

CHAPTER II

LITERATURE REVIEW

A. Writing Skills of Junior High School Students

Writing is one of the productive skills in language learning that involves high-level cognitive processes. The activity of Writing require researchers to research ideas, arrange them logically, and express them using structured language. As stated by Nunan (2003), writing is the mental process of coming up with ideas, choosing about how to communicate them, and developing them into sentences and paragraphs that are understandable to a reader. As a result, writing must be emphasized as a process-oriented skill that helps students progressively enhance their capacity to convey ideas clearly, logically, and effectively with consistent practice and assistance.

As a productive skill in language, the activity of putting ideas into writing requires a complex and continuous thinking process. This activity does not happen instantly, but through a series of systematic stages that are interrelated. According to Dalman (2021), writing involves a series of stages, namely pre-writing, writing, and post-writing. The pre-writing stage involves planning ideas and writing objectives. The writing stage focuses on putting ideas into text form while the post- writing stage includes revising and editing activities to obtain a good final result. From that stage, students learn not just how to construct sentences grammatically but also how to analyze critically evaluate writing structure and adapt language to the aim of communication. By constantly using this process, student can gain

confidence in their writing and increase their ability to articulate ideas logically.

Students must be assisted with the appropriate learning strategies and atmosphere during the the writing process, which emphasize this ideas further. In practice, students do not just arrange words into sentences, but must also be able to communicate ideas systematically, logically, and in context. This is a challenge in itself, especially for students at the Junior High School level who are still in the developmental stage of cognitive and linguistic abilities. Students often experience problems in expressing ideas, composing the right sentence structure, choosing appropriate diction, and understanding the correct spelling and punctuation rules.

For this reason, learning to write needs to focus not only on the final product, but also on strengthening the fundamental aspects of writing. Brown (2015) states that there are five main components that must be considered in writing, namely content, organization, vocabulary, grammar, and mechanics. The content aspect relates to the depth and relevance of ideas to the topic written, while the organization reflects the cohesiveness and continuity between parts of the text so that it is easy for readers to understand. Vocabulary shows the extent to which the researcher is able to choose the right and varied words, while grammar refers to the ability to construct sentences according to the applicable rules. Finally, mechanics emphasizes the importance of accuracy in the use of spelling, capitalization, and tense. These five aspects form an interrelated basis in the process of

assessing student writing. Good mastery of these aspects allows students to produce writing that is not only meaningful, but also communicative, well-organized, and easy to understand. Therefore, teachers need to design writing teaching strategies that are not only oriented towards the final result, but also pay attention to the process and reinforcement of each aspect of writing as a whole.

However, in practice, students often face various difficulties in writing, both linguistic and non-linguistic. Research by Reskiawan et al. (2023) shows that students experience major obstacles in the aspects of vocabulary mastery, idea organization, and grammar, which directly hinder their ability to convey ideas clearly and effectively. This difficulty not only affects the quality of writing, but also lowers students' confidence in expressing their thoughts in writing. In addition, research conducted by Illa et al. (2023) in three junior high schools in Palembang revealed that students also experienced challenges in structuring the content of their writing, choosing the right diction, organizing ideas coherently, and mastering grammar and mechanical aspects such as spelling and punctuation. These obstacles reflect that writing skills require mastery of various linguistic and cognitive elements simultaneously. These difficulties can be exacerbated if students do not receive adequate support in the form of relevant learning media and teaching strategies that suit their needs. As a complex productive skill, writing demands a high-level thinking process and mastery of linguistic elements. Students not only need to compose sentences, but also

convey ideas systematically and contextually through continuous stages. At the junior high school level, challenges such as organizing ideas, limited vocabulary, and mastery of grammar often arise.

Therefore, learning to write should emphasize the process as well as strengthening basic aspects such as content, organization, vocabulary, grammar, and mechanics. Teacher support through appropriate learning strategies and media is key to helping students develop their writing skills gradually and effectively.

B. Teaching Writing for Junior High School Students

Teaching writing is an important component in junior high school. At this level, students are expected to write different kinds of texts such as descriptive, procedure, recount, narrative, report, announcement, invitation, and short functional texts with clear structure and purpose. According to Hasibuan (2013), Teaching writing as productive skills requires teachers to direct students to produce their expressions in written form and needs more elements of skills such as using appropriate words, proper sentences and correct spelling that is different from speaking. To support this goal, writing instruction for junior high school students should follow a clear process. Hyland (2003) explains that teaching writing involves four stages: familiarization, controlled writing, guided writing, and free writing. In the familiarization stage, students are introduced to grammar and vocabulary through texts. Controlled writing helps them practice using fixed sentence patterns. Guided writing allows them to follow examples or models, and in

free writing, students write more independently. These stages are suitable for junior high school learners as they help build writing skills step by step. Therefore, to make the teaching process more effective, it is necessary to apply appropriate learning strategies and utilize engaging learning media that support each stage of writing development.

To enhance students' writing skills in Junior High School, teachers need to implement effective learning strategies that promote active student engagement. Rifky et al. (2024) highlight several approaches that can be applied, including Discovery Learning, Inquiry Learning, Problem-Based Learning, and Project-Based Learning. Discovery Learning encourages students to explore and uncover concepts independently, fostering deeper understanding and autonomy. Inquiry Learning involves guiding students through investigation processes to answer questions or solve writing-related problems. In Problem-Based Learning, real-life situations are used to stimulate students' critical thinking and problem-solving abilities. Meanwhile, Project-Based Learning allows students to work collaboratively on structured projects, enabling them to create tangible writing outcomes. These strategies help accommodate various learning styles and make writing instruction more student-centered. To further support these methods, the use of appropriate instructional media becomes essential in maintaining student interest and facilitating comprehension throughout the writing process.

Instructional media play an important role in supporting the implementation of learning strategies in writing classes. For junior high

school students, media can serve as tools to stimulate interest, clarify concepts, and provide contextual models of written texts. According to Rudi and Riyana in Rosmita et al. (2024), instructional media can be classified into six types: audio media, visual media, audiovisual media, and multimedia. Audio media relate to hearing and include tools such as radios, audio recordings, and telephones. Visual media are divided into still visual such as photographs, picture series, cartoons, flashcards, maps, globes and motion visuals like films. Audiovisual media combine images and sound and include both still audiovisuals, such as sound books and slide sound films, and motion audiovisuals, such as videos and sound films. By selecting and integrating the right type of media into writing instruction, teachers can enhance students' engagement and make each stage of the writing process more interactive and meaningful.

In conclusion, teaching writing to junior high school students requires a well-structured approach that supports their developmental needs. By applying effective learning strategies such as Discovery Learning, Inquiry Learning, Problem-Based Learning, and Project-Based Learning, teachers can create meaningful and engaging writing experiences that foster students' critical thinking and creativity. Moreover, the integration of suitable instructional media, whether audio, visual, audiovisual, or multimedia, plays a vital role in supporting each stage of the writing process. Together, these strategies and media provide a comprehensive framework that enhances students' ability to express ideas clearly, develop text structure, and build

confidence in their writing skills.

C. Teaching Writing Procedure Text for Junior High School Students

Teaching writing procedure text for junior high school students is essential for developing their ability to convey instructions clearly and systematically. According to Zulfa et al. (2023), procedure texts aim to guide readers through a series of steps to complete a particular task. By learning to write this type of text, students not only improve their organizational and language skills but also learn to think logically and sequentially. This genre is highly relevant for junior high school learners, as it provides a structured format that supports their development in writing clear, purposeful, and audience-oriented texts.

In teaching writing to junior high school students, it is important not only to focus on how the text is structured, but also on what it aims to achieve in real-life contexts. This text trains students to think systematically and express actions logically to fulfill a specific purpose. As Redhya and Nurbaya (2022) points out, procedure texts are intended to give instructions on how a process should be performed in compliance with a preset systematicity. This functional perspective guides students to write with an audience in mind, ensuring their instructions are not just well-organized, but also practical and usable. With a clear understanding of this purpose, students can more effectively organize their writing by following the standard structure of a procedure text, which will be discussed in the following section.

In teaching procedure text writing to junior high school students, teachers must ensure that learners are familiar with its generic structure and distinctive linguistic elements. According to Anderson and Anderson in Aimah (2011), a well-structured procedure text typically consists of three main parts: an opening statement that explains the purpose or goal of the procedure, a list of materials or ingredients needed (which may be presented in a list or paragraph, and sometimes omitted), and a sequence of steps written in the correct order of execution. These steps are usually marked by sequencing words such as first, next, or after that, and often begin with imperative verbs like cut, mix, or pour. Additionally, procedure texts are characterized by specific linguistic features, such as the use of technical vocabulary, commands, time connectors, and adverbs that describe how actions should be performed. Understanding these elements is essential for junior high school students as it enables them to construct clear, organized, and purposeful instructional texts.

Although understanding the structure and linguistic features of procedure texts is a crucial foundation, junior high school students often face difficulties in applying these concepts in practice. Ningsih et al. (2025) reveal that many students struggle to organize the goals, materials, and steps of a procedure text systematically. They also encounter challenges in using linguistic elements such as temporal conjunctions, imperative sentences, and the present tense, which are commonly caused by limited vocabulary,

insufficient conceptual understanding, and suboptimal time management.

Similar findings are reported by Soanti and Bunau (2015), Many students continue to make mistakes when writing procedure texts, particularly when it comes to vocabulary and grammar features. Additionally, low active participation and motivation further hinder students' writing abilities. Therefore, it is essential for teachers to implement innovative and responsive teaching strategies that address students' needs, so that the process of teaching procedure text writing can be effective and meaningful in enhancing junior high school students' language skills.

Teaching procedure text writing to junior high school students is vital for developing their ability to convey instructions clearly, logically, and systematically. This genre helps students improve organizational skills, language use, and logical thinking by guiding readers through step-by-step directions. A well-structured procedure text generally includes an opening statement, a list of materials, and sequenced steps marked by temporal connectors and imperative verbs. However, many students face challenges applying these concepts in practice due to limited vocabulary, insufficient understanding, and low motivation. Therefore, teachers must adopt innovative and student-centered strategies to effectively support learners in mastering both the structure and language features of procedure texts, ensuring that writing instruction is meaningful and practical.

D. The Use of Discovery Learning in Teaching Writing to Junior High School Students

Discovery Learning is a student-centered instructional model that encourages junior high school students to actively construct their own understanding through exploration and inquiry. This method is particularly effective at this educational level, where students begin to develop more abstract and critical thinking abilities. It promotes deeper involvement in the learning process, as students are required to observe, question, and reflect on the subject matter. As noted by Niman et al (2024), Through the process of learning, this model guides pupils to make a discovery. This process allows students to take ownership of their learning and strengthens their ability to think independently and critically.

The effectiveness of Discovery Learning for junior high school students is also evident in the advantages it offers compared to traditional teaching methods. At this age, students are naturally curious and benefit greatly from hands-on, engaging learning experiences. According to Asmin (2020), Students that are curious are motivated to learn more and challenge everything. Additionally, Discovery Learning supports collaboration among peers, encourages independent thinking, and builds on students' existing knowledge and experiences making it especially valuable for adolescent learners navigating more complex academic content.

In conclusion, Discovery Learning offers an effective and engaging approach for teaching junior high school students, empowering them to take

an active role in constructing their own understanding. Through exploration, problem-solving, and structured inquiry, they develop not only academic knowledge but also essential thinking skills, independence, and confidence. This model is especially well-suited for adolescent learners, as it nurtures curiosity, encourages critical reflection, and supports long-term retention of concepts through meaningful, student-driven experiences.

E. The Use of Pictures Series in Teaching Writing to Junior High School Students

Picture series are visual tools consisting of sequential images that are thematically connected to form a coherent storyline. These aids are particularly beneficial for junior high school students, who are in the process of developing their writing skills. As explained by Putra (2014), the images in a picture series are designed to relate to one another, allowing students to perceive them as a unified set of events. When used in the classroom, teachers can guide students to observe the images and write texts that follow the visual sequence, helping them build logical structure and fluency in writing.

In addition to supporting organization, picture series also enhance student creativity. By interpreting visuals, students are encouraged to think beyond what is directly presented and add their own ideas or perspectives. Based on Lidyawati and Nirwanto (2016) students can be inspired to write by picture series.. For junior high school learners, this not only improves their writing quality but also fosters critical and imaginative thinking, which

is essential for their cognitive and academic growth.

In conclusion, the use of picture series in writing instruction serves as an effective tool to support both the structural and creative development of junior high school students. These visual aids help students arrange their ideas more clearly while also fostering critical thinking and imagination in constructing written texts. Considering that junior high school learners are at a developmental stage where they are enhancing both language skills and abstract reasoning, picture sequences provide an accessible and engaging medium to improve their ability to write coherent, creative, and meaningful text.

F. Using Discovery Learning and Pictures Series in Teaching Writing to Junior High School Students

The combination of Discovery Learning and picture series in teaching writing to junior high school students make learning activity more enjoyable and active. Picture series serve as visual aids that help students organize their thoughts and develop coherent texts. A study conducted by Azhar (2025) demonstrated that the use of picture series significantly improved students' ability to write procedure texts, as the visual sequences guided them in arranging steps logically and clearly.

Meanwhile, Discovery Learning promotes student- centered learning through active exploration, inquiry, and reflection. According to Mufida et al. (2018), The steps of implementation discovery learning as follows:

1. Stimulation. According to Syah in Mufida et al. (2018), after class opening and material introduction, teachers provide instructions for students to observe objects, encouraging critical thinking about the subjects.
2. Problem Statement. Students are required to explore problems relevant to the class material.
3. Data collection. Based on Djamarah in Mufida et al. (2018), data can be gathered through observation, interviews with resources, experiments, etc.
4. Data processing. Learners must process the obtained data from interviews and observations (Syah in Mufida et al., 2018),
5. Verification. Students review the validity of their hypotheses based on the processed data.
6. Generalization. As stated by Djamarah in Mufida et al. (2018), learners conclude based on verification results; generalization signifies mastery of material through experience.

When combined, it can create a supportive and engaging learning environment that is particularly effective for junior high school students as they develop their writing skills and critical thinking abilities.

In conclusion, the combined use of Discovery Learning and picture series provides an effective approach to teaching writing for junior high school students. Picture series offer clear visual guidance that helps students

structure their ideas, while Discovery Learning promotes active involvement and independent thinking throughout the writing process. These material and strategy complement each other by addressing both the cognitive and creative aspects of writing. As students at this level are still developing their ability to express ideas clearly and logically, implementing these methods can significantly enhance their writing competence, motivation, and confidence.

G. Assessing Writing

In language learning, teachers play a crucial role. As stated by Nugraha et al. (2025), one of the key roles of language teachers is assessing writing. Assessing writing is an important part of the individual writing process. This is because writing is an active skill that requires individuals to actively think about vocabulary, grammar, punctuation, and organizing paragraphs into a coherent whole. For writing instruction in junior high school, assessing writing is not merely about measuring the final outcome of students' written work and assigning grades, but also an evaluative process to guide the development of students' writing skills.

In this research, the researcher used the scoring from ESL Composition Profile. According to Weigle (2002), A highly recognized and extensively utilized analytical scale in ESL was developed by Jacobs et al. (1981). This scoring is to evaluate student writing. The following scoring is shown in the table below.

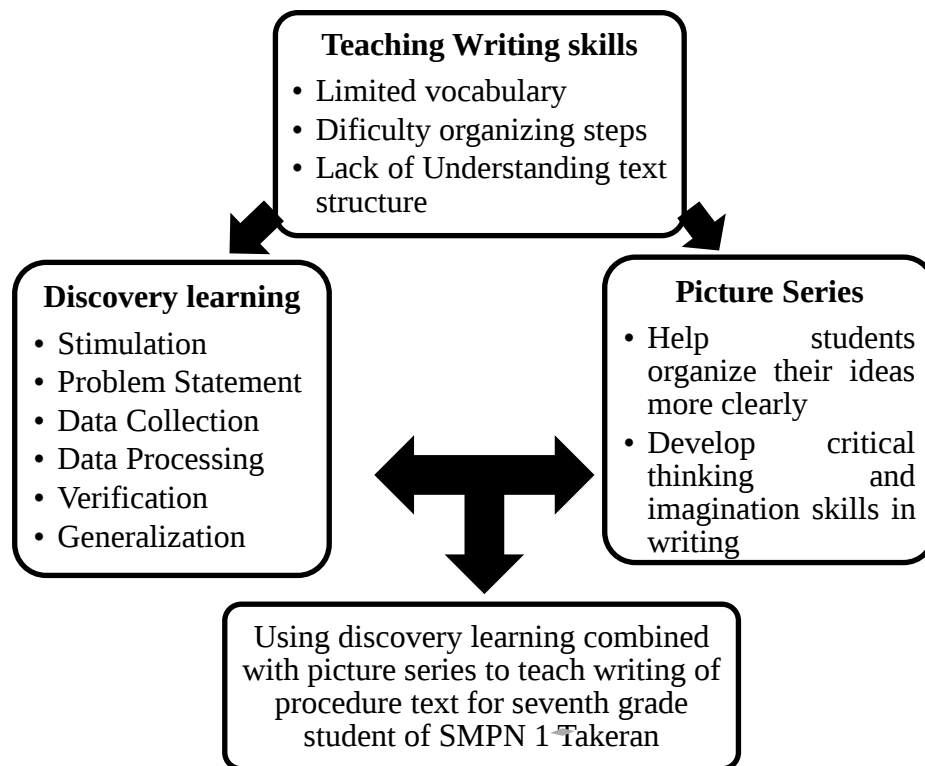
Table 2. 1. Assessing Writing Jacobs et al. (1981)

Score	Level	Description
Content	30 – 27	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of ideas, relevant to assigned topic
	26 – 22	GOOD TO AVERAGE: some knowledge of the subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail
	21 – 17	FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of ideas
	16 – 13	VERY POOR: does not show knowledge of the subject, non-substantive, not pertinent, or not enough to evaluate
Organization	20 - 18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive
	17 – 14	GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13 – 10	FAIR TO POOR: non-fluent, ideas confused or disconnected, lack logical sequencing and development
	9 – 7	VERY POOR: does not communicate, no organization, not enough to evaluate
Vocabulary	20 - 18	EXCELLENT TO VERY GOOD: sophisticated range, effective word/ idiom choice and usage, word from mastery appropriate register
	17 – 14	GOOD TO AVERAGE: adequate range, occasional errors or word/idiom form, choice / usage but meaning not obscured
	13 – 10	FAIR TO POOR: limited range, frequent errors of words/idiom form, usage, choice, confused or obscured
	9 – 7	VERY POOR: essentially translation, little knowledge of English vocabulary.
Language Use	25 – 22	EXCELLENT TO VERY GOOD: effective complex, constructions, few errors of agreement, tense, number, word order. Function, articles, pronouns, preposition
	21 – 18	GOOD TO AVERAGE: effective but simple constructions, minor problem in complex construction, several errors of agreement, tense, number, word, order/ function, articles, pronouns, preposition, but meaning seldom obscured.
	17 – 11	FAIR TO POOR: major problems in simple/ complex constructions, frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, preposition, and or fragment, run-ons, deletions, meaning, confused or obscured.

Mechanics	10 – 5	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough evaluate
	5	EXCELLENT TO VERY GOOD: demonstrated mastery of convention, few errors of spelling, punctuation, capitalization, Paragraphing
	4	GOOD TO AVERAGE: occasional errors spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling punctuation, capitalization, paragraphing, poor handwriting, meaning, confused or obscured
	2	VERY POOR: no mastery conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate

H. Theoretical Framework

The theoretical framework of Using discovery learning strategy and picture series to teach writing procedure text for the Seventh grade students of SMPN 1 Takeran is based on an understanding of the application of independent learning strategies combined with attractive visual media to enhancing students' writing skills. Writing skills, especially in writing procedure text are not easy for student to understand. This is because writing such text requires an understanding of how to arrange steps logically and use language appropriately. The discovery learning strategy is used to encourage student activity in writing texts. Meanwhile, picture series acts as a visual media to help students compose their writing.



The figure above show in teaching writing, students still faces problem, such as lack of vocabulary, difficulty organizing writing steps, and students' lack of understanding of the text structure. These problems cause students to have difficulty in writing procedure text. Therefore, a learning strategy that actively involves students in the learning process is needed. In this figure, teaching writing is the first point that shows the need a more effective strategy. This is the reason behind the use of the discovery learning strategy and picture series in teaching writing procedure text.

The discovery learning strategy is implemented through six stages,

namely, stimulation, problem statement, data collection, data processing, verification, and generalization. This steps, encourage students to discover the concept of procedure text. Meanwhile, picture series serve as visual media that help students organize ideas more clearly and understand the sequence of steps easily. Both of these support each other in helping students develop an understanding of the structure and linguistics characteristics of procedure text. Finally, the use of the discovery learning strategy, supported by picture series is expected to help Seventh grade students at SMPN 1 Takeran in the process of writing procedure text.