.

According to Djamarah (2002, p. 35) Demonstrative method is the way presentation the material which is performance or demonstrates to students about a process, situation or thing that had been learned, in real or imitation that often with oral explanation.
Furthermore, Russell (2001, p.01) adds that there are some advantages of demonstration method. The first is students can see, heard, and possibly experience an actual even, the second is stimulating interest, and the third is present the notion and concepts more clearly. Consider the explanation above, it can be concluded that this method can help the students to prediction about what is the content of test.

Demonstration method is accurate to use to get described that more clear about process how to organize something, process make something, process how something work, process how do it or use it, and to know and saw the verity

**The Benefit of Demonstration Method**

According to Sanjana (2006, p.001) that the benefits of demonstration method are:

1. The learning more clearly and concrete so do not happen verbalism.
   
   Demonstrative method is facilitated the learning process more clearly and concrete because the teacher do not only give the material but demonstrate direct.

2. The students will easier to understand the subject that demonstrated.

   The teachers were demonstrating direct about the material in learning process. It will be made the students more easily to understand the subject.

3. Learning process can effective because the students not only listen, but also see the process directly.
The material is related with the teacher performance. For instance is how to make invitation card. The students were seen direct, not only heard. It will be made the learning process are effective.

4. The students more active to attention and interest to try.

The students were stimulated to try by seeing the teacher demonstration. It means that this method made the students active to attention what the teacher did and explained.

5. Students’ attention is more focus.

By this method, the students more attentions what the teachers do and explain, therefore the students become more focus.

**The Way How to Teach Writing using Demonstrative Method**

There is some of the way how to teach writing using demonstrative method, those are:

1. Teacher notifies competence of learning target.

   At the beginning learnt process, the teachers were conveying the basic competence of learning target.

2. Teacher do apperception prior discusses the material to stimulate students’ knowledge. interpretation

   Previous commence the material about procedure text, the teacher is do apperception through the material to stimulate students’ knowledge.

3. Teacher prepares material and tool that is needed
The teacher must prepare the material and tools are needed (Handphone, charge, computer, etc) to made the way of learning process are success.

4. All of students pay attention the teacher perform and analyzing
   Asked all of students to pay attention the teacher perform in front of class and after that the students write in down on paper to analyzed about steps of procedure text.

5. The teacher collect students result analysis.

6. Teacher make conclusion.
   Asks the students’ difficulties and conclude the material.

**The Relevant of Research**

In research written by Suratiyono (2007) with the title “The Study on Students’ Ability in Writing Procedure text” is focused in explain the students’ write procedure text. That research looks all the elements of writing and procedure text that students did from the content, grammar, organization and style. The population of that research was the students’ of the class VIII8 of SMP Negeri 6 Gorontalo in the 2006-2007 academic years. The method was used descriptive method. The result of this research is in content aspect is enough (61.76%), in form aspect is enough (67.64%), in the aspect of form is enough (70.59%), and in mechanic aspect is good (82.30%). In this research, the students were commonly difficult to got the appropriate connectors, for instance; put the briskly water to the cup. Grammaticaly, the correct sentence is put the briskly water into the cup. Likewise the students difficult to took the approproate the sequence. For instance
if this case; the first put a spoon of coffee and a spoon of sugar into the cup after that the second the briskly water. There were two sequence used by the students, they are; after that the second.

Compared with this research, this research is to find out the students ability in writing procedure text. This research only focused on transition signal of procedure. The other difference is this research uses a method, which is demonstrative method. But, this method used only to help the students to prediction the content of test.