

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

The literature review provides as a critical basis for understanding the existing body of knowledge relevant to this study. It presents an overview of key theories, concepts, and empirical findings that have shaped current thinking in the field, while also identifying gaps and areas of debate that justify the need for further investigation. This section explains the literature that has been reviewed by the researcher related to the research.

#### **2.1 Writing Skill**

Writing skill is a crucial component of language learning, including the capacity to organize ideas coherently, use appropriate vocabulary, and apply grammatical rules effectively. Studies also highlight that students with stronger metaphoric competence tend to have better writing skill, suggesting that cognitive linguistic skills play a role in effective written communication (Yang, 2022).

Effective organization of ideas is essential for clear writing. Research indicates that students who struggle with writing often lack sufficient vocabulary knowledge, which hampers their ability to express ideas coherently. A study by Suyanto (2010) found that inadequate vocabulary knowledge leads to difficulties in organizing thoughts, resulting in disorganized and unclear writing. This underscores the importance of vocabulary in structuring written content effectively.

The acquisition of vocabulary is essential to literacy, especially for English language learners. A systematic review by Winkler et al. (2021) highlights that explicit vocabulary instruction helps learners overcome barriers in engaging with grade-level texts and academic

discourse. This training gives students the resources they need to access more difficult materials and advance their general reading abilities.

Applying grammatical rules effectively is crucial for producing coherent and accurate writing. A study by He (2024) examined the optimal way to arrange out writing assignments in an EFL classroom for grammatical practice. According to the study, compared to shorter spaced practice, longer spaced exercise resulted in improved grammatical accuracy when using hypothetical conditionals in writing assignments. This suggests that consistent and spaced grammar practice can enhance grammatical accuracy in writing.

## **2.2 Teaching Writing**

According to H. Douglas Brown (2011), writing instruction must be understood as a process rather than merely a product. He emphasizes that written language is not simply a graphic representation of spoken language but a distinct mode of communication with its own conventions, permanence, and organizational demands. Writing is therefore the result of complex processes involving thinking, drafting, and revising, which require specialized skills that not every speaker develops naturally. For this reason, writing pedagogy should guide learners in generating ideas, organizing them coherently, employing discourse markers and rhetorical conventions, revising for clarity of meaning, editing for grammatical accuracy, and producing a final text that meets communicative goals. Brown argues that while attention to product-oriented criteria such as content, organization, vocabulary, grammar, and mechanics remains important, effective instruction must also place learners at the center of the process, treating them as creators of language and encouraging intrinsic motivation. This process-oriented approach, which balances the importance of both message and form, has significantly reshaped writing pedagogy by fostering more authentic and meaningful writing experiences.

Recent scholarship continues to emphasize the importance of process-oriented approaches in the teaching of writing, but with new attention to digital, collaborative, and context-specific practices. Polio (2016) highlights that second language writing instruction must move beyond grammar correction to include meaningful engagement with content, genre, and audience expectations. Oliveira and Silva (2016) argue that writing pedagogy, particularly in elementary and content-area classrooms, should integrate disciplinary knowledge with language learning, providing learners with authentic purposes for writing. Hussain (2017) identifies practical classroom strategies such as brainstorming, speed writing, and peer review that foster student engagement and autonomy, while also reducing writing anxiety. Li and Storch (2017) stress the affordances of computer-mediated communication (CMC) and multimodal platforms, showing how collaborative digital tools can expand opportunities for authentic and interactive writing. Furthermore, recent studies published in *Language Teaching Research* (2018) emphasize the critical role of teacher feedback and professional development, noting that effective feedback not only addresses linguistic accuracy but also supports content development and learner confidence. Collectively, these studies illustrate how contemporary writing pedagogy blends traditional process-based practices with innovations that respond to the needs of learners in increasingly digital and globalized contexts.

In the context of Indonesian education, the teaching of writing is guided by the framework of *Capaian Pembelajaran* (CP), *Tujuan Pembelajaran* (TP), and *Alur Tujuan Pembelajaran* (ATP) as mandated by the Kurikulum Merdeka. At the level of CP, writing instruction aims to ensure that learners are able to produce coherent, well-structured texts that reflect both linguistic accuracy and communicative appropriateness (Kemendikbud, 2020). The TP, which are more specific learning objectives, translate these broader outcomes into

classroom goals such as analyzing the structure of argumentative essays, designing outlines before writing, revising drafts based on feedback, and applying correct grammar and mechanics. The ATP provides a sequenced pathway to achieve these objectives, beginning with exposure to genre models, progressing through pre-writing activities, drafting, revising, editing, and culminating in the production of a final written product. Within this framework, teaching writing emphasizes both process and product, integrates authentic tasks to foster audience awareness, and incorporates peer feedback and teacher scaffolding to support learner development. Assessment is conducted formatively through drafting and revision as well as summative through final writing tasks, with criteria including content, organization, language use, and mechanics. This structured outline reflects national curriculum priorities while also drawing on contemporary views of writing pedagogy that highlight writing as a recursive, purposeful, and socially situated activity.

### **2.3 Problem of Writing**

Many students, particularly those in English as a Foreign Language (EFL) contexts, face significant challenges in conducting writing. A lot of students have a hard time telling the parts of a procedural text apart, like the goal, the list of things needed, and the steps you follow and putting them in the right order (Emilia, 2011). This can get confusing, especially if they have not been clearly taught how each part works and where it should go. For instance, some students might forget to say what the goal is and making the instructions unclear. Others might mix up the list of materials with the steps, or write the steps out of order, which makes it hard for someone else to follow. When the writing is not well organized, it can be really hard to understand, and people might not be able to do what the instructions are telling them to do. So,

if the text does not have a clear structure, it does not really do its job. Therefore, learning how to organize a procedural text properly is so important.

Another common problem that students often face when writing procedural texts is using the correct language features. Research by Prasetyawan (2023) found that ninth-grade students often made errors in using language features when writing procedural texts. The study identified common mistakes such as mis formation, omission, addition, and mis ordering of words, particularly in the use of imperative verbs, action verbs, adverbials, and connectives. These include things like imperative verbs (such as “mix,” “cut,” or “pour”), which give direct instructions, and action verbs that describe what is being done in each step. Students also need to use temporal connectives, like “first,” “then,” “next,” “after that,” and “finally,” to show the order of the steps clearly. In addition, using adverbials of manner, such as “carefully,” “slowly,” or “quickly,” helps explain how the action should be done. However, many students either forget to include these words or use them incorrectly. This makes their writing unclear and hard to follow. For example, if the steps are not connected with words like “then” or “after that,” the reader might not understand the right order of actions. Or if a student doesn’t use imperative verbs, their instructions may sound weak or confusing. These language features are very important in procedural texts because they help guide the reader through each part of the process. Without them, the instructions may be incomplete or misunderstood.

Additionally, having a limited vocabulary is another big challenge for students when they write procedural texts. These types of texts often require specific or technical words that are related to the topic. For example, if a student is writing instructions for a science experiment or a cooking recipe, they need to know and use the correct terms such as “thermometer,” “boil,” “ingredients,” or “measurement.” If students are not familiar with these words, they might use

very general language, repeat the same words too often, or avoid writing certain steps altogether. This can make their writing unclear or too simple, and it may confuse the reader. Using the right vocabulary not only makes the instructions more accurate but also helps the reader understand exactly what to do at each stage. Without strong vocabulary, students may struggle to explain the steps properly or include important details, which reduces the quality and usefulness of the procedural text. Therefore, building a wider range of vocabulary especially topic-specific words is very important for improving this kind of writing.

Cognitive factors also contribute to the difficulty. Writing procedural texts requires not just language proficiency but also sequencing skills and logical reasoning. Research has shown that these cognitive demands can be challenging, especially for learners who are still developing their language skills. According to a study by Li (2024), writing tasks that require higher reasoning and organization place a greater load on a learner's working memory, making it harder to construct coherent and organized texts. This means that students might struggle to keep track of all the necessary information while also trying to write grammatically correct sentences. As a result, their procedural texts may become disorganized or confusing, not because they lack understanding of the task, but because managing all these cognitive processes simultaneously is demanding.

Instructional practices can either support or hinder success. Research by Emilia (2010) suggests that explicit genre-based instruction, where teachers model, jointly construct, and guide students through the writing process can significantly improve outcomes. However, in many classrooms, such scaffolding is limited or inconsistent, leading to persistent student struggles.

Students' perceptions toward writing procedure texts are generally positive when they are provided with systematic and supportive instruction. Research by (Widayanti, Rustyana, & Haryudin, 2019) found that most students feel confident in their ability to write procedure texts, especially when they are given clear frameworks and guidance. This highlights the role of teachers not just as knowledge deliverers, but also as facilitators who encourage independent and structured thinking. Teaching of procedure texts is not limited to writing skills but also intersects with character education. In this way, procedure texts contribute not only to linguistic competence but also to broader educational goals.

Furthermore, the real case comes from my experience in teaching writing in MAN 1 Kota Kediri. Many of 11<sup>th</sup> grader students of MAN 1 Kota Kediri face the problem in writing text. Procedure text is one of the texts that is required for 11<sup>th</sup> grader students of MAN 1 Kota Kediri. Many of them recognize the structure of the text when they have reading section. They are able to define the language feature of the procedure text. However, they still have problem in constructing the text. They are confused about constructing the sentence and idea. Therefore, they require to improve their writing skill especially in constructing good sentence by highlighting the grammatical structure and coherence.

## **2.4 Procedure text**

Procedure texts are a key genre in language education, designed to instruct readers through a series of organized steps to achieve a specific goal. They are commonly discovered in everyday contexts such as food recipes. Research emphasizes that mastering procedure enhances students' technical writing skills as well as their ability to organize information logically and use clear language. To address these challenges, various instructional strategies have been explored. For instance, using visual aids such as picture media has been shown to

significantly enhance students' writing ability by creating more realistic and simple instructions to follow (Ameliah et al., 2019). Additionally, incorporating hands-on activities like origami into teaching practices can make learning more interactive and enjoyable, helping students to better grasp the sequencing and detail-oriented nature of procedure texts (Mitra, 2019). Through activities like folding paper according to step-by-step instructions, students not only practice writing but also experience the importance of clarity and order firsthand.

A procedure text is categorized as a type of functional text whose main social function is to provide instructions or directions that enable readers to successfully carry out a task, operate something, or produce a result. Structurally, it usually consists of three main components: the goal or aim, which states the purpose of the procedure; the materials or ingredients, which outline the items or tools required; and the steps or methods, which explain the sequence of actions to be followed. In terms of language use, procedure texts are characterized by the frequent use of imperative verbs (e.g., *mix*, *cut*, *add*, *turn on*), the simple present tense, and action verbs that describe concrete activities. They also rely on temporal conjunctions or sequencing devices such as *first*, *then*, *next*, and *finally* to ensure logical order and clarity. While there is no fixed rule regarding length, procedure texts are generally organized into three to five paragraphs, beginning with a short introduction of the goal, followed by a list of materials when needed, and concluding with one or more paragraphs detailing the steps, sometimes accompanied by a final note or reminder. This organization makes procedure texts systematic, clear, and easy to follow (Djarmika, & Pambudi, D. H., 2018).

**Figure 2.1 Procedure text**

**Making Apple Juice**

Homemade apple juice is a delicious beverage. This apple juice recipe will taste much better and be more natural than one that is sold in a super market.

There are some materials needed for making the apple juice. The materials are apples, cinnamon, and sugar. Here are several steps to make an apple juice.

First, select the apples. If you choose apples that are naturally sweet, you will not need to add much sugar. These varieties include Red Delicious, Fuji, Gala and Rome. Make sure that your apples are fully ripe. Underripe apples make juice without much flavor.

Secondly, prepare the apples. Wash the apples, core and chop them. Do not peel them.

Thirdly, prepare the jars. Wash the jars and sterilize them before making apple juice.

Then, cook the apples. Fill a large pot with water up to 4 inches deep. Add the apples. Cover the pot and turn the stovetop on high. Let the water be boiling well, turn down to medium-high, and continue to cook until the apples are soft all.

After that, strain the apples. Now, filter the apples to remove pulp, skins, seeds and stems.

Next, heat the juice. Heat it on low until you have collected enough juice to fill the jars. Add cinnamon to taste. Taste the juice now and add a little sugar if needed.

Then, can the juice. Ladle the juice into your canning jars, filling them to within a quarter inch of the top rim and tighten the lid.

Finally, cool the jars. Let them cool overnight without touching them.

Source: Herminto, S. (2002). *Buku Bahasa Inggris SMA Kelas XI*

## 2.5 Scrambled Word Feature

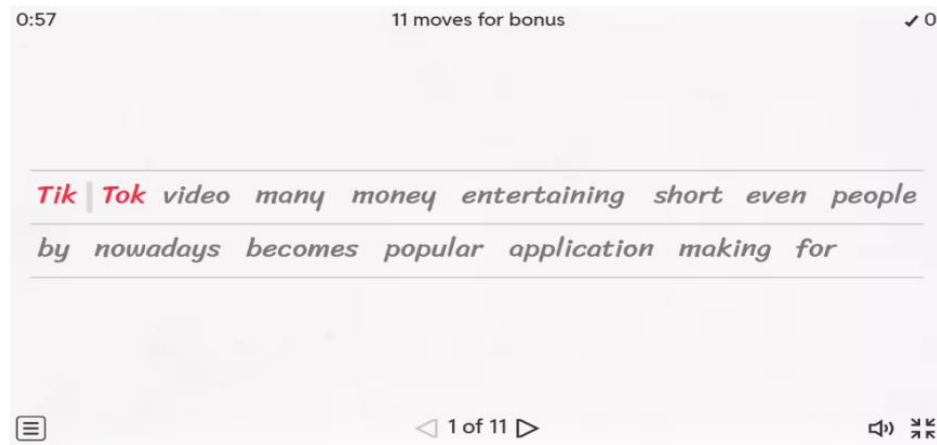
Students' involvement is positively impacted by the use of instructional technology in the classroom. One such tool is *Wordwall*, a web-based tool that enables educators to design dynamic tests and activities to keep students interested. *Wordwall* application has various activity formats such as matching, scrambled word, word search, true or false, and quiz games. Focus of this research is scrambled word game feature. It provides automatic shuffled word system. The teacher only needs to input the right form of the sentence then it will be shuffled automatically. In this feature, the teacher may also add the supporting images related to the sentence. It might enhance the students' interest and engagement. Scrambled word games have been recognized as effective educational tools, particularly for teaching vocabulary retention

and student engagement. Studies have shown that using scrambled word games in classrooms can significantly improve students' vocabulary acquisition and retention, making learning more enjoyable and interactive (Sakinah, 2022).

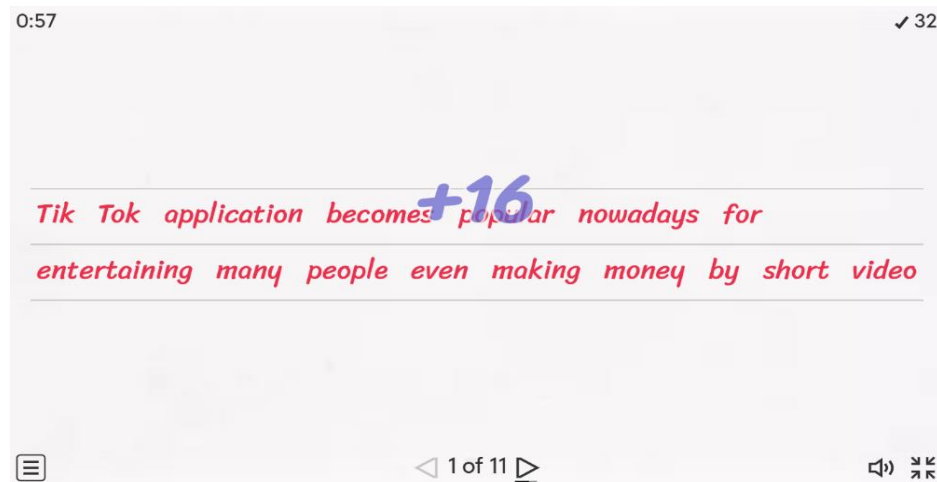
Furthermore, Elisa (2014) explains that scrambled sentences are sentences arranged in a random order within a text. This activity serves as an effective tool for helping students understand how blocks of text are constructed. As learners reorganize words into proper sentences, they develop a stronger awareness of sentence structure. They acquire the ability to understand cues like punctuation and capitalization, distinguish subjects and predicates, correctly position modifiers, construct prepositional phrases, and employ conjunctions to establish coherence. Students also find scrambled sentence activities enjoyable. Arranging scrambled sentences helps them understand how words are organized within a sentence and how sentences connect to form a coherent and cohesive text. Students are provided with a passage in which the sentences are mixed up. Their task is to rearrange the sentences to restore the passage to its correct, original order. This activity helps demonstrate how words are organized within sentences and how sentences are structured within a text to create coherence and cohesion.

Scrambled sentence stimulates the students to follow the order sentence structure. It can build the awareness of the students about the grammatical structure including the placement of the adjective, adverb, noun and so on. In addition, scrambled sentence can build the students' awareness about the cohesiveness by arranging the right conjunction to connect the sentences. It can build the students' coherent by arranging the sentence that has the correlation each other.

**Figure 2.2 Scrambled Word Feature**



**Figure 2.3 The Result of Scrambled Word Feature**



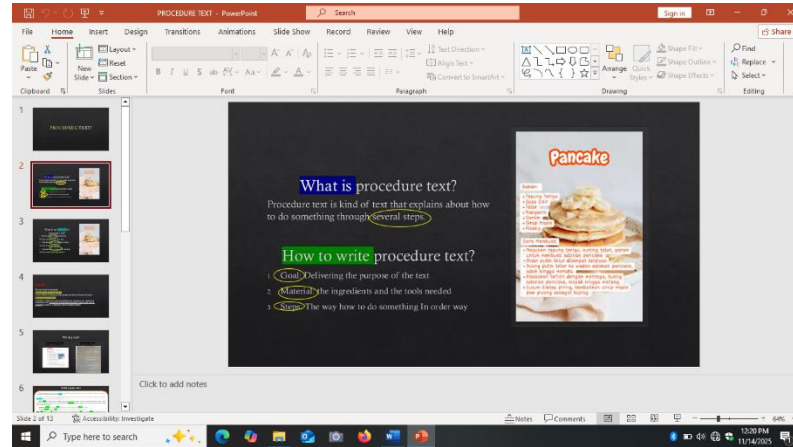
## 2.6 PowerPoint

Microsoft PowerPoint is a multimedia presentation software designed to create and display visual information through slides containing text, images, charts, audio, and video. It is widely used in education, business, and professional settings because of its ability to organize and present content in a structured and visually appealing format. According to Mayer's (2009) Multimedia Learning Theory, tools like PowerPoint help improve

comprehension by combining verbal and visual information, thus enhancing learning effectiveness. Vaisrub (2019) further describes PowerPoint as an important communication platform that facilitates clear and organized message delivery during presentations.

PowerPoint offers several advantages that contribute to its popularity. One major benefit is its capacity to enhance learning and information retention through visual support, which can help students better comprehend concepts (Adu & Galloway, 2015). Aloraini (2012) notes that the inclusion of elements of multimedia including images, videos and animations also increases audience engagement. Additionally, PowerPoint is considered user-friendly, flexible, and applicable across multiple fields, making it useful for educators, students, and professionals alike (Williams, 2020). The format encourages the logical sequencing of information, which may improve clarity during presentations (Mayer, 2009). Despite these advantages, limitations exist. Tufte (2003) argues that presenters often rely on slides too heavily, reducing interpersonal interaction and limiting meaningful discussion. When slides are overloaded with information or include excessive animation, they can cause cognitive overload, negatively affecting learning (Mayer, 2009). Technical challenges, such as equipment failure and compatibility issues, may also disrupt presentations (Adu & Galloway, 2015). Lastly, when poorly designed, PowerPoint can foster passive learning, causing audiences to lose interest (Aloraini, 2012).

**Figure 2.3 PowerPoint Slide**



## 2.7 Previous Study

The first study is carried out by Pamuji (2023) concerning teaching students' writing procedure text using scrambled word with the pre-experimental research design. In this study, the researcher employed scrambled word for teaching the students' writing skill. The participant of this study is all the fourth semester of nursing students at STIK Bina Husada Palembang. According to Pamuji (2023), the pre-test and post-test scores differed. The pre-test mean score is 68, with the best score at 80, and the lowest score at 80. Although the post-test mean score is 88.27, the best score is 97 and the lowest is 77. The data emphasizes that there is an improvement after carrying out the scrambled word. This study emphasizes that the scrambled word is effective in teaching students' writing ability.

The second study, carried out by Dewi and Purwaningsih (2024), examined how well scramble word exercises helped students at Stula.com improve their English writing abilities. The design of this study is quasi-experimental. 60 students constructed the total number of samples in this study. They are divided into two groups: the experimental group, which engaged in a scramble word activity, and the control group, which completed conventional

writing assignments. The experimental group's average writing score improved significantly from 65.4 to 78.6, while the control group's improvement is less pronounced (from 64.8 to 70.2). Qualitative analysis also revealed notable enhancements in sentence structure, vocabulary use, cohesion, and coherence in the students' writing. The study concludes that incorporating word scramble exercises into writing instruction may significantly boost students' grammatical accuracy, lexical diversity, and logical flow in composition, and recommends their inclusion in English writing curricula.

A study conducted by Ariyani (2021) conducted a library-based qualitative study to examine the effectiveness of the scramble sentence media in teaching writing skills among secondary school students in Indonesia. Drawing on data from eight relevant research articles, the study shows that the media effectively improved students' abilities in multiple aspects of writing, including content, grammar, organization, coherence, vocabulary, and mechanics. The scramble media, which involves rearranging jumbled words or sentences into logical, meaningful forms, is shown to foster creativity, engagement, and independent thinking among learners. Furthermore, the approach stimulated cognitive processes by requiring students to use both their right and left brains functions. Despite variations in mediaology across the reviewed studies (e.g., classroom action research, experimental designs), all agreed on the positive impact of the scramble media on writing development particularly in genres like recount, descriptive, narrative, and report texts. The review also highlighted some gaps in practical implementation details within the source studies but reaffirmed the scramble technique's value as a motivating and interactive tool for improving writing performance in ESL/EFL classrooms.

Khoiriya (2024) conducted a quantitative experimental study to investigate the effectiveness of scramble games in enhancing students' writing skills, specifically in crafting descriptive texts. The research, involving sixth-semester students from the English Education Program at Universitas Bhinneka PGRI Tulungagung, used a one-group pre-test and post-test design. The scramble game, characterized by rearranging jumbled words or sentences, aimed to engage students more interactively and support their understanding of vocabulary, grammar, and sentence structure. The result shows a great improvement in students' post-test scores, with notable gains in thematic consistency, spelling, and grammatical accuracy. Statistical analysis using paired t-tests confirmed that the improvement is statistically significant ( $p < 0.05$ ), supporting the hypothesis that scramble games positively influence writing ability. Furthermore, students demonstrated increased motivation and participation, suggesting that the media enhances technical writing skills as well as fosters a more enjoyable and engaging learning environment. The study recommends the broader use of scramble games in writing instruction, especially for teaching descriptive texts.

Several studies have demonstrated the effectiveness of scrambled word techniques in improving students' writing skills across various contexts and text types. For example, Pamuji (2023) and Dewi and Purwaningsih (2024) showed improvements in writing skill through scrambled word activities. Other research by Ariyani (2021) and Khoiriya (2024) further supported the media's effectiveness in diverse educational settings and writing components. However, the majority of these studies have concentrated on general writing skills or specific genres such as descriptive and narrative texts. There remains a lack of focused research on the use of scrambled word techniques specifically for teaching students' writing of procedure texts. Additionally, most of the existing research on the effectiveness of scrambled word techniques

in improving writing skills has been conducted with populations such as secondary school students, junior high school students, and university students. However, there is a limited number of studies focusing specifically on high school students, particularly those studying in well-established or favorite schools, which often have different academic environments and student characteristics compared to other institutions. Since the learning context and students' motivation, abilities, and exposure to English can vary greatly across educational levels and types of schools, findings from previous studies may not fully apply to this group. Therefore, this study aims to fill this gap by investigating the use of scrambled word feature of wordwall application in teaching writing skills of high school students in a favorite school, providing insights that are more relevant and applicable to this specific population and educational setting.