

CHAPTER II

THEORETICAL FOUNDATION

A. Writing

1. The Definition of Writing

Writing is the activity requiring the ability to make the word become sentence. It is also activity of constructing sentence into a text. Horvath says that “Writing is among the most complex human activities. It involves the developments of a design idea, the capture of mental representations of knowledge and experience with subjects.”¹

According to Philips said:

“writing is much more than the simple mechanics of getting the words down; it also involves being creative, spelling, grammar, punctuation, choice of appropriate words, sentence linking, and text construction; and for older children, having ideas about content, and the ability to be self-critical and to edit their own work.”²

Writing is a process that can't do only one more, but also more than one, two or three more.

Meanwhile, Harmer states that “writing be used as an integral part of a large activity where the focus is on something else such as language practice, acting out, or speaking”.³

There is an additional and very important reason: writing help our students learn. How? First, writing reinforces the grammatical structures, idioms, and vocabulary that we have been teaching our

¹ Jozsef Horvath, *Advanced Writing in English as A Foreign Language* (London: Lingua Franca Csoport, 2001), p. 5.

² Phillips, S. Young Learners , *Resource Book For Teachers* (London: Oxford University press), p. 57.

³ Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2004), p. 33.

students. Second, when our students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. Third, when they write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning.⁴

Writing is not easy. It is the most difficult subject in the school since the students have to produce a text by using English. It takes series of practices to develop this skill, it cannot be learnt only one time. The students have to write what they think in their mind and state it on a paper by using correct procedure.

From the opinion above, writer can be said that writing is a significant skill since it involves a process of communication to express feeling, ideas, thought in written form. Finally, writing process needs a certain technique that can make it communicative in order to send a message to others.

2. Writing Steps

There are four main stages in the writing process: prewriting, planning (outlining), drafting, editing (reflecting and revising), and final version.

a. Prewriting

The following is included pre writing activities:

- Choosing and narrowing a topic: “when you are given a free choice of topics and can write about something you are

⁴ A. Raimes, *Techniques in Teaching Writing*, (New York: Oxford University Press, 1983), p. 3.

interested in, then you must narrow the topic to a particular aspect of that general subject.”⁵

- Brainstorming: “Brainstorming for ideas can get you started writing more quickly and save you time in the later stages of the writing process”.⁶

b. Planning (Outlining)

In the planning stage, you organize the ideas you generated by brainstorming into an outline. Harmer says in his book:

When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.), but also the choice of language—whether, for example, it is formal or informal in tone. Thirdly, writers have to consider the content structure of the piece—that is, how best to sequence the facts, ideas, or arguments which they have decided to include.⁷

c. Drafting

We can refer to the first version of a piece of writing as a draft. “In this stage is to write a rough draft from your outline”.⁸

d. Editing (Reflecting and Revising)

⁵ Alice Hosima and Ann Hogue, *Writing Academic English*, (New York: Addison Wesley Longman, 1991), 3rd ed, p. 3.

⁶ *Ibid.*, 4.

⁷ Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2004), p. 4.

⁸ Alice, *op. cit.*, 10.

“When you revise, you change what you have written in order to improve it. You check it over for content and organization, including unity, coherence, and logic.”⁹

e. Final Version

“This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the write text to its intended audience.”¹⁰

3. Text Types of Writing

Text types are any pieces of writing that you read or create. This can be anything from novels, newspaper reports and textbooks to recipes, movie reviews and game instructions. “A text type scaffold is a simple framework that helps you to construct and create a piece of writing.”¹¹

1. Descriptive

“Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.”¹²

Descriptive text has structure ie “identification: contains the identification of matter/a will be described, description: contains the

⁹ Ibid., 11.

¹⁰ Harmer, *op. cit.* 5.

¹¹ Kenward Ave, “Text Types”, (Chester Hill High School), http://www.chesterhillhighschool.com/c_and_a_text_types.php

¹² Hartono, “The Definition and Purpose of Procedure Text”, (7 July 2014), <https://id.scribd.com/doc/232853606/The-Definition-and-Purpose-of-Descriptive-Text>

explanation / description of the thing / person to mention a few properties.”¹³

2. Narrative

According to Rebecca, a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate.

In narrative, the incidents that make up the story are usually told in the order in which they would really happen. A narrative can tell what happens in a matter of minutes or years. A narrative text usually contains with features of characters, main character(s), setting, time, problem(s), solution, and a plot (structure).¹⁴

3. Recount

Recount text is the text that retells events that have occurred consecutively using the information provided is clear in the past.

The structure of the text:

- Orientation: Introduction of providing information people or things that do or are involved in it, as well as the time, place, situation, and others.
- Event 1, Event 2 ...: This series of events that happened, that is usually delivered in sequence.

¹³ Nurdiono, “Purpose and Example Descriptive Text”, (20 July 2015)
<http://www.nurdiono.com/purpose-and-example-descriptive-text.html>

¹⁴ Teaching English 4 All, “Narrative Text in Teaching English”, (2 July 2010),
<https://teachingenglish4all.wordpress.com/2010/07/02/narrative-text-in-teaching-english/>

- Re-orientation: The conclusion of a series of events that occurred. Reorientation, are not always recount text.

4. Report

Subtitles Report has similarities with descriptive text, the text of the report provides an overview of something lacking in details such as the descriptive text.

Structure Text:

- General Classification: (general classification, ie classify or define the group in general, including where.
- Description: the description of a description or picture bagia common parts available to him, ennobled, dam properties. Usually a general description.¹⁵

5. Procedure

A procedure is a piece of text that give us instructions for doing something. “Procedures tell how to do something. This might include instructions for how to carry out a task or play a game, directions for getting to a place, and rules of behavior”.¹⁶

Table 2.1 The example of Genre and Text type according to Paltridge¹⁷

GENRE	TEXT TYPE
Recipe	Procedure

¹⁵ Sharing Information, Types of Text in English (Narrative, Report, Descriptive, Procedure), (Maret 2013), <http://sh4ring-inform4tion.blogspot.co.id/2013/03/jenis-jenis-teks-dalam-bahasa-inggris.html>

¹⁶ David W. Johnson, Roger T. Johnson, Mary Beth Stanne., *Cooperative Learning Methods: A Meta Analysis* (*Journal of University of Minnesota*, 2000,), p. 13.

¹⁷ Brian Paltridge, “Genre, Text Type, and The Language learning Classroom”, *ELT Journal Volume 50*, (3 July 1996), p. 239.

Personal letter	Anecdote
Advertisement	Descriptions
Police report	Descriptions
Student essay	Exposition
Formal letter	Exposition
Format letter	Problem-solution
News item	Recount
Health brochure	Procedure
Student assignment	Recount
Biology textbook	Report
Film review	Review

B. Procedure Text

1. Defining Procedure Text

In daily lives, the text of procedure is often used in all our activities. For example, to drive a car, we must know how to open the door, start the engine, and so on. Maybe if we are going to cook a meal, of course, we have to know the steps to make it. From the above description, the text of the procedure, may be defined as follows.

Procedural texts explain how to realize a certain goal by means of actions which may be temporally organized. Procedural texts can indeed be a simple, ordered list of instructions to reach a goal,

but they can also be less linear, outlining different ways to realize something, with arguments, advices, conditions, hypothesis, preferences.¹⁸

Beside on definition above, procedure text also defined as text that instruct how to do a particular activity e.g. recipe, rules of game, science experiment, road safety rules, and other.

In this study, the writer uses a text type procedure for cooking food. Thus, the process of teaching can apply authentic material by using a cookbook as a medium of learning. The cookbook that is used is book by Margo Oliver entitled “The Good Book Cookbook”. In his book are guidelines cook skilled in making various kinds of cakes and foods.

2. The Generic Structure of Procedure Text for Cooking

The generic structures of procedure text are:

1. Goal : Title of the text (e.g. “How to make a cup of coffee milk”)
2. Materials : Optional, not for all procedural texts
3. Steps : A series of steps oriented to achieving the Goal¹⁹

C. Authentic Material

a. Defining Authentic Material

Rogers in Ferit Kilickaya defines authentic “as ‘appropriate’ and ‘quality’ in terms of goals, objectives, learner needs and interest and ‘natural’ in terms of real life and meaningful communication”.²⁰

¹⁸ Estelle Delpuch and Patrick Saint-Dizier, *Investigating the Structure of Procedural Texts for Answering How-to Questions* (2008), p. 46.
<http://aclweb.org/anthology//W/W12/W12-6002.pdf>

¹⁹ Kistono, *et al.*, *The Bridge English Competence*, (Surabaya, Yudhistira: April 2007), 2.

Authentic material must be in accordance with the needs of students, and also should be interesting, to make students follow the lessons well. “Authentic materials and authenticity are a naturally appealing proposition for language practitioners and learners alike.”²¹

“Authentic materials is significant since it increases students’ motivation for learning, makes the learner be exposed to the ‘real’ language.”²²

Uses authentic material is also described by Jacobson in his book, as follows:

These materials and the purposes for reading and writing them do not necessarily reflect the different experiences and interests that students bring to class, aside from the interest in learning to read and write, nor do they take into account the uses people make of these texts as they go about their lives outside of a school environment.²³

Authentic material is used as a material in the English language learning reading and writing skills. So this material is certainly very helpful teachers to teach reading and writing English.

From statements above writer can conclude that the authentic materials is a source of learning from outside the textbook, that of real life experience. Authentic materials enable learners to interact with the real language.

²⁰ Ferit Kilickaya, “Authentic Materials and Cultural Content in EFL Classrooms,” *The Internet TESL Journal*, Vol. X, No. 7, (July 2004), [http://iteslj.org/Techniques/KilickayaAutentic Material.html](http://iteslj.org/Techniques/KilickayaAutentic%20Material.html).

²¹ Freda Mishan, *Designing Authenticity into Language Learning Materials* (Portland: Intellect Books, 2005), p. ix.

²² Ferit Kilickaya, *loc. cit.*

²³ E. Jacobson, E. Dagner, and Victoria P. G, *Creating Authentic Materials and Activities for the Adult Literacy Classroom: A Handbook for Practitioners* (National Center for The Study of Adult Learning And Literacy: 2003), p. 2.

“Learners feel that they are learning a target language as it is used outside the classroom. Considering this, it may not be wrong to say that at any level authentic materials should be used to complete the gap between the competency and performance of the language learners, which is a common problem among the nonnative speakers.”²⁴

Therefore the authors are interested in using authentic materials as a source of learning and use the cookbook as an alternative media to teach writing text. It is based on the belief that authentic materials will help the teacher to reduce the boredom of students, enhance the students’ motivation in writing and also help students to develop their ideas and the content of writing.

b. Types of Authentic Materials

Teaching materials are a very essential part of teaching and learning a foreign language. These days, the resources for teaching materials are available for everybody. The internet is regarded as a very important and rich source for authentic materials. Genhard (1996) classified authentic materials into three categories as follows:

- 1) Authentic listening materials, such as radio news, cartoons, songs, etc.
- 2) Authentic visual materials, such as street signs, magazines and newspapers pictures, post cards, etc.
- 3) Authentic printed materials, such as sports reports, newspapers, restaurant menus, train tickets, etc.²⁵

²⁴ Ferit Kilickaya, *loc. cit.*

²⁵ Rashid Hamed Al Azri, Majid Hilal Al-Rashdi, “The Effect of Using Authentic Materials in Teaching”, *International Journal of Scientific and Technology Research*, Vol. III, Issue 10, (October 2014), p. 251.

In this study, researchers used a type of authentic printed materials. Media used is cookbook / recipe.

c. The use of Authentic Materials

The use of authentic materials may be interested because students feel motivated and less frustrated. “Authentic texts can be motivating because they are proof that the language is used for real – life purpose by real people.”²⁶

English presented in the classroom should be authentic, not produced for instructional purposes. Generally, what this means is materials which involve language naturally occurring as communication in native – speaker contexts of use, or rather those selected contexts where standard English is the norm: real newspaper reports, for example, real magazine articles, real advertisements, cooking recipes, horoscopes, etc. Most of the teachers throughout the world agree that authentic texts or materials are beneficial to the language learning process.²⁷

So, using authentic materials, students will be motivated to learn. It convincing researchers that such authentic materials have, and will play for an effective, practical learning process that must happen in every teachers’ classroom. “Using authentic materials in teaching English to EFL learners is ‘more effective than using non-authentic materials’.”²⁸

²⁶ Ibid, 249.

²⁷ Ferit Kilickaya, *loc. cit.*

²⁸ Rashid, *loc. cit.*, 253.

d. Authentic Material in Teaching Procedure Text Writing

A lot of resources that can be used for learning EFL. Mainly using authentic materials, and then look for the media or instructional materials are in accordance with the authentic material.

A procedural text is a text used to describe how something is conducted through a sequence of action or steps.

In this study, researchers used the media as a cookbook as authentic material. "Recipes can be photocopied and distributed to the each person in the class".²⁹ By doing so, students can find generic structures, and the use of imperatives in a few sentences in the recipe. After the students understand the procedure text, the researchers will give a post-test to each student, ie writing text procedures in accordance with the titles given to researchers.

The writer decided to do thing above because could make the students more creativity in enjoyable ways, helped students to explore and fully developed the ideas and it would be easier for them to learn writing procedural text.

e. The Advantages and Disadvantages

a. Advantages

Any method of learning there must be advantages and disadvantages of each.

"One of the most important advantages of using authentic materials is that it increases learners' motivation and reflects positively

²⁹ E. Jacobson, E. Dagner, and Victoria P. G, *Creating Authentic Materials and Activities for the Adult Literacy Classroom: A Handbook for Practitioners* (National Center for The Study of Adult Learning And Literacy: 2003), p. 71.

on the learning process. In other words, students learn the language better when we as teachers use authentic materials as a teaching aid.³⁰

Authentic materials will improve students' motivation in learning English since they are more interesting. Based on Peacock's classroom research with two beginner – level EFL classes, there was a significant increase of students' motivation in terms of 'interest, persistence, attention, action and enjoyment' when they were given authentic materials in their learning.³¹

b. Disadvantages

Among several advantages in using authentic materials, as well as for disadvantages.

Richards points out that alongside with these advantages, authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which causes a burden for the teacher in lower-level classes. Martinez mentions that authentic materials may be too culturally biased and too many structures are mixed, causing lower levels have a hard time decoding the texts.³²

³⁰ Rashid Hamed Al Azri, Majid Hilal Al-Rashdi, "The Effect of Using Authentic Materials in Teaching", *International Journal of Scientific and Technology Research*, Vol. III, Issue 10, (October 2014), p. 251.

³¹ Citrawida, "What are the advantages and disadvantages of using authentic materials in the classroom?", (23 September 2013), <https://citrawida.wordpress.com/2013/09/23/what-are-the-advantages-and-disadvantages-of-using-authentic-materials-in-the-classroom/>

³² Ferit Kilickaya, "Authentic Materials and Cultural Content in EFL Classrooms," *The Internet TESL Journal*, Vol. X, No. 7, (July 2004).