

**TEACHING AND LEARNING ON WRITING  
PROCEDURE TEXT**

**( A Case Study at the Ninth Grade A of SMP Negeri 7 Brebes in the  
Academic Year 2012/2013)**

**A THESIS**

**Submitted as Partial Fulfillment of the Requirements for the Graduate  
Degree of Language Education Programme**



by

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**APPROVAL**

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Defended before the Board of Examiners on November, 15<sup>th</sup> 2016 and Declared  
Acceptable

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## PRONOUNCEMENT

I who sign this letter:

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Herewith declare that the following thesis:

Title : TEACHING AND LEARNING ON WRITING PROCEDURE TEXT  
( A Case Study at the Ninth Grade A of SMP Negeri 7 Brebes in the Academic Year 2012/2013).

It is truly my own work. It is not made by others. Anything which related to others' work are written in quotations and the sources of, which are listed in references or bibliography.

I am ready to accept academic punishment including withdrawel or cancellation of my academic degree if them in this pronouncement prove incorrect.

Klaten, November 10Th,2016.

The Writer



Rohadi

## **DEDICATION**

1. To Allah the Almighty for the greatest blessing.
2. To My beloved wife, daughter, and son.
3. To All of my friends.

## **MOTTO**

Intelligence starts in a language.

Well! Whatever those are if want to be a good speaker, speak English.

Joseph Canaries.

## ABSTRAK

Rohadi 11PSC01394. “Belajar Mengajar Menulis Tesks Prosedur: Studi kasus pada siswa kelas 1X<sup>A</sup> SMP Negeri 7 Brebes tahun pelajaran 2012/2013”. Tesis. Program pasca sarjana pendidikan bahasa, Universitas Widya Dharma tahun 2016.

Penelitian ini dilaksanakan untuk mengetahui pelaksanaan proses belajarmengajar menulis teks prosedur pada siswa kelas 1X<sup>A</sup> SMP Negeri 7 Brebes, dan untuk menyampaikan alasan, mengapa proses belajar mengajar menulis teks prosedur pada siswa kelas 1X<sup>A</sup> SMP Negeri 7 Brebes dilaksanakan dan diteliti.

Dalam pelaksanaan penelitian ini, penulis menggunakan metode penelitian deskriptif kualitatif dalam bentuk studi kasus. Objek penelitiannya adalah kegiatan belajar mengajar menulis teks prosedur di kelas 1X<sup>A</sup> SMP Negeri 7 Brebes tahun pelajaran 2012/2013. Data utama penelitian ini diperoleh dari: 1) Kegiatan guru dan ujaran-ujarannya, serta kegiatan para siswa beserta pernyataan-pernyataan mereka, juga perilaku mereka selama proses kegiatan belajar mengajar menulis teks prosedur di kelas; 2) Guru bahasa Inggris kelas 1X<sup>A</sup> SMP Negeri 7 Brebes; 3) Para siswa kelas 1X<sup>A</sup> SMP Negeri 7 Brebes; 4) Dokumen-dokumen seperti silabus, RPP ( Rencana Proses Pembelajaran).

Dalam pengumpulan data penulis menggunakan tujuh langkah pengumpulan data model Sudaryanto (2015), yaitu: (a) melakukan observasi, (b) membuat transkripsi, (c) memindahkan data kedalam kolom kolom, (d) membuat data ke dalam bentuk segmen duratif, (e) mengorganisasi data berdasarkan tema, (f) memformulasikan data, (g) memilah dan memilih data. Untuk mengembangkan validitas data, penulis menggunakan teknik triangulasi. Teknik yang digunakan untuk menganalisis data adalah lima langkah analisis data model Sudaryanto (2015), yaitu: (a) analisis, (b) interpretasi, (c) ringkasan, (d) konklusi dan implementasi, serta (e) rekomendasi. Berdasarkan analisis data utama, diperoleh beberapa fakta yang dapat diklasifikasi ke dalam lima aspek, yaitu: 1) Guru telah menjalankan perannya dalam kegiatan belajar mengajar; 2) Para siswa telah menjalankan peran mereka sendiri, dan mengerjakan tugas-tugas mereka baik secara individu maupun kelompok; 3) Guru menggunakan gambar-gambar yang ada dalam buku dan bungkus-bungkus mie instan beraneka warna sebagai media pembelajaran; 4) Seperti tercantum dalam rencana pembelajaran, guru menggunakan metode campuran (eklektik) dalam proses pembelajaran; 5) Proses penilaian dilakukan melalui pengamatan oleh guru terhadap kegiatan siswa pada saat mereka mengerjakan tugas-tugas baik individu maupun kelompok serta pada saat mereka mempresentasikan tugas-tugas mereka.

Hasil penelitian ini dapat disimpulkan sebagai berikut: 1) Guru telah melaksanakan proses belajar mengajar menulis teks prosedur di kelas 1X<sup>A</sup> SMP Negeri 7 Brebes tahun Pelajaran 2012/2013 dengan baik dan aktif, meskipun belum optimal dalam menampilkan perannya sebagai sumber informasi dan fasilitator; 2) Para siswa memberi perhatian kepada guru, merespon perintah-perintahnya, dan pertanyaan-pertanyaannya serta mengerjakan tugas-tugas yang diberikan baik secara individu maupun kelompok; 3) Media yang digunakan guru adalah papan tulis, gambar-gambar yang ada di dalam buku dan bungkus-bungkus

mie instan yang beraneka warna; 4) Guru menggunakan metode campuran dalam proses belajar mengajar; 5) Materi pelajaran disampaikan dengan baik seperti tertulis dalam rencana pembelajaran, serta melakukan penilaian dengan menyuruh anggota kelompok menulis teks prosedur di papan tulis, dan memberikan tugas dalam kelompok untuk membuat teks prosedur menggunakan bungkus-bungkus mie instan di rumah.

Kata-kata kunci: Belajar Mengajar Menulis Teks Prosedur, Studi Kasus.



## ABSTRACT

Rohadi 11PSC01394. "Teaching and Learning on Writing Procedure Text: A Case Study at the Ninth Grade A of SMP Negeri 7 Brebes in the Academic Year 2012/2013". Thesis. Language Education programme, Graduate Programme, Widya Dharma University 2016.

This study was conducted in order to know the implementation of teaching and learning writing procedure text at the Ninth Grade A of SMP Negeri 7 Brebes, and to reveal the reason, why teaching and learning writing procedure text at the Ninth Grade A of SMP Negeri 7 Brebes was conducted as it was observed.

In conducting this study, the writer used a descriptive qualitative method in the form of case study. The object of the research was English teacher's activity in teaching and learning on writing procedure text at the ninth grade (IX<sup>A</sup>) of SMP Negeri 7 Brebes in the Academic Year of 2012/2013. The main data were obtained from: 1) Teacher's activities and utterances as well as students' activities, utterances, and behavior during the teaching and learning process of writing procedure text; 2) The English teacher of the ninth grade students (IX<sup>A</sup>); 3) The students of the ninth grade (IX<sup>A</sup>); 4) The documents such as syllabus, and lesson plan. In collecting data the writer used the Sudaryanto's seven steps model. They are: (a) doing observation; (b) making transcription; (c) transferring data into the multicolumn; (d) making data into durative segments; (e) organizing data depending on the theme; (f) formulating data; (g) reducing data. For developing the data validity, the writer used the triangulation technique. The technique used to analyze data was the five steps of analyzing main data based on Sudaryanto (2012). The five steps are: (a) analyzing; (b) interpreting; (c) summarizing; (d) concluding and implementing; and (e) recommending.

Based on the main data analysis, it could be drawn some findings which can be classified into five aspects. They were; 1) The teacher has played her role during the teaching and learning process; 2) The students played their own roles and did the tasks individually, and in groups; 3) The teacher used pictures on the book, and many colorful packs of noodles as the media; 4) In accordance with the lesson plan prepared, the teacher used eclectic method in the teaching and learning process; 5) The process of assessment was done through teacher's observation to the students' activities when did the tasks individually, and in groups and in their presentation.

The result of the study could be concluded as follows; 1) The teacher has run the teaching and learning process on writing procedure text at the ninth grade students (IX<sup>A</sup>) of SMP Negeri 7 Brebes well and active. However, the teacher could not perform her roles optimally as information giver and facilitator; 2) The students paid attention to the teacher, responded her instructions and questions, did the tasks that were given individually and in groups; 3) The media used by the teacher were blackboard, pictures on the book, and many colorful packs of noodles; 4) The teacher used eclectic method in teaching and learning process; 5) Meanwhile, the teacher also did the evaluation by asking the member of groups to write down the procedure text on the blackboard, and giving the tasks in groups to make procedure text used many packs of noodles at home.

Keywords: Teaching And Learning On Writing Procedure Text, Case Study.

# CHAPTER 1

## INTRODUCTION

### A. Background of the Study

Human beings always need to interact with others to fulfill their needs. To achieve that, they use a means called language. Language is a system of choices by which we can communicate certain functions, allowing them to express their experiences of the world, to interact with others, and to create coherent messages (Hylland, 2004: 25). They use language to convey their ideas, feelings, and so on. They combine the ideas in their mind into verbal expressions using the language and create a communication. It is inseparable from almost every human activity. It is not only used for daily conversation but also used in many important fields such as education, science, government, international relationship, and so on. Thus, language has an important role in human life and it can be the reason why people never stop learning language.

The people learn language from the babbling of babies to the language needed in every new situation in their lives. Through language they can learn everything includes the language itself and make sense of the world. As they use language, they develop a relatively unconscious, implicit understanding of how it works. As they hear people use language to talk about what is going on, they can notice that their language changes along with what they are talking about and to whom they are talking to. Language changes according to different situation (Butt et al, 1995:10).

The environment of the speakers and writers affect on their ways in conveying their intents.

Verbal communication constitutes a process of constructing a text, either in spoken or written form. Eggins (1994:11) argues that the overall purpose of the language can be described as a semantic one, and each we participate in is a record of the meanings that have been made in a particular context. We cannot speak into others conversation if we do not know the context in their mind that is realized through their language though we understand the language. Thus a text is a product of context of situation and context of culture. It means that making a text in different language requires different ways and different rules.

We usually have spoken language first in acquiring either first language or second language. We need an education process to acquire written language in addition to spoken one. Written language also tends to be more complicated than spoken one. Writing in Second Language is assumed to be more difficult than that in First Language. To some extents the writing disabilities are caused by mistakes in vocabulary and grammar. But an understandable and acceptable writing is not only affected by the use of vocabulary and grammar, it also has to be well sequenced, cohesive, coherent and appropriate with its purpose. Writing a given text will have different ways from writing another text. Each kind of text has its own characteristics. We cannot use any structure in different text types. There are many things which have to notice in writing a text in order to be appropriate with its context.

There are some text types taught in SMP level as required by School-Based Curriculum (Kurikulum Tingkat Satuan Pendidikan) 2006. One of them is procedure text. Procedure is one of text types that students are familiar with. It is very crucial to learn more about procedure, both its generic structures and its language features. Students who are writing within certain genre also need to consider a number of the topics, the conventions and style of the genre, and the context in which the writing will be read, and by whom (Harmer, 2001:260). If the teachers want the students to write a kind of genre, they have them study real examples to discover facts about construction and specific language use which is common in that genre.

As the students learn everything from gaining knowledge that is associated with the schemata in their brain, they need to know first the example of what they are going to write and how they express and organize their ideas into a written text. Teaching writing procedure text needs to use samples of procedure text especially the familiar texts which have been known by the students. SMP students usually know how to make fried rice, how to make a kite, how to insert a simcard of handphone, how to refill lux body shower etc. Thus, their knowledge about how the process in making or doing something can facilitate them to learn more about procedure texts. The students are supposed to improve their knowledge and skill in writing procedure after learning many kinds of procedure text given to them .

In accordance with the Government Regulation Number 19 Year 2005 about National Education Standard, formal English teaching is emphasized on

reading and writing. In learning English, students are supposed to be able to produce texts both in the spoken and written forms. When we speak or write an English text, we have to consider its context of situation and its context of culture. Writing is the goal of every plan in teaching learning process.

Text is one important genres, which has been known by SMP students but many of them have not understood its generic structure and its linguistic features. Procedure text is a text that show sequence of ways in making or doing something, therefore as visual aids in teaching procces. The purpose of a procedure text type is to explain how something can be done. It has an assential function related to the students' daily activities. In the KTSP (Kurikulum Tingkat satuan Pendidikan) the students are demanded to be able to write simple short essay for doing something in daily life in the form of procedure text.

Procedures in primary years are common texts that students are supported to read, write and understand. In the secondary years, students are frequently introduced to explicit formats and expectations to record information within procedural texts.

Many students will enter work place where procedural manuals are used to maintain safety in the work place, operate equipment and ensure consisiteny of operations and practices through protocols. Protocols are spesific types of procedural writing that may or may not rely on regular sequencing.

Besides, teacher's role in learning process is very important because he/she has to guide his/her students. A teacher must learn how to adopt and develop

learning materials, plan and evaluate programme, adjust learning method with students' necessities, and has a function for his/her institution.

On the other hand, at writer's pre-observation, the writer found that teachers in teaching and learning writing procedure text just followed the steps in the textbook or even in the students' worksheets. They asked students to read the steps in making something and then asked them to translate into Indonesian. They couldn't have done it in more contextual ways, such as by showing the real things in making or doing something. Moreover, teachers did not use an exactly method or set of strategies will work best for students. They were not aware of clear objectives and goal of curriculum. They used of inefficient methods, techniques and procedures. It resulted less effective and less interesting in making English lesson.

Meanwhile, their encouragement to the students to express their opinion, feeling, and point of view about what is offered to them and what is being studied was almost not appeared. They used traditional methods, strategies and culture of memorization, not culture of innovation and creativities to master their performance. Furthermore, teachers in teaching and learning process did not do enough introduction activities or enough apperception. They did not prepare well students psychologically and physically to follow the process of learning. Besides, they forgot to explain the purpose of learning or basic competencies to be achieved. In core activities, teachers did not engage students seeking a broader and deeper information about the topic or theme of the materials. They did not apply the principle of nature to be a teacher (*alam takambang*) and learn from

various sources, use a variety of learning approaches, instructive media and other learning resources

These conditions had encouraged the writer's interest to conduct the research. The research was conducted at SMP Negeri 7 Brebes. SMP Negeri 7 Brebes is a junior high school located near the down town of Brebes city, the capital of Brebes regency. Unfortunately, the school is still not effective and successful yet in teaching and learning English, especially in writing skills. The writer intends to become SMP Negeri 7 Brebes the raw model of others junior high school to conduct good process of teaching and learning English especially learning process of writing procedure text. Meanwhile, the writer chooses the ninth year students A, because it is the best class among other classes.

SMP Negeri 7 Brebes is considered as a big enough school which has a good prospect in the future to be a modern school, and has many things to be researched. However, there was not any research conducted in this school before. Other reasoning, this school is located near the most favourite schools in Brebes regency. SMP Negeri 1 Brebes, SMP Negeri 2 Brebes, and SMP Negeri 3 Brebes. All of them are the National Standard Schools. Many students went to SMP Negeri 7 Brebes after they were rejected by the schools above.

Moreover, the research on English writing learning process in general has been done by many researchers. Meanwhile, the research on teaching and learning of writing procedure text is still limited or even rare. So it becomes the writer's consideration.



## **B. The Problem Identification**

Based on the background of the study, the writer proposes the statements of the problems. The main could be identified as follows.

1. The process in conducting teaching and learning of writing procedure text do not develop students' creativities and braveness in writing skill especially procedure text. It makes students are not interested in following the learning process.

2. Teachers in conducting teaching and learning less do enough apperception to prepare well students follow the learning process, and forgot to explain the purpose of learning and basic competences to be achieved.

3. Teachers made no attempt to modify the teaching materials in order to make them more interesting and understandable for their students, so they are interested in following the learning process.

4. Several students in English classroom give no pay attention to the teachers.

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## **C. The Limitation of the Study**

In order to focus on the main problems to get good discussion, the problems identified are not all discussed in this thesis. For that, the the writer will limit the study one problem as follow.

1. The process in conducting the teaching and learning of writing procedure text at the ninth grade students of SMP Negeri 7 Brebes in the academic year 2012/2013 does not develop students' creativities and braveness in writing

skill especially procedure text. It makes students are not interested in following the learning process.

#### **D. The Statements of the Problem**

In this study, I present two problems concerning teaching and learning of writing procedure text. These two problems are:

1. How is the teaching and learning writing procedure text at the ninth grade students of SMP Negeri 7 Brebes in the academic year of 2012/2013?
2. Why is teaching and learning process of writing procedure text to the ninth grade students A of SMP Negeri 7 Brebes in the academic year of 2012/2013 conducted as it is being observed?

#### **E. The Objectives of the Study**

The objectives of the study are as follows:

1. To describe the implementation of teaching and learning writing procedure text at the ninth grade students A of SMP Negeri 7 Brebes in the academic year 2012/2013.
2. To reveal the reason why teaching and learning writing procedure text to the ninth grade students A of SMP Negeri 7 Brebes in the academic year 2012/2013 is conducted as it is being observed.

## **F. The Benefits of The Study**

Hopefully, the study gives benefits theoretically and practically in the educational field especially in the teaching and learning process of writing procedure text. The study becomes one of the resources that used by either teacher or anyone who involves in the education.

Theoretically, the result of this study gives the benefits indirectly to develop science and knowledge in the field of study especially in the case study research of teaching and learning writing procedure text, and also encourage another researcher to conduct a such kind of research, broadly and deeply. Obviously, the result of this study gives the benefits for the teachers especially English teachers at junior high school to improve the quality of teaching.

Practically, the result of this study is used by the English teachers to improve the quality of the process in conducting teaching and learning writing procedure text. Implicitly, the result of this study becomes an inspiration to the English teachers to develop the method of teaching and learning writing procedure text particularly, and teaching writing in general.

For school, the result of this study, hopefully, can be used as the input of the basic information of factual circumstance in the implementation of teaching and learning process of writing procedure text at the ninth grade students A of SMP Negeri 7 Brebes. Besides, it also can be used to improve the English teachers' professionalism and to improve the quality of students in mastering four language skills in general, and writing procedure text in particular.

## CHAPTER V

### CONCLUSION, IMPLICATION, AND SUGGESTION

#### A. Conclusion

In this chapter, the researcher is going to present the conclusion from the previous chapters which have been described. Based on the summary of the data discussion and analysis, the problems that were found have been solved can be concluded as follows.

1. Based on the observation, the teaching and learning writing of procedure text at the ninth grade of SMP Negeri 7 Brebes in the Academic year of 2012/2013.
  - a. The teacher has run the teaching and learning process on writing procedure text at the ninth grade students (1X<sup>A</sup>) of SMP Negeri 7 Brebes well and active. However, the teacher could not perform her roles optimally as information giver and facilitator.
  - b. The students paid attention to the teacher, responded her instructions and questions, did the tasks that were given individually and in groups.
  - c. The media used by the teacher were blackboard, pictures on the book, and many colorfull packs of noodles.
  - d. The teacher used eclectic method in teaching and learning process.

- e. Meanwhile, the teacher also did the evaluation by asking the member of groups to write down the procedure text on the blackboard, and giving the tasks in groups to make procedure text used many packs of noodles at home.
2. The reasons why teaching and learning writing procedure text conducted as it was observed, deal with :
    - a. The teacher has played her role during the teaching and learning process.
    - b. The students played their own roles and did the tasks individually, and in groups.
    - c. The teacher used pictures on the book, and many colorfull packs of noodles as the media.
    - d. In accordance with the lesson plan prepared, the teacher used eclectic method in the teaching and learning process.
    - e. The process of assessment was done through teacher's observation to the students' activities when did the tasks individually, and in groups and in their presentation.

## **B. Implication**

Based on the conclusion above, it is proved that teacher's roles during learning process at the ninth grade (IX<sup>A</sup>) of SMP Negeri 7 Brebes in the Academic Year of 2012/2013 are as expected although there are some students who have disappointing results. In the conclusion, the teacher's

activities are important in conducting a good learning activity if she carries out her roles well.

It is very important that teachers encourage students because students will benefit from it. The teacher carries a big responsibility in her classroom. Teacher has the responsibility to know his/her students in the classroom. Each day, the teachers show one of their attitudes that the students are unaware. Also, the students do the same in order for the teacher to get to know them, too. This is a good exercise to do because it benefits the whole class to break the ice. The first days most of the students are afraid of the teacher because they do not know how is the teacher's personality. This situation changes until the point that the teacher and students discover to have common hobbies with each other. I think that school is a place where one goes to learn but I also believe that there should be times where fun is a necessity. That is why I think that a teacher should also have fun with the students, kids learn faster when they feel attracted to an exciting lesson.

Teachers must not forget that kids get born fast that is why creative lessons must be planed ahead. Therefore, teachers need to create a curriculum that guides students to a path of success. Consequently, they need to receive guiding depending on their student's need, sometimes the teacher's caring attitudes could have a long positive or negative influence on students.

In the learning process, teachers should pay attention to creative learning, use the appropriate methods and instructional media to make the learning process seems more attractive, so that students do not get bored.

### **C. Suggestion**

In this part, the writer would like to contribute some suggestion for the English teachers and the other researches based on the research findings and discussion.

It is suggested that in English language teaching and learning writing procedure text teacher should create enjoyable, comfortable, and interesting learning. The decisions of using materials, learning assessments, and teaching method should be structured appropriately and consider the students' characteristic as young language learner.

In making assessment activity whether formal or informal assessment, elementary school teacher should create enjoyable, comfortable, and interesting situation. It is in order to make the students feel comfortable and motivated in learning English as foreign language. As young learner, the elementary school students still need teacher's individual attention as much as possible. They need to be guided to learn individually. So, elementary school teacher should give individual attention as much as possible for the students. For example, the teacher needs to pay attention on each student's writing competence and give them feedback to the students' work.

This research has found out the description of English language teaching and learning writing procedure text at the ninth grade SMP Negeri 7 Brebes in terms of teaching materials, teaching methods, and learning assessment. Because of the short time of collecting data, may be the finding is not detail enough. Finally the researchers realizes that this thesis is far from

being perfect, but the researchers hopes this will be beneficial for the readers and researchers of the same discourse.



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