

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Theories related to writing

Writing is perceived by students as a multifaceted and valuable skill with various purposes. Many students view writing as a primary means of communication, enabling them to inform, persuade, and share ideas with others. Others emphasize its importance for academic learning and success, indicating that writing plays a central role in achieving educational goals. Some students prefer writing activities that allow personal choice rather than strictly academic tasks, as such activities provide greater freedom and enjoyment. In addition, writing is believed to help organize thoughts, support creative and emotional expression, and serve as a practical skill for daily life. Several students also consider writing essential for their current or future careers.

These perceptions reflect key components of Expectancy-Value Theory (EVT), including interest value, utility value, and attainment value (Eccles, 2005). Interest value relates to enjoyment in performing writing tasks, while utility value concerns the perceived usefulness of writing for present and future needs. Attainment value refers to the importance of writing in relation to students'

self-concept. Previous studies indicate that students are less motivated to engage in writing tasks they find irrelevant, even though writing skills are crucial (Bruning & Horn, 2000). Moreover, writing is often challenging, particularly for second language learners, as they must manage linguistic and cognitive demands simultaneously (Gilmore, 2009). Differences in writing performance between ESL learners and native speakers further highlight the complexity of writing in a second language (Huang, 2008).

2. Theories related to Perception

Learning activities can have both positive and negative effects on students' motivation (Mulyani, 2020). This condition encouraged the researcher to conduct the present study by referring to previous research that examined factors influencing students' satisfaction in the teaching and learning process. Anh (2016) found that the use of varied instructional and evaluation methods could increase students' active participation and engagement in classroom activities. These findings indicate that students tend to be more motivated when learning activities are designed in diverse and interactive ways.

Learning resources also play an important role in shaping students' involvement in language learning. Tomlinson (2012) states that effective materials development involves designing, adapting, and selecting

learning materials that address students' needs and learning contexts. Textbooks remain a key resource in supporting structured learning (Richards, 2001). However, several studies have questioned the effectiveness of traditional English textbooks, as they often lack meaningful connections to students' real-life experiences (Aghazadeh, 2015). In response to this issue, recent educational approaches emphasize the integration of contextual and local content into learning materials to improve students' understanding and engagement, particularly in writing activities such as procedural texts (Tomlinson, 2011).

3. Characteristics of Procedural Texts

Procedural texts are developed based on specific and systematic standards. According to Knapp (2005), learning to write involves a series of complex and demanding processes that require clear and explicit instructional strategies at different stages of learning. In addition, Schleppegrell and Go (2007) argue that writing poses significant challenges for English language learners, as they often experience difficulty in expressing their intended ideas clearly and accurately.

The effectiveness of traditional English textbooks has also been questioned, particularly because they often lack contextual relevance to students' real-life experiences (Aghazadeh, 2015). To address this issue, recent

educational approaches emphasize the integration of local and contextual content into teaching materials in order to enhance students' engagement and comprehension (Tomlinson, 2011).

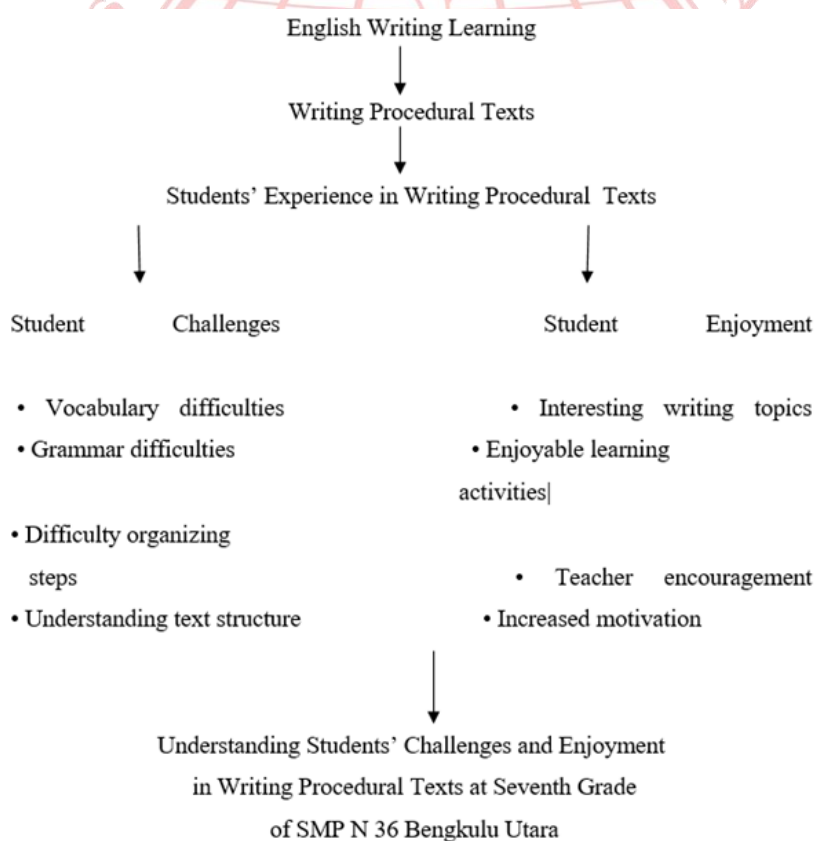
Writing procedural texts plays an important role in developing students' logical and structured thinking. Through procedural writing, students learn to organize ideas step by step and anticipate how readers will follow instructions. This skill is essential in many real-life contexts, such as writing manuals, work instructions, or technical guidelines. Procedural texts provide clear guidance on how to perform or create something through a sequence of actions, making it easier for readers to understand and apply the information. Therefore, mastering procedural writing helps students develop practical communication skills and prepares them for real-world tasks.

B. Conceptual Framework

A conceptual framework refers to a system of concepts, assumptions, expectations, beliefs, and theories that supports and informs research. It provides a logical structure that explains the key variables or concepts involved in a study and illustrates the presumed relationships between them. The conceptual framework serves as a map or blueprint for how the researcher understands the research problem and guides the

development of research questions, data collection, and analysis.

As stated by Croswell & Roy, (2023), A conceptual framework provides a visual and narrative structure that links theoretical foundations with the practical aspects of research, offering clarity on how different concepts interact within the context of the study. It helps researchers connect abstract theories to real-world research problems and ensures coherence throughout the research process.



The conceptual framework of this study illustrates the relationship between several important concepts related to students' experiences in writing procedural texts. This framework begins with English writing learning as one of the essential skills that students need to master in language learning. Writing is considered a productive skill that allows students to express their ideas, thoughts, and information in written form using appropriate language structures. According to H. Douglas Brown (2007), writing is a complex skill that involves thinking processes, vocabulary mastery, grammatical knowledge, and the ability to organize ideas systematically. Therefore, students need sufficient practice and understanding in order to develop their writing ability.

In English learning at the junior high school level, students are introduced to various types of texts or genres, one of which is procedural text. Procedural text is a type of text that aims to explain steps or instructions to accomplish a task in a clear and systematic way. According to Ken Hyland (2004), procedural text is used to provide clear instructions to readers about how to do something through logical and well-organized steps. Therefore, students are expected to understand the purpose, structure, and language features of procedural texts so that they can produce clear and organized writing.

In the process of learning to write procedural texts, students may have different learning experiences. These experiences can be influenced by several factors that occur during the learning process. In this study, students' experiences in writing procedural texts are influenced by two main aspects: student challenges and student enjoyment during the learning process.

The first aspect in this conceptual framework is student challenges in writing procedural texts. Students often face various difficulties when writing in English, especially when they need to organize ideas and apply correct language rules. These challenges may include limited vocabulary, difficulties in using correct grammar, problems in organizing steps clearly, and a lack of understanding of the generic structure of procedural texts. According to Jeremy Harmer (2004), writing is a complex skill because students must combine several language components at the same time, such as vocabulary, grammar, idea organization, and coherence between sentences. As a result, many students find writing tasks challenging, particularly when writing in a foreign language.

Besides the challenges faced by students, another important factor in the learning process is student enjoyment. Enjoyment refers to the positive feelings experienced by students during the learning process. When students feel

interested and happy in learning activities, they tend to be more motivated, active, and confident in participating in classroom activities. According to Jean-Marc Dewaele and Peter D. MacIntyre (2014), enjoyment in language learning creates positive emotional experiences that increase students' motivation and willingness to participate in learning activities. Positive emotions can also reduce students' anxiety when learning a foreign language.

Recent research also highlights the importance of positive emotions in language learning. According to Sarah Mercer and Tammy Gregersen (2020), positive emotions such as enjoyment, interest, and confidence can increase students' engagement in the learning process and support the development of language skills. When students enjoy the learning activities, they tend to participate more actively and demonstrate greater persistence in completing learning tasks.

In the context of writing procedural texts, students' enjoyment may emerge when the writing topics are interesting and related to their daily lives. For example, students may feel more comfortable writing procedural texts about how to cook simple food, how to use an application, or how to perform daily activities. In addition, enjoyable learning activities and positive feedback from teachers can increase students' motivation and confidence in writing.

Based on the conceptual framework above, this study focuses on exploring students' experiences in writing procedural texts by examining two main aspects: the challenges students face in writing and the enjoyment they experience during the learning process. These two aspects are analyzed to obtain a deeper understanding of how seventh-grade students at SMP N 36 Bengkulu Utara experience the process of learning to write procedural texts.

By understanding both students' challenges and enjoyment in writing procedural texts, this research is expected to provide a clearer picture of the writing learning process in the classroom. Furthermore, the findings of this study may provide useful information for teachers in developing more effective and engaging teaching strategies in order to improve students' writing skills

C. Previous Research

Previous studies have significantly contributed to understanding Exploring Student Challenges and Enjoyment in Writing Procedural Text.

The first research was conducted by Fenni Malau, Dumaris E. Silalahi, and Partohap Saut Raja Sihombing (2023), which aimed to analyze students' difficulties in writing procedural texts. The study used a descriptive qualitative method and involved students as the participants of the research. The data were collected through analyzing

students' written work and conducting interviews to identify the challenges faced by students during the process of writing procedural texts. The research mainly focused on students' understanding of the structure of procedural texts and the use of appropriate language features in writing.

The findings of the study showed that students still faced several difficulties in writing procedural texts. The difficulties included organizing the generic structure of the text, such as the goal, materials, and steps. In addition, students had problems in using action verbs and sequence connectors such as *first*, *next*, and *finally*. Limited vocabulary and lack of grammatical knowledge were also identified as factors that influenced students' ability to write procedural texts effectively.

The second research was conducted by Margareth Carolin (2023), which investigated linguistic errors in students' procedural text writing at the junior high school level. The research applied a descriptive qualitative approach by analyzing different types of language errors found in students' written texts. The purpose of the study was to identify the most common mistakes made by students when writing procedural texts in English.

The results revealed that students frequently made errors in the use of imperative verbs, punctuation, and sentence structure. Furthermore, many students had difficulty

arranging the steps of the procedure in a logical and systematic order. These findings indicate that students still need a deeper understanding of the language features and structure required in writing procedural texts.

The third research was conducted by Rita Hermida (2024), which aimed to identify students' difficulties in writing English texts at the secondary school level. The research used a quantitative approach by distributing questionnaires to students. The questionnaires were used to gather information about students' perceptions regarding the difficulties they experienced in writing activities.

The results of the research showed that many students experienced difficulties in developing ideas, selecting appropriate vocabulary, and applying correct grammar in their writing. In addition, lack of confidence was also found to be one of the factors influencing students' writing ability. This indicates that writing skills are not only influenced by linguistic competence but also by psychological factors such as self-confidence and motivation.

The fourth research was conducted by Bellatri Azzahra, Sriati Usman, Andi Patmasari, and Jamiluddin (2024). This study aimed to examine the use of *picture series* as a learning medium to improve students' ability in writing procedural texts. The study used a pre-experimental method

with a pre-test and post-test design involving junior high school students as the research participants.

The findings indicated that the use of picture series helped students generate ideas and organize procedural steps more systematically. In addition, visual media also increased students' interest and motivation in writing activities. These results suggest that appropriate teaching media can play an important role in improving students' writing skills.

The fifth research was conducted by Regita Tri Riski, Epi Wadison, and Ivan Achmad Nurcholis (2025), which investigated students' ability in writing procedural texts at the junior high school level. The research applied a descriptive quantitative method to analyze students' understanding of the generic structure of procedural texts and their ability to use appropriate language in writing procedural steps.

The results showed that many students still experienced difficulties in understanding the structure of procedural texts, which includes goal, materials, and steps. In addition, students also faced challenges in using appropriate vocabulary and grammar when writing procedural texts. These findings indicate that students' ability in writing procedural texts still needs improvement through effective teaching strategies and engaging learning activities.

Based on the review of several previous studies related to English writing skills, it can be seen that writing is still considered one of the most challenging language skills for students, especially for those who learn English as a foreign language. Many studies have revealed that students often face various difficulties in the writing process, such as limited vocabulary, incorrect use of grammar, difficulty in constructing sentences, and problems in organizing ideas logically and systematically. These difficulties not only affect the quality of students' writing but also influence their confidence in completing writing tasks given by the teacher.

In addition, several previous studies have discussed the teaching and learning of different types of texts in the English curriculum, such as descriptive, narrative, and procedural texts. However, most of these studies tend to focus on improving students' writing ability through certain teaching strategies, techniques, or learning methods. Research that specifically explores students' experiences in writing procedural texts, particularly regarding the challenges they face during the writing process, is still relatively limited. In fact, understanding students' experiences in writing is very important in order to identify the factors that influence their success in producing effective written texts.

On the other hand, many studies have also examined affective factors in language learning, such as students' motivation, interest, and attitudes toward learning English. These studies have shown that affective factors play a significant role in influencing students' engagement and participation in learning activities. However, most of the existing studies mainly focus on students' motivation in general and pay less attention to the concept of enjoyment in learning activities. Enjoyment is an important emotional factor that can create a positive learning atmosphere and encourage students to become more active and confident in the learning process.

Furthermore, research that discusses students' enjoyment in learning English is often more focused on speaking activities or classroom communication. Studies that specifically investigate students' enjoyment in writing activities, especially in writing procedural texts, are still rarely conducted. This indicates that there is still a lack of research that examines how students experience positive emotions when they are involved in writing tasks.

Moreover, many previous studies tend to examine only one aspect of the learning process, such as students' writing difficulties or their learning motivation. Research that simultaneously explores both **students' challenges and their enjoyment in writing**, particularly in writing procedural

texts, is still limited. In fact, these two aspects are closely related in the learning process. When students face too many challenges, they may feel discouraged and lose confidence. Conversely, when students experience enjoyment during the learning process, they are more likely to be motivated and actively participate in writing activities.

Another gap identified from previous studies is related to the research context and participants. Most studies have been conducted at the senior high school level or focus on general English writing skills. Research that specifically investigates students' experiences in writing procedural texts at the **seventh-grade level of junior high school** is still relatively limited. In fact, students at this level are in the early stage of learning different text types in English, which makes it important to understand their experiences in order to support the development of their writing skills.

Based on these gaps, it can be concluded that there is still a need for further research that explores students' experiences in writing procedural texts, particularly focusing on the **challenges they face and the enjoyment they experience during the writing process**. Therefore, this study aims to explore students' challenges and enjoyment in writing procedural texts at the seventh grade of SMP N 36 Bengkulu Utara. The findings of this study are expected to provide a deeper understanding of students' learning

experiences and to contribute to the development of more effective and engaging teaching strategies in teaching writing

