

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Theoretical Background

In order to provide a strong foundation for this study, it is necessary to review several theoretical concepts that are closely related to the focus of the research. Theoretical background functions as a framework that guides the analysis and interpretation of the findings. Among the four language skills as listening, speaking, reading, and writing, this research emphasizes writing, as it is regarded as one of the most complex and challenging skills to master in learning a second or foreign language. According to Harmer (2004), writing is not only a means of communication but also a process of generating ideas, organizing thoughts, and transforming them into coherent texts. Similarly, Brown (2001) highlights that writing is a thinking process in which language learners must integrate linguistic knowledge with critical and creative skills. Therefore, before discussing the process and features of writing, it is essential to first examine its definition in order to gain a clear understanding of its role in English language learning.

2.1.1 Writing

Before moving into its definition, it is necessary to understand why writing is considered a crucial component of language learning. As one of the four core skills, writing not only serves as a medium of communication but also reflects the ability to organize ideas, apply grammar, and convey meaning effectively. In academic settings, writing plays an essential role in demonstrating knowledge, expressing arguments, and developing critical thinking. Therefore, gaining a deeper understanding of what writing entails will provide a strong basis for exploring its characteristics, processes, and importance in English language learning.

2.1.1.1 Definition of Writing

Writing is one of the four fundamental language skills, and it's often the most challenging for English learners. Many students view writing merely as a task to complete, frequently rushing through it or engaging only

when absolutely necessary, even if they don't enjoy the process. Some learners tend to focus primarily on grammar, perceiving writing as mainly about constructing grammatically correct sentences (Binder & Lopez-Nerney, 2005). Flynn and Stainthorp (2006, p.54) emphasize that, at its core, writing systems are about transforming spoken language into a visible format. This crucial process enables writers to convert their transient ideas into something permanent that can be easily shared and revisited over time. Raimes (1983, p.5) describes writing as a collaborative effort involving the eyes, hands, and brain, drawing upon knowledge of vocabulary, structure, and grammar to shape ideas effectively.

These various perspectives collectively suggest that writing is far more than just putting words on a page. Instead, it's an intricate mental process of thinking, discovering ideas, and organizing them clearly. Ultimately, writing is indispensable for effective communication, as it allows us to express our thoughts and share information in a logical, structured manner.

2.1.1.2 Components of Writing

When we talk about the building blocks of writing, we can break them down into five key components. Content is the heart of your writing; it's how you develop and present your main ideas using interconnected sentences. This is where you deliver the core message with enough detail to be understood clearly, distinguishing it from things like summaries or transitional phrases. Organization and Vocabulary work together to structure and refine your content.

According to Jacobs et al. (1981), effective written work is built upon five primary components: content, organization, vocabulary, language use, and mechanics. Each of these elements is crucial for producing high-quality writing.

Organization is about arranging your ideas logically to create a smooth, coherent flow. Even in the early stages of a draft, a logical structure

helps you and your reader follow the argument or narrative. Vocabulary, on the other hand, is the careful selection of words to convey your meaning accurately. By choosing clear and precise language, you prevent confusion and make your message more effective. Language Use and Mechanics are the technical foundations that make your writing sound natural and look professional. Language use covers the grammatical aspects of your text, such as sentence structure, verb tenses, and syntax. Getting this right ensures your writing adheres to standard grammatical rules and reads smoothly.

Finally, Mechanics addresses the technical details that can make or break a piece of writing. This includes crucial elements like spelling, punctuation, capitalization, and formatting. Paying attention to these conventions ensures your writing is easy to read and follows the standards that your audience expects. Mastering these five components is essential for creating clear, compelling, and professional writing.

2.1.1.3 Process of Writing

Harmer (2004, p.4) identifies four distinct stages in the writing process: planning, drafting, editing (which encompasses reflecting and revising), and producing the final version. Each of these stages is crucial for developing a piece of writing that is both clear and effective.

Writing is a process that involves several distinct yet interconnected stages. The first of these is planning, a crucial initial phase where a writer decides what they want to say and how they will say it. This can take many forms, from creating a formal outline to simply organizing thoughts mentally. During this stage, a writer considers three key factors: the purpose of the writing, the intended audience, and the overall structure of the content. This foundational work ensures the writing will be clear, focused, and effective.

The next step is drafting, which is where ideas begin to take shape on the page. The primary goal of drafting is simply to get your thoughts down

in a readable format. During this stage, the focus is on generating content rather than perfecting it. It's about letting ideas flow freely and transforming a mental plan into sentences and paragraphs. The main thing is to get started and create something you can work with.

Drafting is often a recursive process. Writers frequently create several drafts, with each one building on the last. With each new version, they work to refine their message, clarify their arguments, and ensure the content aligns with their original purpose. This back-and-forth process is essential because it allows for experimentation with different ways of expressing ideas before moving on to the more critical stages of editing and revision.

The editing stage, also known as reflecting and revising, is the systematic process of reviewing and improving your draft. This is a comprehensive stage that involves several crucial steps aimed at refining your writing. It's where you make sure everything is polished and ready for your readers.

During editing, you'll typically rephrase sections that are unclear, ensuring your message is conveyed precisely. Reorganizing content for better flow is also vital, making sure your ideas connect logically and smoothly. Of course, meticulously correcting grammatical and spelling mistakes is a fundamental part of this process. It's the time to clean up any errors that may have slipped through during the drafting stage.

A key part of the editing process is seeking and receiving feedback from others. Fresh perspectives can be incredibly beneficial and often highlight areas for improvement that you might have missed. This feedback can significantly enhance the clarity and coherence of your final piece, giving you new insights into how your writing is perceived by others.

The final stage is producing the final version of the text. Once the editing and revising stages are thoroughly complete, the document is ready to be finalized. This version often looks significantly different from the original draft, showing how much the text has evolved.

The changes and improvements made throughout the entire process from initial planning and drafting to the detailed phases of editing and revision are all reflected in the final version. With all modifications integrated and the content polished for clarity and impact, the text reaches its ultimate form. After this comprehensive finalization, it is ready to be shared with its intended audience, effectively fulfilling its purpose.

2.1.2 Text

A text is broadly understood as any coherent unit of communication, whether spoken or written, that maintains semantic and pragmatic consistency within a given real-world context (Ronald & McCarthy, 2006). This conceptualization implies that a text extends beyond a simple aggregation of words or sentences; instead, it represents a structured linguistic form designed to convey meaning and fulfil a specific communicative objective. Building on this, Nordquist (2020) clarifies that virtually any instance of language use, irrespective of its length, intricacy, or format, can be categorized as a text. This encompasses a vast spectrum, from elaborate forms like novels, academic publications, or legal agreements, to more straightforward, everyday examples such as text messages, social media updates, advertisements, email content, or even the labelling on a cereal box. This expansive perspective highlights that texts are not confined to formal or literary domains; rather, they are ubiquitous and serve as fundamental instruments for communication across diverse environments.

2.1.3 Procedure Text

Before delving into its definition, it is essential to first recognize why procedure text holds a significant role in both academic and real-life contexts. As a type of text specifically designed to instruct, it emphasizes clarity, sequence, and practicality in guiding readers or listeners toward completing a task. Understanding the concept of procedure text provides a solid foundation for exploring its characteristics, structure, and function,

which will further highlight its relevance in language learning, particularly in the context of English for Specific Purposes (ESP).

2.1.3.1 Definition of Procedure Text

Procedure texts are essentially instructional guides meticulously designed to show you how to perform a task or achieve a specific objective. They work by leading you through a series of sequential steps necessary to accomplish a particular goal. As highlighted by Dewi, Saman, and Ristati (2023), these texts aim to smoothly guide individuals through a process, ensuring both clarity and ease of understanding at every stage.

You'll encounter procedure texts in a wide variety of contexts within your daily life. From the detailed instructions in academic assignments and the precise measurements in culinary recipes, to the comprehensive explanations found in product manuals and the helpful advice in everyday "how-to" guides, their presence is ubiquitous. Regardless of their specific application, all procedure texts share the fundamental purpose of providing clear, step-by-step instructions, empowering you to successfully complete a given task or master a new skill with confidence.

2.1.3.2 Purpose of Procedure Text

The main goal of a procedure text is to clearly show you how to do something specific. It does this by giving you simple, direct steps that are carefully designed to help you complete an activity without getting confused. As Hidayah (2021) points out, these texts are really good at explaining processes clearly, which is key to preventing mistakes and making sure you understand exactly what you need to do.

Think of a procedure text as a concise, step-by-step guide. It breaks down tasks that might seem complicated into easy-to-follow instructions. Its core purpose is to help you perform a given task accurately and efficiently, cutting down the chances of errors and boosting your likelihood of success. This straightforward way of giving instructions makes procedure

texts incredibly useful in many areas, from schools to workplaces, where explaining processes clearly is vital for effective work and learning

2.1.3.4 Structure of Procedure Text

Usually, a procedure text is built with a few key parts:

1. Goal/Aim: Tells you what the whole thing is about or what you're trying to accomplish.
2. Materials/Ingredients: Lists what you'll need to get started.
3. Steps/Method: Outlines the specific actions you should take, step-by-step.

This kind of setup makes it easy for anyone to follow the instructions and, hopefully, get the right result. Dewi et al. (2023) stress how important this structure is for helping people understand and successfully carry out the tasks.

2.1.3.5 Linguistic Feature of Procedure Text

The clarity and followability of procedure texts stem from their unique linguistic characteristics. Notably, they heavily rely on imperative sentences, which commonly begin with direct command verbs (e.g., "mix," "cut," "assemble," "pour," or "stir") to explicitly guide the reader through necessary actions. The sequential organization of steps is further reinforced by temporal connectives such as "first," "then," "next," "after that," and "finally," crucial for maintaining a logical flow. Action verbs are also central, underscoring both the physical and mental processes involved. Moreover, the consistent use of the present tense, particularly the simple present, serves to convey actions that are routine or universally applicable. Together, these linguistic elements ensure that procedure texts are precise, unambiguous, and simple for readers to execute.

Beyond the features previously discussed, procedure texts frequently include technical vocabulary specific to the subject or task at hand. This specialized terminology ensures precision, guiding the reader on precise materials, tools, or actions needed. Accurate terminology is vital,

particularly in contexts like scientific experiments, culinary processes, or mechanical tasks, where misinterpreting a term could lead to significant errors. When integrated with imperative sentences, temporal connectives, action verbs, and the present tense, this technical vocabulary further enhances the clarity, structure, and effectiveness of procedural instructions. Despite their inherent structure, however, students often find it challenging to fully grasp and apply these linguistic elements.

As highlighted by Hidayah (2021), these difficulties underscore the critical need for targeted instruction and consistent practice. A step-by-step approach to teaching the unique components of procedure texts can significantly improve learners' comprehension and use of the genre, ultimately bolstering their ability to produce clear and coherent procedural instructions.

2.1.4 Discord Application

2.1.4.1 Definition of Discord Application

Discord, a communication application initially favoured by online gamers and streamers for its efficient voice and text chat functions (Lacher, 2018), has proven to be remarkably versatile. It enables instantaneous user connections, fostering seamless interaction in dynamic digital environments. Wulanjani (2018, p.117) additionally points to its availability on both mobile and desktop platforms, highlighting its practical flexibility for users. Despite its origins, the platform's utility extends beyond entertainment. Odinkaya et al. (2021, p.4) further detail Discord as a free Internet Protocol (IP)-based and video conferencing tool that facilitates the establishment of both public and private chat rooms. These rooms support various communication modalities, including text messaging, voice recordings, and live voice conversations. The combination of its broad accessibility, interactive features, and customizable channels positions Discord as a powerful digital communication tool across numerous sectors.

Beyond its initial purpose as a gaming communication platform, Discord has transformed into a highly adaptable tool with substantial

educational applicability. Ramadhan and Albaekani (2021, p.43) highlight how Discord's seamless integration with diverse educational media significantly boosts its usability and flexibility, elevating it beyond a mere casual communication space.

Academically, this integration empowers educators and students to engage in collaborative work, share resources, and conduct discussions, whether synchronously or asynchronously. A notable feature is its thread function, which allows for the creation of focused discussion sub-channels. This is particularly advantageous in an educational context, promoting organized and structured conversations among students, thereby minimizing the disarray common in unthreaded chat environments. Consequently, Discord demonstrates its effectiveness as a platform for fostering online interaction and facilitating idea exchange, especially for high school students requiring interactive and adaptable learning instruments.

2.1.4.2 Advantages and Disadvantages of Discord Application

Discord offers numerous advantages that make it a popular platform. It is a free application with high performance, providing a suite of interactive features such as screen sharing, voice chat, and video calls. For server management, it allows users to be classified into groups and offers an attractive user interface. Additionally, a wide variety of bots are available to help with server maintenance, and a single server can accommodate a massive number of users, up to 500,000. These features make it a versatile tool for communication and community building.

Despite its benefits, the Discord application also has several drawbacks. The official application requires a significant amount of RAM for optimal performance, and a stable, strong internet connection is essential for a smooth user experience. For new users, creating and managing a server can be complex, as it demands a good understanding of the application's functionalities, particularly when it comes to managing roles and

permissions. Furthermore, some features may not be fully functional for mobile users, and the sheer number of notifications can become overwhelming for individuals on many active servers.

2.1.4.3 Procedures of Discord Application

To effectively integrate the Discord application into the research design, the operational procedures were derived from Odinokaya et al. (2021, p. 5). However, modifications were necessitated by the platform's characteristic of frequent feature enhancements and interface updates, which are integral to its ongoing refinement of user experience. As the core of this study involved the strategic utilization of Discord Threads for data acquisition and participant engagement, the subsequent methodological steps were precisely formulated. This ensured that the applied procedures were both pertinent and instrumental in addressing the research questions. The specific procedures implemented are outlined below:

1. Account Creation: Both students and the researcher initiated the process by creating individual Discord accounts using valid email addresses.
2. Server Setup: The researcher then established a dedicated server, named "English Class," to function as the central hub for all learning activities. Within this server, various text and voice channels were set up to facilitate communication and collaboration.
3. User Role Assignment: Specific roles were assigned to student accounts by the researcher, categorizing them according to their respective groups. This organizational step aimed to streamline interactions and task management.
4. Channel Creation: Two main text channels were created: "Procedure Text," designated for student submissions of written work, and "Help," where the researcher offered real-time assistance and answered lesson-related inquiries.
5. Thread Creation: The researcher further structured discussions by creating individual threads under relevant channels for specific

topics or assignments. This allowed students to engage in focused discussions and submit their work systematically.

These steps collectively ensured an organized and interactive learning environment through the strategic use of Discord as an educational platform.

2.2 Previous Study

This section will discuss two pertinent studies that explore the use of Discord as an online learning medium. These studies provide valuable context and highlight the versatility of the Discord application in language learning. The first relevant study, titled "Student's Response toward Utilizing Discord Application as an Online Learning Media in Learning Speaking at Senior High School" by Ramadhan & Albaekani (2021), employed a qualitative approach.¹ Their research utilized online observation, online interviews, and virtual documentation as data collection instruments.

In this study, the Discord Application served as the primary learning medium for developing speaking skills. The findings indicated that Discord offered significant benefits and advantages for speaking instruction at the senior high school level. Observations and interviews revealed that students perceived Discord as a highly effective and practical tool for speaking practice. Its compact size for smartphones and the presence of a voice channel were particularly useful for both students and teachers, facilitating smoother interactions. Furthermore, Discord encouraged students to actively practice their English-speaking skills.

The second study, "Discord Application Turning a Voice Chat Application for Gamers into a Virtual Listening Class" by Wulanjani (2018), also utilized a qualitative research design with a case study approach. Data was collected through questionnaires and interviews. In this research, the Discord Application was implemented as a learning platform specifically for listening classes. The study's results demonstrated that Discord effectively supported students in their listening comprehension. A majority of students found Discord easy to use, suitable for virtual listening classes,

simple to apply during virtual sessions, helpful, and conducive to an enjoyable learning experience. However, students did encounter some challenges, notably disconnection issues due to internet problems at the start of classes. Additionally, their unfamiliarity with Discord as a new tool posed an initial hurdle.

A key similarity between the aforementioned studies and the present research is the shared use of the Discord Application as a learning medium. However, the current study distinguishes itself in several crucial ways. Ramadhan & Albaekani's (2021) research focused on Discord for speaking skills, while Wulanjani's (2018) explored its use for listening classes. In contrast, this present research will investigate Discord's potential as a learning medium for writing skills. This differentiation highlights a valuable gap in the existing literature, making the exploration of Discord for writing particularly pertinent.

Furthermore, both previous studies primarily utilized Discord's voice channel during their learning processes. This research, however, will leverage Discord's text channel, offering a different pedagogical approach. This intentional shift in focus forms the basis of this research's novelty. Specifically, this study aims to explore the efficacy of Discord feature in teaching procedure text writing. The use of Discord, and particularly its thread features, remains largely unexplored in educational contexts, making this research a significant contribution to the field.

Highlighting this research's significance requires an exploration of the wider pedagogical implications of employing Discord as a collaborative writing platform. While existing studies confirm its efficacy in enhancing speaking and listening skills, Discord's potential to facilitate writing specifically for procedure texts is still largely unexplored. Writing, in contrast to speaking or listening, demands a more structured and introspective engagement with language. This makes Discord's text-centric features, including threads, pinned messages, and integrated bots, uniquely positioned to provide students with an interactive space for collaboratively

drafting, receiving peer review, and iteratively refining their written work. Furthermore, the asynchronous nature of its text channels empowers learners to contribute at their own pace, which is particularly conducive to developing both writing fluency and accuracy. This approach not only stimulates active involvement but also nurtures a community of practice, allowing students to learn from and observe their peers' writing processes. Thus, this research endeavours to fill a crucial gap in academic understanding.

2.3 Concluding Remark

This chapter describes some theories related to this study, and also some previous studies that support this study. The details include those related to the Use of Discord for Teaching of Writing in ESP Context.