THE PROBLEMS ENCOUNTERED DURING THE TEACHING AND LEARNING PROCESS IN WRITING PROCEDURE TEXT FOR VII GRADE STUDENTS IN SMP NEGERI 1 GATAK

FINAL PROJECT REPORT
Submitted as a Partial Requirement in Obtaining Degree in English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University

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APPROVAL OF CONSULTANT

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Title: THE PROBLEMS ENCOUNTERED DURING THE TEACHING AND LEARNING PROCESS IN WRITING PROCEDURE TEXT FOR VII GRADE STUDENTS OF SMP NEGERI 1 GATAK

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PREFACE

First of all, I would like to thank Alloh SWT for giving me strength and easiness in doing everything in my life. I also would like to thank everyone who gave me support, guidance and spirit so that I am able to finally finish writing this final project report.

In this final project report, I am interested in discussing the problems in English teaching writing procedure genre to the VII grade students in SMP Negeri 1 Gatak. This final project report also discusses some suggested solutions for the problems.

Finally, I realize that this final project report is still far from being perfect. Therefore, I expect suggestions from the readers for the betterment in the future.
MOTTO

Sabar, syukur, ikhlas, tawakkal, tawadhu'
DEDICATION

Alhamdulillahirrabbil’alamiin

I would like to dedicate this final project report to:
Sulardi Brotosularno & Sutini Brotosularno, my beloved parents
For their everlasting love and affection
Pudik Windoko, my dearest brother
For his support and guidance
Indari Utami, my dearest sister
For her support and wonderful spirit
And
Me, my self and I
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14. Everybody whom I cannot mention one by one, thank you for your help during the process of writing this final project report.
Finally, I realized that this final project report is still far from being perfect.

Therefore, I expect suggestions from the readers for the betterment in the future.

Surakarta, June 2010

Kusdiyah Utami
ABSTRACT


This final project report is written based on the writer’s job training activities as an English teacher in SMP Negeri 1 Gatak Sukoharjo. This final project report tries to describe the English teaching and learning process of VII grade students of SMP Negeri 1 Gatak especially in teaching writing procedure text, the problems in the process of teaching and learning writing to VII grade students of SMP Negeri 1 Gatak and the solutions for those problems.

The methods used in collecting data in the final project report were observation and interview. The writer observed directly the condition of both school and classes. The writer also interviewed some school staffs including teachers, administration staffs and students.

The writer encountered some problems during the process of teaching writing procedure genre for the VII grade students of SMP Negeri 1 Gatak. The problems from the students on their writing are the misuse of imperative words, adjective and prepositions. The problems faced by students are the misspelling and mispronouncing English words and limited vocabulary, while the problems faced by teachers are less-motivated and uncooperative students. The writer also suggested some solutions to overcome those problems.
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CHAPTER I
INTRODUCTION

A. Background

English is a West Germanic language that developed in England and south-eastern Scotland during the Anglo-Saxon era. As a result of the military, economic, scientific, political, and cultural influences of the United Kingdom from the 18th century, and of the United States since the mid 20th century, it has become the lingua franca in many parts of the world, and the most prominent language in international business and science.

In the era of globalization today, English plays a key role in many areas including economics, politics, culture, communication and education. Numerous technological inventions and developments, such as telephone, fax, and internet use English. There are even newspapers written in English in a country where English is not the first language.

In Indonesia, English has already made a big influence in the society. There have been several news programs broadcast in English on TV and radio. There are also several newspapers published in English such as The Jakarta Post and Tempo English. Although the status of English is still foreign language, English is one of the most favorite foreign languages used and taught at schools here in Indonesia. It has been taught from primary school to university level.
However, the teaching and learning of English in Indonesia still focuses on oral skill. The writing skill has not got much attention from the teachers and curriculum designers. Writing often only means doing grammar exercises, answering reading comprehension questions and writing dictation. In other words, writing is still seen as a testing device to test grammar or comprehension errors, instead of as a means of communication. The 2006 curriculum which is used in the system of Indonesian education now demands the students in the Junior High School level to reach functional step, being able to communicate both orally and written. Yet, students at early stage are rarely taught writing skill which causes them difficult in writing to express their ideas. The problems often come from the lack of vocabulary they have.

Based on the observation during the teaching and learning activities to the VII grade students of SMP Negeri 1 Gatak, the writer found several problems in teaching writing. It is often because the students made many errors in their sentences when they were asked to answer essay questions or to write imperative sentence in procedural text. Most of the students’ problems in writing is the lack of vocabulary. To overcome this problem many students used dictionary to look for the words they wanted to express in English. However, it then creates new problems. Since the language in dictionary is different from the words used in the real situation in daily life, the students made many errors in their sentences because they only put the words they found in the dictionary in their sentences. Fortunately, the English teachers of
SMP Negeri 1 Gatak are able to overcome this problem by giving clear private explanation to the students.

The writer was interested to present this report which is entitled “The Problems Encountered during the Teaching and Learning Process in Writing Procedure Text for VII Grade Students in SMP Negeri 1 Gatak.”

B. Objectives

Based on the background above, the objectives of this final project report are:

1. To describe the English teaching and learning process of VII grade students of SMP Negeri 1 Gatak.
2. To describe the teaching and learning process in writing procedure text to VII grade students of SMP Negeri 1 Gatak.
3. To describe the problems arising in the process of teaching and learning writing to VII grade students of SMP Negeri 1 Gatak.
4. To describe the solutions to the problems arising in the process of teaching and learning writing to VII grade students of SMP Negeri 1 Gatak.

C. Benefits

The writer hoped that this final project report will give benefits to:

1. The English teachers of SMP Negeri 1 Gatak, especially the VII grade English teachers.
The writer hopes this final project report will give contribution to the teachers in relation to the students’ writing skill. The writer also expects this report will give more information to the teachers. Furthermore, the teachers will find a new technique in teaching writing to the students.

2. The students of English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

The writer hopes this final project report will be able to be used as an additional reference for those who are interested in teaching English to young learners, especially in teaching writing.
CHAPTER II

LITERATURE REVIEW

A. Introduction

In this chapter, the writer discussed some literature review related to the topic in this final project report. The writer presented four main topics and discussed them one by one from teaching and learning, teaching writing, teaching English to adolescents and genres to the VII grade of Junior High School. Each topic explained in details below:

B. Teaching and Learning

Teaching and learning are two things which cannot be separated. From teaching people can learn, and from learning people can teach. According to Brown in his book entitled Principles of Language Learning and Teaching, Fourth Edition, teaching means “showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand (2000:7).” Based on the statement above, it can be concluded that in teaching process, a teacher delivers his/her knowledge to his/her students using whatever teaching media needed to make his/her students understand.
Meanwhile, learning is the process undertaken by the students in absorbing knowledge transferred by the teacher through the teaching process. Longman Active Study Dictionary defines learning as:

To get knowledge of a subject or skill by studying or doing it; to find out information or news by hearing it from someone else; to realize that something is important, and change the way you behave because of this and get to know something so well that you can easily remember it. (Longman, 1998:380)

Brown also gives his conclusion that:

1. Learning is acquisition or “getting”.
2. Learning is retention of information or skill.
3. Retention implies storage system, memory, and cognitive organization.
4. Learning involves active, conscious focus on, and acting upon events outside or inside organism.
5. Learning is relatively permanent but subject to forgetting.
7. Learning is a change in behavior (1994:7).

C. Teaching Writing

1. Definition of writing

Thorndike Barnhart Comprehensive Desk Dictionary defines writing as to make letters, words, etc., with pen, pencil, chalk, etc., mark with letters, words, etc., make (books, stories, articles, poems, letters, etc.) by using written letters, words, etc.; compose.

Michael H. Long and Jack C. Richards in his book entitled Methodology in TESOL: A Book of Readings also states “writing is taught as a process of discovery—process through which the students can explore and discover their thoughts and ideas.”
2. **Purpose of writing**

Joy M. Reid points out that there are general purposes of writing. These purposes can all occur in a single essay although usually one of the purposes is dominant:

1. to explain (educate, inform)
2. to entertain (amuse, give pleasure)
3. to persuade (convince, change the readers’ mind)

According to Reid, some purposes are also external to (outside of) the actual writing to fulfill an assignment, to receive a good grade, or to demonstrate knowledge to an instructor. Other purposes are directly to three As (3As):

1. Assignment (or selected topic)
2. The intended audience
3. The available (collected) material (1993:8).

3. **Types of writing performance**

Brown (1994) divides the writing performances in the classroom in five major categories. They are: imitate or writing down, intensive or controlled, self-writing, display writing, and real writing. Each of the categories will be discussed below:

1. **Imitating or writing down**

The first level to learn writing is the level where the students simply write down English letters, words, and possibly sentences in order to learn the usage of orthographic code. Some forms of dictation are the examples of this category.
2. Intensive or controlled

One of the functions of writing is to test grammatical concepts. This intensive writing usually appears in controlled, written grammar exercises. This type of writing does not need much creativity from the writer. A common example of controlled writing is to present a paragraph to students in which they have to alter a given structure in every part of it. Even though controlled writing loosens the teacher’s control, it still offers a series of stimulators.

3. Self-writing

A significant number of classroom writing can be included as self-writing or writing with the self in mind as an audience. The most noticeable example of this category in classrooms is note-taking, where students take notes during a lecture for the purpose of later study.

4. Display writing

The examples of display writing in school are short answer exercises, essay examinations, and even research reports—which make writing in the school curriculum is a way of life.

5. Real writing

Both real and display writing are actually two ends of a continuum, and between them there are some combination of display and real writing. Their subcategories demonstrate the way reality can be injected: academic, vocational/technical, and personal (Brown: 1994:343-346).
D. Teaching English to Adolescents

Adolescent are perhaps the most interesting students to teach, but they can also present the teacher with more problems than any other age group (Harmer: 1991).

Harmer also adds that teachers should never forget that adolescents need to be seen in a good light by their peers, they are sensitive and easily get humiliated if teachers are careless with criticism. However, adolescents can also be very intelligent if teachers can give them great stimulation and encouragement. It is very important for the teachers to make language teaching as interesting as possible to them. More than anything, teachers need to encourage them to get involved in every task and give them motivation to accomplish it.

According to Faunce and Clute (1961), there are several criteria of adolescence:

1. Adolescence needs to be accepted by their peers.
2. Adolescence strives to be independent from adults.
3. Adolescence expands many interests but it is unstable interests.
5. Adolescence needs to show themselves (Here I am).

Faunce and Clute also state that the road to maturity is difficult. Boys and girls have many tasks to accomplish as they move through adolescence, the step to adulthood. The school, especially the junior high schools can be the amazing help in the achievement of the early purposes of boys and girls (1961:34).
E. **Genre for the VII Students of Junior High School**

Based on the syllabus used in the Junior High School, there are two genres taught for VII grade students. They are description genre and procedure genre. Each of the genres will be explained briefly below.

1. **Description genre**

   Description genre is a text which functions to describe a particular person, place or thing. The generic structures of description genre include identification and description. Other characteristics are: it focuses on specific participant, it uses attributive and identifying processes, it uses Epithets and Classifiers in nominal groups and it uses simple present tense (Muchlas, 2004:7).

2. **Procedure genre**

   A procedure text is a text which functions to describe how something is accomplished through a sequence of actions or steps (Muchlas, 2004: 6). Muchlas Yusak in his book entitled *A Brief Introduction to Genre: Examples of Thirteen Genres and Their Generic Structure* also explains that the generic structures of procedure text include goal, materials needed and steps, while the other characteristics are as follows:

   a. Focus on generalized human agents.

   b. Use simple present tense.

   c. Use mainly temporal conjunctions or numbering to indicate sequence.

CHAPTER III
DISCUSSION

A. Introduction

In this chapter, the discussion is based on the activities done in the job training. Chapter III is divided into four main points. They are: school description, job training activities, process of teaching writing procedural text and problems and solutions in teaching writing procedural text for VII grade students of SMP Negeri 1 Gatak.

B. Description of SMP Negeri 1 Gatak

1. Vision and Mission

a. Vision

“Assiduous in self developing, high in achievement and virtuous in behavior.”

b. Mission

1. Engrafting the religious value to the students in order to form the pious and faithful students.

2. Conducting the effective and continuous teaching and learning process.

3. Setting the competence atmosphere of teaching and learning process and adopting the sportsmanship value.

4. Engrafting the clean, neat and disciplinary habits to create the pleasant atmosphere.
5. Forming the well-mannered communication and faultlessly dressed habit.

2. General Description

SMP Negeri 1 Gatak is located at Jl. Pramuka No.1 Gatak Subdistrict, Sukoharjo Regency. It was established in 1960 and has operated since 1961. At first, the school is called Pioneer School (Sekolah Perintis), and then in 1994 the society around this school changed the name into SMP N 1 Gatak.

This school has a large area. The total area is about 6,115 m$^2$ and this area is divided into two parts, they are 4,135 m$^2$ for the building and 1,980 m$^2$ for the yard. The building of the school consists of two floors and several rooms, they are; a headmaster’s office, two teacher’s rooms, a school health unit, two unit of computers and multimedia rooms, a library, a guiding and counseling room, two school committee rooms, a living room, a musholla, a science laboratory, twenty-five classrooms, a student committee room, three canteens, a security room, a creativity room, a warehouse, a cooperation society shop, two halls, two teacher’s restrooms and eight student’s restrooms. There are three parking areas in this school, a parking area for teachers and two parking areas for students. There is also a square in front of the student’s committee rooms and teacher rooms which are used for sports activities and flag ceremony.

As the other junior high school, SMP Negeri 1 Gatak has three grades. They are grade VII, grade VIII and grade IX. Those grades have different number of students. Each grade has seven classes. The total number of students of the whole classes in this year are 839 students, consisting 281 students in the VII grade, 272 students in VII grade and 286 students in IX grade.
This school has a school committee and 69 staffs that can be divided into: a headmistress; four vice headmasters; 13 administration staffs; fifty-six teachers including subject teachers, twenty-one class teachers, and three guiding and counseling teachers; a librarian; three laboratory officers; three cleaning service staffs and one security officer. The job description of each staff and school committee can be described as follows:

1. Headmistress

   She is responsible for all parts of school activities, including:
   a. Coordinating school programs.
   b. The students’ management.
   c. Implementing teachers’ counseling and assessment.
   d. Coordinating school administration.
   e. Implementing school and community relationship.

2. Vice headmaster

   Vice headmaster is responsible to help the headmistress in coordinating the teachers in the school. Those four vice-headmasters can be divided into four fields. They are a vice-headmaster for curriculum system, a vice-headmaster for tools and infrastructure, a vice-headmaster for students’ activities and a vice-headmaster for public relations.

3. School Committee

   School Committee is responsible to help the school to complete the facilities which are needed to support the teaching-learning activities. It
consists of a chief of committee, a secretary, two treasurers and nine members.

4. Administration Staff

The staff is responsible for all school administration, such as students’ administration.

5. Subject Teacher

Subject teacher is in charge of giving lesson, evaluating the students’ works, analyzing the result of students’ test and implementing remedial and enrichment program of certain subject which he/she is specified into the students. Subject teacher also has responsibility to help students solving the problems that occur related to his/her subject.

6. Class Teacher

The class teacher has the same responsibility as the subject teacher does, but he/she is also responsible for coordinating, controlling and monitoring the students under his/her supervision. If there is a problem with the students under his/her supervision, he/she should be the first one who knows it.

7. Guiding and Counseling Teacher

Guiding and Counseling teacher is in charge of giving guidance and counseling lessons to the students related to how they behave at school. He/she has the responsibility to give warnings to students if they do not behave appropriately and punishment if the students do not care about the warnings.
8. Librarian and Laboratory Staff

Librarian and Laboratory staffs have the responsibility to keep the facilities in the library, such as books and magazines, and in the laboratory, such as human internal organs statue, etc. They are also responsible to give services to the students who need the facilities to support the teaching-learning activities.

9. Cleaning Service Staff

The staff is responsible for keeping the school environment clean. The staff is also responsible in preparing logistics such as making tea for the teachers and administration staff and buying things needed at school, such as brooms and dusters.

10. Security Officer

Security officer is in charge of keeping the school environment secured and conducive for the teaching-learning process.

3. Facilities

There are several facilities which support SMP N 1 Gatak to reach its expected goals. They are library, science laboratory and computer laboratory, electronic laboratory, musholla and student health unit.

a. Library

Library is a place to keep books collections of the school both academic and non-academic books to support the teaching-learning activities in the school. The library is located in the south of teacher room right in front of IX grade classes. The library is 7x12 meters in width. The books in the library are
grouped into six groups. They are fictious books, non-fictious books, schoolbooks, school magazines, school reports and references. There is also newspaper like *Solopos*.

b. **Scientific Laboratory**

The laboratory is built in 1972. It is located besides VIII F. The coordinator of the laboratory is the Physics teacher. The laboratory has 45 chairs, 10 tables, one unit TV and OHP, a whiteboard, a clock, a light bulb, 3 fans and several brooms and dusters. It has also pictures of plant tissue, human respiratory system and human digestive system. There are many types of equipment used to support the teaching-learning process in Biology and Physics classes. The equipments are kept in two balance boxes and seven wooden cupboards. There are six planetarium models, two globes, several human body anatomies in the balance box. There are also microscopes, aquarium, stopwatches, loupes, thermometers, prism, etc.

c. **Computer Laboratory**

The laboratory is located behind VII F, right besides electronics laboratory. Its function is to support the teaching-learning activity especially for Communication Information Technology (TIK) class. There are many types of equipment in the laboratory, such as 20 units of computer, one printer, one whiteboard, one clock, three fans, 22 tables, 45 chairs, two cupboards, two lamps, five brooms and one student’s board. The condition of the laboratory is conducive enough for teaching-learning activities.
d. Electronics Laboratory

Electronics Laboratory is located right beside computer laboratory. The function of electronics laboratory is to support the teaching and learning process especially for electronics class. There are also many types of equipment in the laboratory, for example 21 tables, 40 chairs, one fan, two lamps, one whiteboard, one place for electronic tools, two brooms and many electronic tools such as multitester, etc.

e. Musholla

One of the missions of SMP Negeri 1 Gatak is engraving the religious value to the students in order to form the pious and faithful students. To achieve this mission, the school needs the facility, which is a place for praying such as a mosque or musholla for Muslims. The musholla in SMP Negeri 1 Gatak is located in front of the down stair hall near the teachers and headmistress office. The musholla is used for praying together every afternoon.

f. Student Health Unit

Students need to be in a good condition to be able to absorb knowledge well. If there are students who do not feel well, the students can take a rest or take some medicine in the student health unit provided by the school. It is located between VII E and VII F. There is a bed in the students’ health unit and some other equipment.
4. Extracurricular Activities

SMP N 1 Gatak has many extracurricular activities which can be followed by the students. The extracurricular activities are:

a. Scout

Scout is very important in training students to be tough people. This activity is very useful to increase the students’ creativity, sense of self-respect, as well as their skill in working in team and in facing problems. Scout is held once a week on Friday. It started from 01.00 pm to 01.40 pm. The supervisors of this activity also act as the teachers in the school. However, they do not conduct the activity by themselves. In fact, it is conducted by chief assistants who are taken from selected students from VIII grade. Scout is a must-follow extracurricular activity for VII grade students.

b. Al Qur’an Reading and Writing Activity

This extracurricular activity is meant to give skills to students in reading and writing Hijaiyah letters of the Holy Qur’an. This activity is held once a week on Saturday from 01.00 pm to 01.40 pm. The supervisor of this activity is the Islamic religion class teachers at school.

c. Dance

Dance extracurricular is supervised by the dancing teacher at school. It focuses on traditional and new creation dance. This activity is held once a week on Tuesday from 01.00 pm to 01.40 pm. It is optional for the students and can be followed by students of all grades.
d. Self Defense

   Self Defense is a new extracurricular activity in SMP Negeri 1 Gatak. It is very useful for the students, especially the girls to protect themselves. This activity is held twice a week on Tuesday and Thursday from 01.00 pm to 01.40 pm. It is an optional extracurricular activity.

e. Badminton

   Badminton extracurricular is meant to keep the students’ body fit and healthy. It is also meant to give skill to students in playing badminton. This extracurricular activity is held once a week on Wednesday from 01.00 pm to 01.40 pm. It is supervised by Indonesian’s teacher, Sport teacher and Geographics teacher.

f. Vocal

   This extracurricular activity is provided for students who are interested in music and vocal and those who have talent in vocal. It is supervised by music teacher and dancing teacher and held once a week on Wednesday at 01.00 pm to 01.40 pm.

   Besides the extracurricular activities mentioned above, SMP Negeri 1 Gatak still has five others extracurricular activities such as Student Medical Group, Wall Magazine Group, Paskibraka, Electronic and Table Tennis.
C. Job Training Activities

1. Class Observation

The job training was done by the writer on February 1, 2010, until March 22, 2010. The writer got the opportunity to teach English for the first grade students in class VII F and VII G. The English lesson at SMP Negeri 1 Gatak is taught nine times a week, 40 minutes per meeting, but the writer were asked to teach English three times a week per class. However, the writer chooses class VII G as the focus of observation.

Physically, the condition of the classroom in the class VII G was quite conducive and effective for teaching and learning activities. The class VII G has a door, some wide windows and 40 students’ desks with chairs. The number of students in class VII G is 40 consisting 18 boys and 22 girls. Each class had a whiteboard, two blackboards, a clock, a mirror and some pictures of Indonesian patriots. The class also had some brooms and dusters to clean the classroom and there was a garbage can that is put outside the classroom.

The lesson is usually started by praying and then it is followed by greeting. Sometimes, before the lesson began, the students were eating snacks outside the class, but when they saw the writer walking toward them, they quickly ate their snacks and went into the classroom. The writer presented the materials in front of the class and the students paid attention on their desks. Sometimes the writer moved around the class to give private explanation to the students when they did their exercises. If there were students who were noisy and did not pay attention on the writer’s explanation, the writer warned them with strong voice. It was done to
make the students understand to the material so that they can do the exercises well.

2. Lesson Plan Making

In the teaching and learning process, a teacher must make the lesson plan before he/she teaches the students in the class. Making the lesson plan before teaching is important, because it can make the process of teaching and learning run well. Therefore, it is expected that a teacher makes lesson plan for each topic and skill appropriate with the curriculum.

During the job training, the writer was asked to prepare the lesson plan based on the materials in semester 2 and the English syllabus of CBC (Competency Based Curriculum). In the lesson plan, the writer could present one topic for more than once meeting depending the length of time, the topic and the students’ understanding.

In preparing the lesson plan, the writer used materials from the students sheet entitled “Supplementary English Book” published by MGMP Team of Sukoharjo Regency. Here is an example of lesson plan which the writer made.

**LESSON PLAN**

| School                      : SMP Negeri 1 Gatak Sukoharjo |
|-----------------------------|----------------------------------|
| Subject                     : English                                      |
| Grade/ Semester             : VII/ II                                      |
| Standard of Competence      : 7                                            |
Understanding the meaning in simple transactional and interpersonal conversation to interact with social neighborhood.

Base competence : 7.1. To respond the meaning in simple monologue accurately, fluently and acceptably to interact with the nearest environment in the form of procedure text.

Indicator : 7.1.1 Making procedure text.

7.1.2 Using rhetorics steps in writing procedure text.

7.1.3 Identifying many kinds of informations in procedure text.

Skill : Writing and Reading

Time : 3 x meeting (3 x 40 minutes)

A. Purposes

At the end of learning process, students are able to:

a. Making procedure text.

b. Using rhetorics steps in writing procedure text.

c. Identifying many kinds of informations in procedure text.

B. Material : Procedure Text

Vocabulary related to theme: Stir, put, pour, mix, first, second, then, next.

C. Steps :

1. Warm-Up
a. The teacher greeted the students.

T : Good morning, students!
Ss : Good morning, Miss!
T : How are you this morning?
Ss : Fine, thank you, and you?
T : I am very well, thank you.

b. The teacher checked the present list.

T : Who is absent today?
Ss : No one.
T : Good.

c. The teacher asked the students what kind of dish they had ever made.

T : Students, have you ever cooked or made something?
Ss : Yes, Miss.
T : What kind of food or drink have you ever made?
Ss : Sunny side-up egg, fried rice, a glass of juice..
T : Very good.

2. Basic Activity

a. Building Knowledge of the Field (BKOF)

1. The teacher asked the students the materials to make one of the examples they mentioned before and wrote it on the white board.
T : Students, can you mention what materials do we need to make fried rice?
Ss : Yes, Miss.
T : What are they?
Ss : Rice, chillies, garlics, salt, onions, eggs, cooking oil..
T : Okay, very good.

2. The teacher asked the students how to make one of the examples they mentioned before and wrote it on the whiteboard.
T : Now how to make fried rice then? What do we do first?
Ss : We make the spice.
T : Right, then what?
Ss : Then fry the spice and mix with egg.
T : Okay, what do we do next?
Ss : Next pour the rice on the pan and mix it with the spice and egg.
T : Okay, and then?
Ss : Then, it is cooked. We serve it on the plate and eat it.
T : Very good.

b. Modelling

1. Students determine the generic structure of procedure text available.

2. Students identify time of sequence.
c. Joint Construction of the Text

1. Students arrange jumbled sentences of a procedure text from the teacher.

2. Students write a simple procedure text with free theme in groups consisting of four students.

d. Independent Construction of the Text

1. Students identify many kinds of informations in a procedure text given by the teacher.

2. Students determine the generic structure of a procedure text given by the teacher.

2. Closing

1. Students summarize the materials they have learned.

2. Students ask question about difficult words encountered during the teaching-learning process.

D. Sources

1. English in Focus

2. Supplementary English Book

3. Texts which are relevant with the topic.

4. Text example: Mie Sedaap, Jahe Wangi, Pop Ice, Susu Bendera (brought by students).
D. The Process of Teaching Writing Procedure Text

At the first day meeting with the students, the writer was not accompanied by her supervisor. Her supervisor said that the writer needed to get to know the students and the class condition herself first. Beside, the first meeting was just for introducing herself with the students.

In the following meeting, the writer delivered new material to the students and she was accompanied by her supervisor. She felt awkward, first, but she tried to ignore this feeling and continued to deliver the whole materials.

In delivering the material, the writer used three languages—English, Indonesian, and Javanese. The writer tried to use English all the time, but when the students did not give response which means they did not understand, she used Indonesian or Javanese. The writer used English to say simple command and Indonesian or Javanese for explaining difficult words or grammatical structure.

Sometimes there were several students who were busy with their private conversations while the writer was explaining the material. To overcome this problem, the writer stopped talking for a few minutes and saw how the students reacted. It worked for a few minutes before they started talking to each other again. This time, the writer tried to talk to them as adults. The writer asked the students to think about the effects they would get if they were not serious in studying at school, and it did work.

In teaching writing procedure genre, the writer asked the students to make a simple procedure text based on the things they had ever done or made. However, there were several problems faced by the students. The problems were mainly
because of the lack of vocabulary. When the students did not know what the English word for the word they wanted to express, they used their dictionaries. They then only put whatever they found on their dictionaries in their sentences. The writer gave explanation right after she found some errors on her students’ writing to overcome this problem.

E. Problems and Solutions in Teaching Writing Procedure Text for VII Grade Students in SMP Negeri 1 Gatak

1. The problems in Teaching Writing Procedure Text for VII Grade

   a. Problems from the students on their writing

   1. Imperative words

      Imperative word should be used in the form of V1 (infinitive), but the students often put “to” in front of imperative word because it is what they found in the dictionary.

      Example:

      Students: to pour sugar into the glass.

      It should be: pour sugar into the glass

   2. Adjective, preposition

      Example:

      Students: if the water hot, put with onion, garlic, carrots, salt, and sugar.

      It should be: when the water is already hot, put onion, garlic, carrots, salt, and sugar.
b. Problems faced by the students

1. Spelling and pronouncing English words

The pronunciation of an English word is perfectly different from how it is written if it is compared to the spelling and pronunciation of Indonesian word. It made the students difficult in catching how to write the words they know or hear on their sentence. Some students are familiar with certain words but do not know how to write them. In contrast, sometimes students know the spelling certain word in English but do not know how to pronounce it correctly.

2. Limited vocabulary

It often happens that students want to express their ideas but do not know the English word to express it. Here, dictionary is very helpful, but students cannot depend on dictionary only. They need teachers’ explanation about the usage of the word they want to express in their sentences.

c. Problems faced by the teacher

1. Less-motivated students

Some students study at school because all of their friends did that or because their parents tell them to do so. These things made some students have less motivation than other students. Less-motivated students are not energetic and enthusiastic with materials. The number of less-motivated students in class VII F
and VII G is quite big. It is proven when the teacher asked students to bring their dictionaries, only less than half of them brought it. In fact, there are about 90% of the students who said that they have a dictionary at home.

2. Uncooperative students

In one class, there were always students who become the trouble makers, both in class VII F and VII G. Although the number is not big, they still gave influence on their friends. Trouble makers rarely paid attention on what the teacher said, they talked to each other a lot and borrow their friends’ work when asked to do some exercises.

2. The solutions in Teaching Writing Procedure Text for VII Grade

a. Solutions to problems from the students on their writing

Mistakes in grammatical structure can be minimized by practicing a lot. Teachers can help the students by giving them a lot of exercises and explaining clearly when they encounter some problems. By practicing a lot, the students will memorize the correct pattern of grammatical structure and be able to use it correctly in their future exercises.

b. Solutions to problems faced by the students

1. Spelling and pronouncing English words

Different language has different rules. As English is perfectly different from Indonesian language, the rules of English also
differs a lot from Indonesian language rules. The incorrect spelling or pronouncing English words occurs because the students do not really understand the rules of English. Therefore, the teacher needs to give clear explanation of how to spell and pronounce English words to the students. This problem can also be solved by practicing to spell and pronounce English words correctly several times and repeat it over and over again.

2. Limited vocabulary

Vocabulary is one of the keys that one can express his/her idea. By having rich vocabulary, students will be able to express whatever they want to say. However, it can rarely be done because limited vocabulary is one of the students’ difficulties in learning English. Improving vocabulary can actually be done with several ways. One of the ways is by reading. Students can read their favorite books or magazines which should be written in English, and if they find any difficult words, they have to immediately find it in the dictionary. Other way, students can watch English films or listen English songs to improve their vocabulary.

c. Solutions to problems faced by the teacher

1. Less-motivated students
Less-motivated students should be motivated. Teachers can motivate their students by talking to them about the importance of education and especially learning English for their future. They can also be encouraged by things they can achieve when they can speak English well.

2. Uncooperative students

Uncooperative students often disturb the process of teaching and learning. The overcome this problem, the teachers can talk to them privately. Adolescents often feel ashamed if the teacher criticize them in front of their friends or shout at them. However, there are still other ways if it does not work. The teacher can warn them or finally give them punishment to leave the class or send them to guiding and counseling teacher.
CHAPTER IV
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the discussion in the previous chapter, the writer made conclusions as follows:

1. The teaching and learning English in SMP Negeri 1 Gatak especially in class VII F and VII G was done nine times a week and 40 minutes per meeting. The writer was asked to teach English in both class VII F and VII G, but only three times a week per class. The writer used three languages in teaching English in the classrooms because she found that the students still found it difficult to communicate only in English during the process of teaching and learning.

2. During the teaching and learning activities, especially in teaching writing procedural text, the writer encountered some problems. The problems are as follows:

   a. The use of grammatical structure of English.

      Since the mother tongue of Indonesians is Bahasa Indonesia, we do not have difficulties in grammatical structures in Bahasa Indonesia and most of us think that English grammatical structure is complicated. It is actually not true when we already know its rules and pattern. Most of the students still find it difficult in u
correct grammatical structure in their writing. This is because they haven’t had full understanding of how to write text in English correctly in grammar.

b. The spelling and pronunciation of English words.

The students still also found it difficult in spelling and pronouncing English words because they haven’t got used to it. They rarely experience the use of English in their daily life.

c. Limited vocabulary.

When asked to write, the students have a lot of things in their minds, but they have difficulties in transferring their ideas on their papers because they do not know how to write the sentence in English. The using of dictionary is a clever step, but it is still not enough because the language used in daily life is different from the language used in the dictionary.

d. Less-motivated students.

Some students go to school only because their friends did the same or because their parents tell them to do so. That is why some students have less motivation than the others. Students who are not motivated are rarely interested in any materials presented by the teachers.

e. Uncooperative students.

Uncooperative students are students who cannot cooperate with the teachers in the teaching and learning process. They usually talked
to each other instead of paying attention to what the teacher says and borrow their friends’ work when asked to do some exercises.

3. Since the problems in the teaching and learning activities are the responsibility of all members of the school, the writer would like to suggest some solutions to overcome the problems. The solutions are as follows:

a. The use of grammatical structure of English.

Mistakes in grammatical structure can be minimized by practicing a lot. Teachers can help the students by giving them a lot of exercises and explaining clearly when they encounter some problems. By practicing a lot, the students will memorize the correct pattern of grammatical structure and be able to use it correctly in their future exercises.

b. The spelling and pronunciation of English words.

The problem of misspelling and mispronouncing can also be minimized by practicing a lot. Singing songs in English or watching English movies can help the students pronouncing English words better.

c. Limited vocabulary.

Having rich vocabularies is important. Students can improve their vocabularies by reading a lot. Reading doesn’t have to be boring. By reading fun books or magazines written in English, students will be able to get pleasure and able to improve their vocabularies.
at once as far as they want to find the meaning of difficult words they encounter in their dictionaries.

d. Less-motivated students.
Less-motivated students need to be motivated. Teachers can motivate their students by talking to them about the importance of education and especially learning English for their future. They can also be encouraged by things they can achieve when they can speak English well.

e. Uncooperative students.
Uncooperative students need to be transformed into cooperative students. It can be done by talking to them privately to change their behaviors. If it does not work, teachers can warn them or give them punishments to leave the class or send them to the guiding and counseling teacher for better treatment.

B. Suggestions

Based on the conclusions above, the writer would like to give some suggestions, as follows:

1. The students of SMP Negeri 1 Gatak
The students of SMP Negeri 1 Gatak, especially VII grade students must pay more attention to the teacher’s explanation and more serious in their study,
especially in learning English. They should practice more so that they will be successful in their study and be able to achieve their dreams in the future.

2. The English teachers of SMP Negeri 1 Gatak

One of the problems in the process of teaching and learning in SMP Negeri 1 Gatak is lack of motivation from the students. Therefore, the teachers in SMP Negeri 1 Gatak should motivate and encourage the students better. It can be done by talking to them and letting them think the consequences they will get if they are not serious in studying at school.

3. The students of English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University

The students of English Diploma Program especially those who are in the teaching mainstream should be well-prepared before they teach because the process of teaching and learning in the classroom could be different from what they expected to be. Sometimes the circumstance in the classroom is very much different from expectation and may change quickly. If a teacher is well-prepared with all materials, he will be ready with any possibilities and be able to carry out the teaching and learning activity successfully.
BIBLIOGRAPHY


