‘FRIES’ TO DEVELOP PROCEDURE PARAGRAPHS

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Abstract

Writing is a process that helps the students develop their ideas and logical thinking. Principally, to write means to try to produce a written message. Because of these facts, it is necessary for teachers and students to master it well as writing plays a very important role in many processes including teaching and learning processes. However, in the real teaching and learning process, writing is considered a boring activity especially by junior high students who have been accustomed to LKS (Student Worksheet). They have to just fill in the blanks, answer the questions, and rearrange jumbled paragraphs in spite of writing their own ideas based on certain topics. This becomes the drawbacks for them to actively get involved in writing activities. To overcome that, FRIES standing for Fact, Reason, Ingredient, and ElaborationS is considered helpful to improve learners’ ability to develop procedure paragraphs. FRIES helps learners to write well developed procedure paragraphs since it provides systematic ways to do so. Besides, FRIES actually gives learners an easy way to think, express, and write their ideas into a good paragraph.

Keywords: procedure paragraph, paragraph writing, FRIES

Introduction

Writing is said to be the fourth competence in learning language. Although many students said that writing is a difficult competence, writing is actually an easy and enjoyable activity if there is appropriate methods, interesting teaching techniques, and actual materials.

Writing is an activity in which learners form graphic symbols, arrange them to form words, and put the words in order and link them together in a certain way to produce a logical sequence of sentence (Hernowo, 2004: 43). Writing is a complex activity since it requires students’ comprehensive abilities such as mastering grammar, vocabulary, and punctuation. Besides, to write well, the students are expected to be able to present their ideas in the written form, as writing is a means of communication.

Writing is an act of communication. It means that the writer needs to communicate the feeling, expression, opinion, agreement, and many others. The purpose of this is to help readers understand something about the writer (personality, expression, and the way the writer sees something). At the same time, to write is to provide something for people. It means that a writer needs to give information and explain it clearly to his or her readers. This focuses on the material discussed which includes observation reports, ideas, facts, magazines, newspapers, business reports, statistical data, and many others.

Writing competence is a form of language competence that should be mastered by English learners besides reading, listening, and speaking. Writing is also a form of verbal communication in order to deliver thoughts, ideas, and messages to others indirectly. Having
a good writing competence, one is not only able to express his ideas but also able to make others understand what he means in his writing.

Writing is a process that helps the students develop their ideas and logical thinking. Principally, to write means to try to produce a written message. Because of these facts, it is necessary for teachers and students to master it well as writing plays a very important role in many processes including teaching and learning processes.

However, in the real teaching and learning process, writing is considered a boring activity especially by junior high students who have been accustomed to LKS (Student Worksheet). They have to just fill in the blanks, answer the questions, and rearrange jumbled paragraphs in spite of writing their own ideas based on certain topics. This becomes the drawbacks for them to actively get involved in writing activities.

To encourage students to write and express their ideas in a written form, FRIES standing for Fact, Reason, Ingredient, and ElaborationS is considered helpful to improve learners’ ability especially to develop procedure paragraphs. FRIES helps learners to write well developed procedure paragraphs since it provides systematic ways to do so. Besides, FRIES actually gives learners an easy way to think, express, and write their ideas into a well-organized paragraph so the readers will understand what a student writes.

Redman in Hernowo (1986: 43-48) mentions that to make sure others understand what it is meant by one’s writing, there are some aspects to consider having a good writing: language, clarity, and effectiveness. The first aspect, language, deals with correct and consistent spelling, (e.g. British vs. American spelling), accurate and appropriate use of grammar and syntax, and appropriate range of vocabulary.

Another important aspect of a good writing is clarity. In a narrative (e.g. story), the reader needs to be clear regarding the sequence or events in time, the characters and their relationship. In argumentative texts, the writer’s ideas should be stated clearly and supported by arguments and examples. The link between events and/or arguments should be clear.

The last aspect is effectiveness that is focused on the topic and does not contain extraneous or loosely related information. Effectiveness has an organizational pattern that enables the reader to follow the flow of ideas because it contains a beginning, middle, and end and uses transitional devices. It contains supporting ideas that are developed through the use of details, examples, vivid language, and mature word choice; and follow the conventions of standard written English (i.e., punctuation, capitalization, and spelling) and have variations in sentence structure.

Review of Related Literature

Writing

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sequence of sentence (Hernowo, 2004: 43). Writing is a complex activity since it requires students’ comprehensive abilities such as mastering grammar, vocabulary, and punctuation. Besides, to write well, the students are expected to be able to present their ideas in the written form, as writing is a means of communication.

However, some think that writing is not only delivering ideas to others but also using a sheer energy to complete the writing process itself: thinking the ideas, preparing the outline, transferring the outline into draft, revising the draft, and finally proofreading the draft to prepare for the final outcome. The fact is that the students find it difficult to do so since they have limited ability and mastery of English.

Writing is an act of communication; it is an act of making marks on certain surface in a form of graphic presentation, to make meaning. Writing, according to Halliday (1989: 14), is a part of language and more specifically, it is one kind of expression in language. Its meaning is created by particular set of symbol, having conventional values for representing the wordings of a particular language, which is drawn up visually.

Writing competence is a form of language competence that should be mastered by English learners besides reading, listening, and speaking. Writing is also a form of verbal communication in order to deliver thoughts, ideas, and messages to others indirectly. Having a good writing competence, one is not only able to express his ideas but also able to make others understand what he means in his writing.

The Purpose of Writing
The purposes of writing have to do with goals or aims of writing. Thinking about purposes of writing, a writer should think as follows:

a. to express ideas
A writer expresses his feeling, expressions, personality, likes, and dislikes in his writing in order to make readers understand something within the materials.

b. to provide information
It means to give information and explain it. This purpose is to focus on the materials being discussed.

c. to persuade readers
It means to convince readers about a matter of an opinion. This also focuses on the readers’ point of view.

d. to create literary work
It means that a work which is based on one’s point of view (opinion, attitude, and observation) of other matters occurring in one’s environment.

Teaching Writing Skill
Writing is a real-life reality. It is in social, work or study situations. Teaching writing on EFL is to get things done and to form and maintain social relationships. In reality, the teacher can teach the students such as letter, journals, notes, instructions, essays, reports, menus.
Teaching writing is a way of conveying messages or just to keep a record of what is in our mind.

Adamson (2006: 208) states that in a recent research study, teaching writing in English language teaching classroom is considered as a means to consolidate language. Students very often write from someone else’s ideas. It is “writing as language learning”. In this stage, students are given a topic for building up their writing. Moreover, in the English language-teaching classroom, especially in traditional pedagogy, the teacher gives a topic or selection of topics, a set of requirements, and a time limit. The students finish the task within the time limit and hand in the product. The students’ work is evaluated based on the accuracy of the final product.

To achieve the goal of teaching writing, of course, practices will make them perfect. The more the students practice writing with a systematic and graded way, the better the results will be in that the students will sharpen their sensitivity in choosing the diction, using the appropriate grammar as well as the writing styles and genres. In this process, a student-centered activity will give the students more chances to improve their writing by the guidance of the lecturers functioning themselves as the facilitators and guides.

In order to gain the goal of teaching writing skill, there are some systematic techniques applied in the classroom.

a. Controlled Writing

It has several advantages and is possible to use in all levels of competence. Controlled writing makes it possible to teach one of things at one time while a teacher focuses on students’ conscious attention on the critical features of the language pattern. Controlled writing also gives students maximum practice in writing correct forms of the language; therefore, consequently, correcting is easy to do.

b. Directed Composition

A number of activities could be listed under this heading. However, in most case, it will not be necessary to give a specific example of each type of exercises. Many of these exercises could be done as group activities.

c. Guided Composition

Azis (1998: 130-138) mentions that the steps in teaching guided composition are:

1) selecting a topic within vocabulary and structural range of students or a teacher can select one to work together,
2) discussing orally the ideas to be included in the composition,
3) determining vocabulary items and grammatical patterns needed to develop the ideas,
4) preparing a brief outline organizing the decided ideas. for the best result, work out the outline in class with students. write the final outline on the board,
5) having each student write the first sentence of his composition in class and checking as many as possible and have one or two student read or write on the board,
6) having students write their composition that follow the outline and utilize the vocabulary and grammatical patterns and the writing could be completed in class or at
home. It is recommended that the students write in class so a teacher can give his individual help needed.
7) collecting the composition,
8) returning the composition to the students and have them revise their mistakes.

d. Free Writing
Free writing allows a student to develop his own idea and create his own writing style as he chooses. It is also possible that the teacher supplies and provides the topic or subject of the composition.

Writing Genres
Troyka in Harmer (2006: 53) divides writing genres into five types, namely:
a. Procedure
The communicative purpose of procedure is to describe how something is accomplished through a sequence of actions or steps. The generic structures of procedure are goal, materials and steps. The language features of this text are as follows:
1) the focus on generalized human agents,
2) the use of imperative sentence,
3) the use of action verbs,
4) the use of mainly temporal conjunctions or numbering to indicate sequence, and
5) the use of mainly of material processes.
b. Recount
Recount text is designed to retell events for the purpose of informing or entertaining. The generic structures of recount are orientation, events, and reorientation. The language features of this text are as follows:
1) the focus on specific participants,
2) the use of material process,
3) the circumstances of time and place,
4) the use of past tense, and
5) the focus on temporal sequence.
c. Descriptive
Description is designed to describe a particular person, place, or thing. The generic structures of description are identification and description. The language features of this text are as follows:
1) the focus on specific participants,
2) the use of attributive and identifying processes,
3) the use of figurative language, and
4) the use of simple present tense.
d. Argumentation
Argumentation is often called persuasive writing because it aims at persuading and convincing the readers towards the writer’s point of view in a particular issue. Argumentative is a kind of writing of which purpose is to influence the readers to agree,
support, or approve the writers’ opinions and at last act according to what the writers or the speakers want. The argumentative essay is a genre of writing that requires the student to investigate a topic, collect, generate, evaluate evidence, and establish a position on the topic in a concise manner.

Argumentative or persuasive writing can be found in editorials, letter to editors, reviews, sermons, business or research proposal, opinion essays in magazines and books arguing a point of view. The language features of this text are:
1) the focus on generic human and non-human participant, except for speaker or writer referring to himself/herself,
2) the use of mental process: to state what the writer thinks or feels about issue,
3) the use of abstract nouns, technical verbs, action verbs and relating verbs, and

Assessing Paragraph

Generally, there are three types of rating scales used in scoring writing. They are holistic scoring, primary trait, and analytic scoring. In this occasion, the hoistic scoring will be employed.

Holistic scoring uses a variety of criteria to produce a single score. Brown (2004: 242) states that each point on a holistic scale is given a systematic set of descriptors and the reader-evaluator matches an overall impression with the descriptors to arrive at a score. Descriptors usually follow a prescribed pattern. O’Malley (1996: 142) also states that the rationale for using a holistic scoring system is that the total quality of written text is more than the sum of its components. Writing is viewed as an integrated whole. The elements of the holistic scoring involved four dimensions as follows:
a. Idea development/ organization: focuses on central idea with appropriate elaboration and conclusion;
b. Fluency/structure: appropriate verb tense used with a variety of grammatical and syntactic structures;
c. Word choice: uses varied and precise vocabulary appropriate for purpose; and

Teaching Procedure Paragraph through ‘FRIES’

This paper will focus only on procedure paragraph; and, FRIES standing for Fact, Reason, Incident, and Elaboration of events, is a technique to develop and organize a procedure paragraph. It is adapted and modified from FREON (Fact, Reason, and Conclusion) which was firstly introduced by Ms. Eva Latifah in LBPP LIA Surabaya in 2007 to teach an introductory paragraph of an argumentative essay. Based on her research, it was proven that this technique was able to improve the students’ introductory paragraph writing.

Similar technique of using acronym was used by Andrew Finch of Kyungpook National University when he taught poem to the students. In his teaching, he introduced some acronyms to encourage his students to learn poems and write their own ones. An example was FRIEND. He put this word as an acronym:
Procedure text to describe how something is accomplished through a sequence of actions or steps. The generic structures of procedure are goal, materials and steps. Here are the steps of applying FRIES standing for Fact Reason, Ingredient, and Elaboration of Step to teach procedure text.

The features of procedure paragraph are as follows:

a. The use of imperative sentence
   1) V1 + Object, for instance “Heat some oil”.
   2) Be + Adjective, such as “Be careful when frying”.
   3) Don’t + V1 + Object, for example”Don’t spill the mixture”.
   4) Don’t be + Adjective, like “Don’t be careless”.

b. The use of adverb of manner
   For example: slowly, carefully, carelessly, beautifully, soon.

c. The Use of sequence / transitions conjunction
   1) Words : First, then, next, second, finally
   2) Phrases : after that, before that, and then, the first step, the next step, the final step + Predicate

Teaching procedures in the class:

a. Teacher leads the class to the subject matter (Procedure Text) by showing pictures of beverages (optional) and ask the students when and why to drink and how to make it.

b. Teacher conveys the lesson objective that is how to organize and write a procedure paragraph.

c. Teacher groups the students (each has three to four students) and explain how to organize a procedure text through FRIES.

1) For Fact
   Lead the students to certain matter dealing with procedure and ask them what kind of fact could be related to it. Let’s say the students are about to make their favorite beverage. Think of what, when, where, and why it is nice to drink such beverage. After they find certain fact or even opinion, ask them to write it as the topic sentence.
   For example:
   “In a cold and rainy day, it is very nice to enjoy a cup of hot coffee cream.”
   After that, T asks Ss to make their own fact (make sure they don’t write the same sentence).
2) For Reason
   After the students find certain fact or opinion, ask them why it is easy or nice to eat, do, or make it.
   For example:
   “It will not only loose our thirst but also warm up our body.”
   Then, the teacher asks them to write their reasons.

3) For Ingredient Preparation
   Lead the students to think of the materials and ingredients needed to make something.
   For example:
   To make it, you need two main steps: the preparation of the ingredient and materials and the procedure. For the ingredient preparation, you just need some boiling water, a spoonful of blended coffee, some cream, and of course a set of cup.

4) For Elaboration of Steps
   The next step is to find the elaboration, which should be related to the matters we are going to explain. It is necessary to control the elaboration by writing the specific steps or sequence of doing something in the reason part. By doing so, it will be easier to develop the paragraph.
   For example:
   To make it, just follow this procedure. First, boil some water and put a spoonful of blended coffee in the cup. Then, pour the boiling water into it. Stir them gently. Finally, add some cream into the cup. Serve it while it is hot.

   d. After Ss are finished writing a complete procedure paragraph, the teacher may have a peer correction to check or he checks the work together.

   e. For the assessment, the teacher asks each student to write his/her procedure paragraph.

Conclusion

FRIE S standing for Fact, Reason, Incident, Elaboration of Step, is believed to be able to help the students to improve their ability to develop and organize procedure paragraphs. This technique is also expected to help teachers in teaching paragraph writing and in guiding the students to write a well-organized paragraph especially a procedure one.

References


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**Biography**

Faisal was born in Cirebon, on May 17, 1973. He got his undergraduate degree from Faculty of Letters and graduate degree on English Education from Graduate School, Sebelas Maret University in Surakarta. Since then, his professional activities have dealt with English teaching by working for LBPP LIA in Surakarta and Purwokerto. Now, he is a lecturer of the English Department of Teacher Training and Education Faculty of Muhammadiyah University of Purwokerto and a language instructor and supervisor in LBPP LIA Purwokerto.