CHAPTER II
THEORICAL FRAMEWORK

A. Writing

1. Definition of Writing

Writing is not only important for communication in day-to-day life, but also it is especially important for students seventh grade of SMPN 10 Kota Serang and the other students. Writing has been taught since elementary school level as in it one of the most difficult skills to master in both a first language and second language.¹

Writing has various kind, it can be used as a means to express to the writers idea based on her experience, thought, and feelings. And in many schools, writing is principally conducted to demonstrate knowledge of contextualize facts with little awareness of a reader beyond the teacher-examiner.²

Peter Elbow (1973:14-16) adds about his concept about L2 writing

“Writing is a two-step process, first, you figure out your meaning, then you put it into language:…”³

Thus it can be stated that writing is one of the language skills which need a physical and mental process of students to express ideas, feelings, experience, message and opinion through words.

¹ Dorothy E Zemach Carlos, Islamic writing in Paragraph, (Macmillan Education Publisher Limited, 2006), p.iv
According to Martin H. Manser in his book an titled (The Facts on File Guide To Good Writing). Writing is a means of communication is that you have. time to consider carefully what you are going to communicate. Then the there are stages process or writing.

According to researcher writing is a creative process of giving ideas in the form written language for the purpose, for example tell, convince, or entertain. The result of this creative process is usually called as essay or writing. Writing as a skill is the ability to express ideas in the mind to the person or others by using written media. Every writer must have a goal with his writing, among other invite, information, persuade, or entertain the reader.

2. The Purpose of Writing

According to Reid, The purposes of writing are:

1) To inform; it means the writer can give information to the readers.

2) To Explain; it means that the writer can write something to explain a thing or situation that happens.

3) To amuse the audience; it means that the writer can make the reader happy by reading his writing.

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Thus, when we writes something, we have chosen one of the three purposes above that makes the audience get the point of his writing.

In the same way, Voss and Keene mention four major reasons why people write. First, writing to express their feeling, attitudes, intuitions, thought, and philosophies. Second, writing to explain and inform about a person, place, things, event, etc. Third, writing to analyze a person, place, etc. Fourth, writing to understand of the relationship of its part of a whole impression, to persuade, to understand, and to accept the writer’s conclusion, opinions, view points, and about subject given.6

Based of the statements above, it can be concluded that writing can be used in many a ways. It can be used by many people to deliver message, to express ideas, to respond about something given, to persuade, and to suggest in written form for particular purpose.

3. The Writing Process

The writing process is about how the stages of writing applied by the writer. As stated in the nature of writing, there are four stages in writing process. Those are planning, drafting, editing and final draft. The writer should think the topic that they want to write down on a

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paper. Harmer explains the some stages of the writing process. The stages are presented as follows: 7

1) Planning

In this stage, the students make a list of ideas related to the topic. They plan what they are going to write in the first draft. In this stage, they have to consider three main issues. The issues are the purpose of the writing, the audience they are writing for and the content structure to sequence the facts, ideas or arguments.

2) Drafting

After the students have a list of ideas related to the topic, it is the stage for the students to start writing the first draft. They write the ideas which they are going to write without paying attention to making mistakes.

3) Editing

In this stage, students should re-write their first draft after finishing it. Its purpose is to see where it works and where it does not. The process of editing may be taken from oral or written feedback by peers and teachers. The feedback will help students to make revision of their writing. The revision shows what has been written. It means that this step is important to check the text coherence and to stimulate further ideas. Not only that, it also encourages students to find and correct their mistakes in writing.

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4) Final Version

In this last stage, the students re-write their draft after revising with peers and teachers. The students have a good written text in the final product since they do the editing process before.

Furthermore, Brown describes that writing process tend to be framed in three stages of writing. Those are pre-writing, drafting and revising. The pre-writing is aimed to generate ideas, which can happen in numerous ways; reading (extensively) a passage, skimming or scanning a passage, conducting some outside research, brainstorming, listing, clustering, discussing a topic or question, instructor initiated questions, and free writing. Then, the drafting and revising stages are the core processes of writing in traditional approaches to writing instruction.  

4. Teaching Writing

In teaching English, the teacher must understand how to teach the four skills to the students. It is very important to teach those skills in the English class especially Teaching English as a Foreign Language (TEFL). In this case, the teacher have to know how to teach writing. Harmer states that there are several reason why teacher should teach writing. The reasons are reinforcement, language development,

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learning style, and writing as a skill. Moreover, the several reasons will be presented as follows:9

a) Reinforcement

The visual demonstration of language construction is invaluable and it is used as an aid to committing the new language to memory. Students usually find the visual demonstration is useful to write sentences. It is useful to write sentences using new language shortly after they have studied it.

b) Language development

It seems that the actual process of writing helps the students to learn. The mental activity in order to construct proper written texts is all part of the ongoing learning experience.

c) Learning style

Writing is appropriate for such learners. It is a reflective activity instead of the rush and bother of interpersonal face-to-face communication. Because students expected that producing language in a slower way is invaluable.

d) Writing as a skill

The important reason for teaching writing is that it is a basic language skill. It seems as important as speaking, listening, reading. In this case, students need to know how to write letters, how to put written reports together, how to reply to

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advertisement and increasingly how to using electronic Media

B. Text

1. Definition of Text

Oxford Advanced Learner’s Dictionary stated that “text is the main written or printed part of a book page, contrasted with notes.”\(^{10}\) Creating a text requires us to make choices about the words the use and how they put them together. I make they the right choice then we can communicate with others. Our choice of words sill depend on our purpose and our surrounding (context). In other references also state at the same point that “text is a discourse or composition on which a note or commentary is written; the original words of an author, in distinction from a paraphrase, annotation, or commentary.”\(^{11}\) And Longman Dictionary of Applied Linguistics stated that “text/teks/is a piece of spoken or written language. A text may be considered from the point of view of its structure and/or it’s functions”\(^{12}\).

Thus from the explanation above, the researcher concludes that text is a passage that has composition on which a note is written, also it has structure and function.

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\(^{11}\) orland, Retrieved on Friday, March 12\(^{th}\) 2010 at 16.05 from http://www.brainyquote.com/words/te/text229385.html.

2. Types of Text

There are two types of the text, they are:\(^\text{13}\):

1. Literary Texts

   Literary text include aboriginal dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes, and soap operas. Literary texts can make us laugh or cry, think about our life and consider beliefs. There are three main text types in this category: narrative, poetic, and dramatic. Media text such as films, video, television shows, and CDs can also fall in this category.

2. Factual text

   Factual texts include advertisement, announcement, internet websites, current affairs shows, debates, recipes, reports and instructions. They present information or ideas and aim to show, tell or persuade the audience. The main text types in this category are recount, response, explanation, discussion, information report, exposition and procedure.

C. Procedure Text

1. Definition of Procedure Text

   Procedures tell how to do something. This might include instructions for how to carry out a task or play a game, directions for the whole text, but also follow the instruction based on the right steps that are given in the text.

We use many kinds of text in daily life. Usually we read a text how to operate new things, how to prepare or make something, how to act in some circumstances like school, company, and a community, and how to get to some places. Those kinds of text are called procedure text. Mark and canthy also explain the examples of procedure text are recipes, itineraries, instruction manuals, and direction.¹⁴

Then, it can be concluded that procedure text presents steps to do something, making something, or going somewhere. In case of procedure text can be easily experienced in daily life, people ought to know about it.

For example when we want to type your papers with computes, we should follow some steps to operate the computes. To know the steps to operate the computes. To know the steps, we can join computer courses or read the manual book. Procedure text can be spoken or written. Principally, procedures deal with how to do, make, and used something.

According to Mark Anderson and kathy Anderson sates that procedures help us do a task or make something they can be a set of instructions or directions e.g. step by step method to germinated seeds. “Quite often people must learn procedures from written instruction, procedural text, which describes procedures explicitly, in the context “Quite often people must learn procedures from written instruction, procedural text, which describes

¹⁴ Mark Ansderson and Kathy Anderson, text type in English 3(South Yarra: Macmillan Education Ltd,2003),p. 28
procedures explicitly, in the context currently developing theory of procedural knowledge an cognitive skill.  

“In additional procedure, therefore, is a piece of text that gives us instructions for doing something, the purpose of a procedure text type is to explain how something, the purpose of a procedure text type is to explain how something can be done.  

From the definition above, the writer concludes that procedure text is a text that is used to describe how something is achieved through a sequence of actions or steps. It explain how people perform different processes in a sequence of steps.

2. Social function of Procedure Text

Especially, the social function of procedure text is to tell someone how to do something or how to do make a something and how to operate something.

3. The Generic Structure of Procedure Text

Every text actually has some structures. The structures of the text will be different that depends on the goal of the text. The structures represent the written information to the readers.

A procedure text usually ha three sections. There is an introductory statement or title that gives the aim or goal of the procedure, followed by a list of materials that will be needed to
complete the procedure. The final section is a sequence of steps, in order they need to be completed, to achieve this goal. ¹⁷

From the explanation above, the writer divides the structures of procedure text into three parts first structure of procedural text is goal. Here the writer defines goal as the title sentence (objective) that shows defined as utensils which are used to make something based on the text. Finally, the last structure is steps it is defined as the steps or directions of procedures for making something.

The last structure of procedure text is actually the main structure of the text, because it gives the procedures how do we make something based on the orderly procedures. So, the reader can follow the sequence steps according to the procedures that are given in the text.

The generic of procedure text also called as constructing a procedure text. Constructing itself comes from the verb “construct”, which has meaning: to build something, to put or fit something together¹⁸. Both of them have same meaning, there are three generic structure o procedure text, they are¹⁹:

a. An introductory statement that gives the aim or goal.

b. A list of the material that will be needed for completing the procedure (not required for all procedural texts).

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¹⁷ David Nunan, *Collaborative Language Learning and teaching* (Cambridge: Cambridge University Press, 1993), p.6
¹⁸ Oxford, *op.cit* p.247
¹⁹ Mark Anderson and Kathy Anderson, *op.cit*, p.53
c. A sequence of steps in the order they need to be done, because goal followed by a series of steps oriented to achieving the goal.

Thus from the explanation above, it can be concluded that there are three points of generic structure of procedure text which is crucial and it can be stated without ones. because they are in one unity to achieve a social function, it is to tell someone how to do something or how to make/how to practice operate something.

4. Significant Lexicon grammatical Features

Besides having social function and generic structure procedure text has significant lexicon grammatical features that support the form of a procedure text they are:

1. Simple Present Tense, especially imperative form

   Eventually, procedure text has the social function is to tell someone to do something. So, the instruction here is used by imperative verb in present tense, for example get, chop, cut, stir, add, boil, grind, etc.

2. Connective of Sequence

   Sometimes, that is not enough to make a good instruction just using imperative form of present tense. But, to make it better and easy to follow, we need the word like as then, after that, next, finally, etc. these are called comparative sequence.
3. Numbering

The function of something here is same as comparative of sequence. It will be needed if the writer wants to show some variant of sequence, for examples: first, second, third, and etc.

5. The Example of Procedure Text

Goal : How to Make a Cheese Omelet

Ingredients : 1 egg, 50 g cheese, cup milk, 3 table spoons cooking oil, a pinch of salt and paper

Utensils : Frying pan, fork, spatula, cheese grater, bowl and plate.

Steps :
1. First, crack an egg into a bowl
2. Second, whisk the egg with a fork until it is smooth
3. Third, add milk and whisk well
4. Fourth, grate the cheese into the bowl and stir
5. Fifth, heat the oil in a frying pan
6. Sixth, pour the mixture in a frying pan
7. Seventh, turn the omelet with a spatula when it browns
8. Next, cook both sides
9. Then place on a plate; season with salt and pepper.
10. Finally, Eat while warm

Base on example above, everybody know how to write procedure text. First, they must write a goal, second, they write a list of materials that will be needed for completing the procedure, such as kind of ingredients and utensils. And the last,
they need steps to achieve the goal with the purpose: to tell the making process of a cheese omelet to the reader.

D. Video

1. Definitions of Video

Many of you will have experienced the compelling power of video in the classroom, a power that is even enhanced by concentration on short sequence. They eye is caught, and this excites interest in the meaning of the words. Authenticity itself is an inducement – there is a special thrill in being able to understand and enjoy the real thing. In addition, video it today’s medium. Print may still be powerful but many people spend more time with audio-visual media; video techniques, discourses and cliches are more familiar to them than the world of books and papers.\textsuperscript{20}

Video as Multimedia technology develops. Video is likely to become the norm however that they is far away, and providing video still requires serious compromises. The most important point to realize about video English is the materials they are is no way intended to be used as a course, and has been specifically designed to provide you with stimulating and realistic materials to support course book that you are using in your English class.\textsuperscript{21}

\textsuperscript{21} Cristoper Burry, Mike Potter, Michael Winter, \textit{Student Practice Book 1 Video English: The British Council}: Macmilan Publisher, 1984, p v
2. The Us of Video in language Teaching

What is not so much appreciated is the range of use authentic video in language teaching and how it stretches the boundaries of the classroom what it is good for?\(^22\)

a. For its own sake people one access to the world of English-language media: they want to be able to view the news, get information from advertisements, see a film-in short, to use these language products likes normal consumers. This may well be one of your students major goals in learning English and in all fairness they ought to be bale to get a glimpse of their goals, if we are prepared to teach reading newspapers, or conversation we should also teach ‘reading newspaper or conversation we should we should also teach these major audio-visual genres.

b. For comprehension of the spoken video brings as all kinds o voices in all kind o situations, with full contextual back-up. One obvious advantage for comprehension is the visual dimension, particularly for pragmatic understanding in dialogue; also important is the access to a variety of recognizable genres and the long-term contextual understanding built up as the program develops.

c. As a language model authentic video provides a vast up-to-date linguistic resources of accents, vocabulary, grammar and syntax and all kinds of discourse, which shows us language in

\(^{22}\) Ibid, p.2
most of it uses and contexts-something neither course book nor classroom can do. Authentic video can be a model for specific language items or a general pool for students to pick and choose from. Each genre contributes its own particular discourse structures and lexis;

d. For culture video is a window on English-language culture. Apart from giving access to global cultural products like feature film, it also shows hoe people live and think and behave-local culture with a small ‘c’ A small amount of showing is worth hours of telling from a teacher or a course book.

Video English and the student practice book that accompany the series have been designed especially for use in the classroom context. Some learners will, however, wish to use the materials either for private study purposes or to practice their English with a friend, relative or business colleague. We would naturally recommend the use of the materials together with another person, since much more benefit can be derived from working in pairs and being able to practice and discuss the contents of the sequences than if one is working on an individual basis.

Video are another potentially valuable tool for language acquisition. Video exchange between peer learning English is as a foreign language in different countries would have a positive affect on their student performance and participation. their study
looked at a cultural video exchange project between volunteer students from plague and their counterparts in Gutenberg, Germany. Members of the two groups communicated through letters written in English and the met to exchange the videos each had made, the student did the researcher, wrote the script, made revisions, interviewed people, and produced and evaluated video.

In academic writing it is more usual to describe a place using the bird eye. Visual are used by writers to archive different goals, sometime this purpose is to duplicate information given a text in order keep the reader visualize the relation more clearly.

According to Donna M. Brinton, say that language skill are not isolated entities, and that as language teachers we need to build bridges between skill. We can do so by creating a unified context in which the teaching of various skills is effectively integrated around media. For example, we can structure multi skills thematic units requiring students to process information from a variety of sources (e.g. a political cartoon, a video documentary, and letters to the editor, all concerning the same controversial topic) followed by and interview assignment in which student poll native speakers for their opinions on this topic and as a culminating activity, write a paper summarizing the opposing points of view on the topic.  

23 Donna M. Brinton, *Teaching English As a second or Foreign Language*, (united states: Heinle & Heinle), p. 459
3. The Advantage of using video in English Teaching

One of the Advantages of video is that students do not just hear language, they see it too. This greatly aids comprehension, since for example, general meaning and mood are often conveyed through expression, gesture and other visual clues. Thus we can observe how intonation can match facial expression. All such para-linguistic features give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply.\textsuperscript{24}

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\textsuperscript{24} Jeremy Harmer, \textit{The Practice of English Teaching: Malaysia, Longman} 2004 p.172
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