TEACHING PROCEDURE TEXT TO GRADE VII STUDENTS IN SMP NEGERI 5 KARANGANYAR

FINAL PROJECT REPORT

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

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APPROVAL OF CONSULTANT

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MOTTO

Tell me and I forget.
Teach me and I remember.
Involve me and I learn.

~ Benjamin Franklin
DEDICATION

I would like to dedicate this final project report for

My beloved parents

Fajar Setyawan and Cahyani Rahmawati.
PREFACE

I would like to be thankful to Allah for giving me ability, opportunity, and creativity in composing this final project report. I also give my greatest thank to everyone who always take a role in all of my progression.

In this final project report, I describe my experience while teaching procedure text to the VII grade students in SMPNegeri 5 Karanganyar. I discuss the way I teach the VII grade students and some obstacles encountered during the process of teaching and learning the procedure text as well.

There might be some faults in composing this final project report. Hence, any critics and suggestions are expected for the improvement afterwards. Hopefully, this final project report will be fruitful for the readers, in particular for people who are interested in teaching.

The Writer
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ABSTRACT

RizkiMagistra Maharani. 2011. Teaching Procedure Text to Grade VII Students in SMP Negeri 5 Karanganyar. English Diploma Program, Faculty of Letters and Fine Arts, SebelasMaret University.

This final project report is composed based on my job training experience done in SMP N 5 Karanganyar for about one month. I emphasized in teaching English procedure text to the VII grade students to know their ability in conveying message through English. I applied four stages in teaching procedure text in class from building knowledge of the field (BKOF), modeling of the text, joint construction of the text, and independent construction of the text. I used bilingual system to teach the students in class. Thus, I composed a new material based on the syllabus of Education Unit level for the VII grade students of Junior High School to create a significant progress of English teaching and learning.

Many obstacles encountered during the process of teaching and learning procedure text for instance the lack of vocabulary, uncooperative students, difficulties of material, and misunderstanding instruction. To overcome these obstacles I provided some pictures of new vocabularies and translated the difficult words into Indonesian. I asked the lazy students to sit on the front and gave some tasks to make them more active. said: “class” then ordered the students to answer: “yes”, and sang a song as well. I made up the material through decreasing the level of its difficulties. I also applied bilingual system in teaching and learning process to avoid the misunderstanding instruction.

Teaching procedure text to grade VII students in SMP N 5 Karanganyar was successfully accomplished. There might be some mistakes during the process of teaching and learning. Hence, I give some suggestions for all parties who take a role on it.
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CHAPTER I

INTRODUCTION

A. Background

English is a part of the Germanic branch of the Indo-European family of language. It is spoken as a native language and as a second language by millions of people around the world. The domination of English globally is undeniable. English becomes a language of diplomacy and international communications, business, tourism, education, science, computer, technology, media, and internet.

People have to master English well to support their proficiency in this competition era. Mastering English is not only in the spoken form but also includes the written form. Spoken form has already been taught in the beginning of learning language and used in oral communication. English written form is used to convey meaning through right grammar and correct spelling of words. Both spoken and written are really important to transfer message from one to another.

Balancing with the globalization era, Indonesia adopts English as compulsory subject for the school curriculum. Marsh, C. J. & Willis, G. (2003) state that “Curriculum is all planned learnings for which the school is responsible.” Curriculum contains those subjects that are most useful for living in contemporary society. By applying the curriculum, the process of teaching
and learning English can be specifically designed. English for young learners is applied in pre-school until college with their curriculum. The level of difficulties in each of material has been arranged for the students’ according to their grade and semester. For junior high school students grade VII in second semester for example, they should master descriptive and procedure text. Descriptive text used to describe a particular person, place or thing in detail. Whereas, procedure text is a genre which is purpose to help someone to do or make something completely. Both descriptive and procedure text explained in writing form for training the students to convey meaning through application of right grammar and correct spelling of English words.

I choose SMP N 5 Karanganyar as a place for doing job training because it is listed as national standard school (SSN) and it has potential aspect to observe. Based on the curriculum of Junior High School students, the goal of second semester is mastering descriptive and procedure text. Descriptive text has already been taught by the teacher in previous. Hence, in this job training I prefer to observe the process of teaching and learning procedure text in class because the students have not mastered this genre yet. I am interested in knowing the students’ ability in conveying meaning of English words. Procedure text is a new genre text for them and many obstacles may appear during the process of teaching and learning this text. By considering the job training experience in SMP N 5 Karanganyar, I decide to write a final project
entitled “Teaching Procedure Text to Grade VII Students in SMP N 5 Karanganyar.”

B. Objectives

The objectives of this research are:

1. To describe the job training experience during teaching procedure text to grade VII students in SMP N 5 Karanganyar.

2. To describe the obstacles of teaching procedure text to grade VII students in SMP N 5 Karanganyar.

C. Benefits

It is expected that the final project is useful for:

1. English teachers

   This final project can be a guidance and reference for the English teachers to improve and develop the students’ passion of learning English.

2. Students’ parents

   I expect to the students’ parents to take a role in their children progression in learning English, especially in writing ability.

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

   Later on, this final project can be a reference for the students of English Diploma Program in writing their own final project.
CHAPTER II

LITERATURE REVIEW

A. Teaching and Learning Language

A. 1 Teaching Language

Language is all the words and sentences we use as we talk with one another, include writing as well as speaking. Sapir states:

“Language is a purely human and noninstinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols. These symbols are in the first instance auditory, and they are produced by the so-called organs of speech.” (Sapir in Petty and Jensen, 1975: 18)

It means that language is not reacting naturally or without thinking. Language is used to convey meaning through a special symbol, namely speech. People need to learn language to create effective communication among them. Thus, people need to involve in teaching and learning language for minimizing miscommunication.

In his book entitled Teaching Language as Communication, H. G. Widdowson states that “the aims of language teaching course are very often defined with reference to the four 'language skill': understanding speech, speaking, reading, and writing.” (Widdowson, 1996: 1) This statement means that in teaching language, a teacher is supposed to teach four language abilities including listening, speaking, reading, and writing. These four abilities are integrated to produce the exact usage of language. It is crucial because language is used to communication in society.
Teaching language skill involves developing the ability to produce sentences. Many teachers create their teaching material as equipment to achieve significance progression of students’ ability. Jack C. Richards in Language Teaching Matrix has explained the effective instructional material in language teaching. The material given should be appropriate for learning objective. A teacher should be creative in designing material, should make some examples, and provides useful activities for students to use language taught. Thus, by using appropriate facility to study, the objectives of teaching language for improving their students’ proficiency in mastering language can be achieved successfully. (Richards, 1997)

After providing a good material for students, a teacher has to explain the material through applying certain steps. There are some ways to create deeper comprehension of language. Julian Edge in the Essential of English Language suggests that there are two ways to teach people to use a language:

1. Moving step by step from form to meaning, adding together different bits of the language which have been isolated for learning. It means that a teacher functions as a model for their students. He orders students to copy himself for expressing anything that they want to say. (Edge, 1998)

2. Moving from meaning to form.

The teacher focuses on the students’ language form by putting them in a certain condition to make them communicate as well as they can. (Edge, 1998)
Teaching language is applied step by step. It aims to make people enable to communicate accurately. Moreover, the duty of teacher in designing and explaining material is the main role in a process of teaching language.

**A. 2 Learning Language**

In their book entitled Developing Children’s Language, Walter T. Petty and Julie M. Jensen argue that:

“Language is major medium of learning that children are wondrously skilled in its use and that clues to all learning may be present in the knowledge of how language is learned”. (Petty and Jensen, 1975: 56)

On the other word, the center of learning is language usage. In transferring all lessons, teachers use language. Moreover, Lynne Cammeron has similar quote related to the previous statement. She adds that “Language learning is a goal for all language teaching.” (Cammeron, 2005: 28) It means that language usage is a basic for teachers to develop their student’s proficiency in learning language. Beginning from their childhood, people learn their first language from their closest family (first language). Then, their language develops into better way. This progression is useful to support the process of learning foreign language (second language).

In relation to the statement before, it is better to learn foreign language since people are in their childhood. Thus, Lynne Cammeron states that:

“Children will come into foreign language learning at the earliest stages bringing with them differently developed skill and learning abilities in their second language.” (Cammeron, 2005: 11)
If children learn foreign language in early age, they will master it better because they have already had the basic proficiency in themselves. They are easier to absorb all new things, including learning of foreign language.

Because learning language happens since childhood, the foreign language teacher has a duty to develop their students’ proficiency of language toward further learning. Although teachers only teach the foreign language inside classroom, people can learn foreign language everywhere. According to Julian Edge, there are two examples of the way people learn a foreign language. They are shown as follow:

1. Consciously, through formal learning.
   It means that the learners will learn language step by step and guided by syllabus. It usually happens in formal institution, at school for example. It aims to create the students’ accuracy, correctness, and fluency in language usage for social communication afterward. (Edge, 1998)

2. Subconsciously, by "picking it up".
   In this case, the learners are supposed to use their language naturally. There is no syllabus and requirement to make them use language accurately. They should be brave to show the fluency of language in society only. Thus, the accuracy and correctness of grammar will be developed according to the learners’ habit in the language usage. (Edge, 1998)

Through explanation above, learning language can be held in formal and informal occasions. By learning language, learners are trained to be active communicator. Both of the ways of learning aim to develop the learners’ fluency,
correctness, and accuracy of language, therefore their language proficiency will be better after practicing it continually.

**B. Teaching English to Adolescent**

In his book entitled Adolescence, Lauren Steinberg states that "Adolescent is a period of transitions: biological, psychological, social, economy." (Steinberg, 1999: 3) In society, adolescent is a time for growing up from childhood into adulthood. “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: 7)

It can be concluded that in adolescent age, people are easy to learn something even though learning English. They are in condition where the big interest and curiosity mostly dominate. Hence, teaching English to adolescent is good because they can accept anything enthusiastically. Problem may occur when teaching English but it depends on the teachers to solve those.

According to Marianne Celce, adolescent students are different from adults. They are usually looking for goal and identities as well. Because adolescents are different from adults, it is easier for the teachers to direct them. They can be invited to learn English earlier and be smarter than adults in certain aspect. (Celce, 1979)

There are many activities to make students enjoy English in class. Working together is a one way. Teachers provide paper for each group, or the students can practice to tell story in front of the class. From these, teachers guide students’ progression in English through braiding social relationship among their group.
Schmidt adds that “Values clarification discussion and other activities in which students examine and express their own feelings are effective with adolescents.” (Schmidt in Celce, 1979)

It means that adolescents are easier to absorb English together with their group. By doing exercise, they are expressing their idea, exchanging their experience, and braiding relationship as well. In teaching and learning English, teachers are supposed to give material by using interesting activity in group to encourage students’ confident, then they may order the students to work individually.

C. Teaching Writing

Writing is arranging word into sentences and sentences into paragraphs, spelling words correctly, punctuation and capitalizing in customary ways, and so on. In addition, Walter T. Petty and Julie M. Jensen say that “Writing is a process of expressing thoughts and feelings, of thinking, and of shaping experiences.” (Petty and Jensen, 1975: 362)

From the explanation above, it can be concluded that writing is a process for expressing feeling and it can also be used to convey message. In teaching writing to the students, a teacher needs some relevant ways to achieve the goal of writing. In their book entitled Theory and Practice of Writing, William Grabe and Robert B. Kaplan categorize some instructions of teaching writing. The theme for writing instruction organized into five general principles:

1. Preparing students for writing.
It is a step where the teachers prepare the students for composing their own idea. They are ordered to write a simple word, sentence, or paragraph.

2. Assisting and guiding.

After preparing students to compose their idea, the teachers are required to assist them in practicing writing. The input and output ideas are important to convey meaning of the writer through correct written form.

3. Working with writing.

The teachers are preparing some tasks for the students. It will be a space for them in practicing further writing.

4. Writing for different purpose (genre).

This step encourages students to develop their writing ability in more complex level. The students are invited to write in a new material, namely genre text. Here, teachers still control and support the students in their development.

5. Extending the writing curriculum.

In extending curriculum, writing has some content-based units and task-based curriculum. The teacher will not help students anymore as way for giving opportunity and material to enlarge their proficiency of writing.

(Grabe and Kaplan, 1998)

So, it can be concluded, in this process of teaching writing, teachers take a part in preparing and guiding students to compose written form. Some passages are provided to create better writing ability. Writing is taught based on the school curriculum and students’ grade to make it can be arranged well.
Whereas, according to H Douglas Brown, teaching writing is divided into four stages. It means that the students are expected to achieve the goal of teaching and learning writing well after doing these stages. The types of classroom writing performance are:

1. Imitative, or writing down

   Practicing writing for the beginners is always inviting the students to make a simple written form. They can write English letters, words, and sentences. Sometimes the teachers make a dictation by reading a short paragraph and then order the students to write whatever words they hear.

2. Intensive, or controlled

   Intensive writing is to test students’ grammatical ability. They are ordered to change verb in present into past form. Whereas guided writing does not need control from the teachers. They just take a role as stimulator here. An interesting task like telling a story can be applied in this performance.

3. Self-writing

   In this writing performance, students are trained to write down anything for remembering certain words. It is expressed by writing note or something similar.

4. Display writing

   It is closely related to school curriculum. After passing those three performances, the students should answer some tasks given by their teachers, such as these following: short answer exercises, essay examinations, and research report.

   (Brown, 2001)
By applying these writing performances, the students are firstly guided by the teachers. Sometimes the teachers permit them to work in group/pairs to do their task. When they are able to compose their own ideas, the teacher will check their comprehension by giving some writing exercises: answer exercise, essay examination, and research report.

D. Teaching Genre Text

A genre comprises a class of communicative events, the members of which share some set of communicative purpose. (Swales in Tribble, 1997: 58) Genre text guides students to develop their writing ability. It has certain events and purposes for further communication through definite composition.

Muchlas Yusak categorizes genre text into spoof, recount, report, analytical exposition, news item, anecdote, narrative, procedure, description, discussion, review, hortatory exposition, and explanation.

There are thirteen genre texts in writing and each item has its own characteristics of language feature and social context. To make students understand about those genre texts, teachers should be able to explain the material as clearly as possible. Because genre text is various, teachers are expected to minimize the problem happen while teaching it. According to Flowerdew, there are some activities to help students understand more about genres. The teachers choose one genre text for being an example, for instance choosing procedure text. Then, they provide a real procedure text used as model for students in discussing or analyzing its feature and

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social content. After talking about it, students are required to differentiate one genre to another. Students are asked to search for another appropriate example of text afterward. The genre found by students can be translated together so that the students are able to understand the meaning of the text provided. (Flowerdew in Tribble, 1993)

Genre text for students is taught according to grade and semester. Students of Junior High School grade VII in second semester should master procedure and descriptive text. Muchlas Yusak defines procedure and description text as below:

1. Procedure

   The social function of procedure is to describe how something is accomplished through a sequence of actions or steps. The generic structure in this text consists of materials needed and procedural steps. The other characteristic of this text are focusing on generalizing human agents, using simple present tense, often using imperative, using mainly temporal conjunctions (or numbering to indicate sequence), and using mainly material processes. (Yusak, 2004)

2. Description

   The social function of description is to describe a particular person, place or thing. The generic structure in this text consists of identification and description. The other characteristic of this text are using attribute and identifying processes, using epithets or classifiers in normal groups, and using simple present tense. (Yusak, 2004)

After dividing the genre text based on grade and semester, the teacher will be easier to explain it in class and makes the students master the genre text well.
CHAPTER III

DISCUSSION

A. Description of SMP Negeri 5 Karanganyar

1. General description

SMP Negeri 5 Karanganyar is a state-owned school established in 1938. It is located in Jl. Lawu no. 368 Karanganyar. SMP Negeri 5 Karanganyar is a rectangular building consisting of several rooms: a headmaster office, a teacher room, a school staff office, a school health unit, a computer room, a library, a guiding and counseling room, a student’s organization room, an auditorium, a mosque, twenty one class rooms, a science laboratory, two cafeterias, a cooperation society shop, two parking areas, and some toilets in the back. There is a big yard in the middle of this school. The flag ceremony and sports activities are held there.

The recent headmaster is Mr. Widodo, M.Pd. and the vice headmaster is Mr. Sariman, S.Pd. The number of teachers in SMP Negeri 5 Karanganyar is 48 teachers. In 2010/2011 period, it has 776 students categorized into 227 students in the grade VII, 284 students in the grade VIII, and 256 students in the grade IX. To reach the vision of school, “High achievement, competent, and piety,” this school has some extracurricular activities such as scout, self defense, traditional dance, traditional instrument, music course, recitation, football, badminton, basket ball, and volley ball.
B. The Activity During Job Training

1. Class Observation

I did job training in SMP 5 Karanganyar from January 31 up to February 28, 2011. From this activity, I know that in SMP N 5 Karanganyar, English is taught five meetings a week and each meeting takes 40 minutes. The students can learn English everyday except on Tuesday. There are five English teachers to teach the students of grade VII, VIII, and IX in SMP N 5 Karanganyar.

I began to do class observation on January 31, 2011. My supervisor asked me to focus on grade VII. I had to observe VII A, VII B, VII C, VII D, and VII E. Sometimes, I joined my supervisor as observer while she taught English in class. The purpose of this activity was to know the process of teaching and learning in class. By doing this activity, I could learn the way English teacher controlled the class and explained the material effectively. Then, in focusing the material which would be explained to the students, I selected VII D as sample of class observation.

VII D classroom located in west side of school. The classroom was so clean and comfortable that supported the process of teaching and learning English. Class VII D consisted of 32 students; there were 16 boys and 16 girls. This class held English subject every Monday (at 8.20 – 10.50) and Wednesday (at 9.30 – 10.50). There were sixteen students’ desks completed with thirty two chairs, a whiteboard in front of the class, a set of teacher’s desk, and two announcement boards beside the entrance.
On the first day, I introduced myself and made some games to attract the students’ attention. I applied an easy rule in class: if I say “CLASS” loudly, the students should say “YES” together. It made them become enthusiastic and ready to accept new material. They were cooperative enough to participate in process of teaching and learning English. During the study, the situation of class VII D was conducive enough. However, there were some naughty students in class, they still obeyed my command.

2. Lesson Plan Making

Lesson plan is important for a teacher in order to make the teaching process run well. Lesson plan is created based on exact syllabus. To realize the lesson plan made, a teacher should apply it step by step according to its sequences and make improvement by creating many interesting activities for the students.

Before explaining a new material to students, my supervisor asked me to prepare lesson plan based on the syllabus of Education Unit level (KTSP) for grade VII in second semester. She gave me the appropriate syllabus of English subject and sample of lesson plan for guidance. One topic should be presented in class each meeting. The material was selected by my supervisor, then I made lesson plan based on her instruction. A lesson plan contained of one skill which has to master by the students (standard competence). In creating lesson plan, I integrated two major skills; reading – writing and speaking – listening. Thus, I prepared two lesson plans for each meeting.
My supervisor gave me opportunity to compose my own material as well. After making the lesson plan, I created my material based on the syllabus. The material consisted of Building Knowledge of the Field (BKOF), modeling of the text, joint construction of the text, and independent construction of the text. The material’s sources were taken from two course books: *Smart Step* and *Passport to the Word for Junior High School Students Grade VII*. Each material was explained for 2 until 3 hour lesson. The function of the material was to make a significant progress of students in learning English.

3. **Teaching Grade VII Students**

Teaching and learning process is the main part of education system. It needs cooperation between teacher and students. If the process works well, it will lead to the success of study.

English teaching and learning process in Junior High School goes on 40 minutes in an hour of a lesson. The teacher should explain the whole of materials in the provided time. If it could not be done, the teacher would continue explaining the material in the next meeting.

In explaining the material, I had a simple rule. While I said “CLASS”, the students should say “YES”. It might be dictated for several times to bring back their attention to me and the material being explained. Moreover, if the situation was not conducive, I used this strategy to make the students silent. I tried to be different than the previous teacher to create various atmospheres in the process of teaching and learning English.
If I taught the students in the first period, I asked them to pray together before beginning the class. Then, I continued greeting them by asking their feeling and checking their pretention list of that day. After that, I did warming up for instance calling the students one by one, asking whether there was any homework or not, remembering the last material, and introducing new material. I began to explain the material by writing down the point of topics in the white board. It consisted of one until four basic competences. The material learnt was arranged in a handout. I distributed the copy of handout for the students. Each student got one handout. To make the students more interested in the material, I provided some pictures and attractive exercises in the handout. I printed some colorful pictures to put it on the whiteboard. It helped the process of Building Knowledge of the Field (BKOF) run well. After I asked their opinion about those pictures in the whiteboard, the students could share their ideas by saying it louder. I did not speak English all the time because it would make the students unable to understand what I meant. I used English and Indonesian (bilingual) to teach them in class. I transferred the material step by step based on its staging. Before I moved to the next stage, I used to ask whether there was any question and whether it was clear or not about the recent topic discussed. If the students said that the explanation was clear enough, I would continue discussing another topic.

There were some ways to make the students more active in class. I provided some exercises in the handout. After explaining the material, I ordered the students to finish those exercises in a group or individually. I evaluated the
exercises done by them in front of the class. I asked some of them to write his/ her answer in the whiteboard and write his/ her name as well. The purpose of this activity was to make the students more confident and not shy to show their ability. I gave plus mark for those who answered the exercises correctly. I also provided an exercise related to the material which could be practiced by the students. I brought my own equipment as media to transfer the meaning of material clearer. For instance, I brought glass, spoon, and water to show them how to make a glass of milk. The students were permitted to join me in front of the class for practicing this activity. From this, they would remember the new vocabularies and procedural steps in English by practicing the real thing in their daily life. This activity encouraged their confidence to step forward in front of class as well.

I finished the process of teaching and learning by asking some questions for reviewing the last material discussed and whether any questions for the difficult passages of the material or not. I seldom gave them homework because it was better to give them exercise to do at school. I concluded the recent topic of discussion then ended the subject by asking thank you and see you.

It could be concluded that the process of teaching and learning English to the VII D students run well. They were cooperative enough to hold a good process teaching and learning in class. The common characteristic of them are: having big curiosity about new thing and active enough. Even though, there were still several uncooperative students in the class, I could handle them well.
a. The Stages of Teaching and Learning Procedure Text

In teaching and learning process, there are four steps to achieve the objective of study. These steps are explained one by one and integrated to the meaningful activities and interesting way of teaching. The steps are elaborated in detail below:

a. 1 Building Knowledge of the Field (BKOF)

The aim of Building Knowledge of Field is to prepare students’ readiness to follow the process of teaching and learning in class. BKOF consists of several questions for greeting, reviewing the last material, and introducing new material to students. BKOF is needed to create mind set of the students so that they will be easier in receiving the material.

I provided some pictures of food to get the students’ attention. I put it on the whiteboard then I asked them for instance:

Teacher : What is your favorite food?
Student : My favorite food is fried rice.
Teacher : Do you know how to make it?
Students : Yes, I know.
Teacher : Can you make it by yourself?
Students : Yes, I can.

After answering the questions together, I knew that the answers were different. Moreover, I asked the students one by one to know their own
opinion and to build their confidence. If they could not express their opinion by using English, I helped them to translate their sentences into English.

a. 2 Modeling of the text

In modeling, a teacher provides a sample of text related to the material being discussed for further analysis. It can be a dialogue or monologue.

The teacher starts with the example of a genre text. The students should read the text before learning it. Writing and reading are integrated to teach them vocabulary and grammar before they compose their own procedure text. Then the teacher will deconstruct the text based on the social function of text, its generic structure, its content, and its language feature.

I provided a procedure text entitled How to Make a Glass of Milk. The text was close with their daily life and could be applied in day-to-day need. I discussed how to make a glass of milk through informing the material needed, the tools, and the procedural steeps. Then, I explained the generic structure of this procedure text. To make the explanation clearer, I brought tools like a glass, a spoon, and a kettle of water. The students were very excited in my explanation. Beside they watched me, they also remembered their experience in making a glass of milk at home. To check their comprehension about this text, I gave some questions related to the procedure text.
In the handout, I also provided some verbs of command with pictures. It was useful for the students to know the meaning of those verbs without open a dictionary.

I also explained imperative sentence because it is a part of procedure text and functions as an inception in introducing procedure text to the students. They had already known about positive sentence, interrogative sentence, and negative sentence. Related to the kind of sentences, studying imperative can also enrich students’ knowledge about the kind of sentences. I explained the pattern of imperative sentence and compared it to the other sentences. It was quite easy to understand. Perhaps the students were able to write procedure text easily after knowing this sentence. As usual, there was an exercise to do after the explanation.

a. 3 Joint construction of the text

Joint construction is a condition where the students are given task to finish. They can work in pairs based on the instructions. The aim of this staging is to braid their socio-relationship among their group.

The students in groups are guided to reconstruct a new text of the same genre in a group of students and guided by the teacher. For example: jumbled reading, guided dialogue, a set of questions to reconstruct the cohesive texts.

After giving explanation of procedure text, providing example, and so on, I continued checking the students’ comprehension through ordering
them to finish some exercises. They could work in pairs to discuss the tasks given.

In this stage, I provided a procedure text entitled *How to Make a Glass of Nutrisari*. It was a kind of jumbled text completed by pictures. I divided the students into eight groups; each group consisted of four students then I asked them to re-arrange the jumbled text in the handout. I used bilingual to explain the instruction as clear as possible. A group which had finished that exercise could go in front of the class to write down the answer and practice the steps. I provided the tools for them to practice how to make a glass of Nutrisari such as a glass, a spoon, a kettle, a pack of nutrisari, and sugar. There were two groups which wanted to participate in practicing this activity. Each student in group had his/her own obligation such as one student as the writer of their answer, one another read the answer louder, and the two others practiced the procedural steps using the provided tools. I gave the result of the beverage for them to appreciate their confidence. This section ended by concluding the right answer and giving applause for those two groups.

**a. 4 Independent construction of the text**

In this stage, students should work alone without any help from the teacher or their friends. The students are independently given opportunities to reconstruct a new text of the same genre individually.
After re-arranging the jumbled text in previous stage, I asked them to re-write the jumbled procedure text into right order. It should be completed by the title, the materials needed, the tools, and the procedural steps. I had given the space for them to write their answer consisting of a line for title, a rectangle for writing the material needed, another rectangle for writing the tools, and some lines for arranging the steps. It might reduce the mistake they made. They were supposed to work individually. The result of their writing could be seen in this item below:

**How to make a glass of nutri sari**

**Materials**
- Water
- Sugar
- A pack nutri sari

**Steps:**
- First, add a pack of nutrisari to the glass
- Second, add a tablespoon of sugar into the glass
- Then, pour water to the glass
- Next, stir them slowly by using a tablespoon
- Add some ice cube to make the nutrisari cooler (optional)
- Finally, a glass of nutrisari is ready to be served

**Tools**
- A glass
- A cattle
- A tablespoon
By considering this result, it could be concluded that the process of teaching procedure text was successfully done. Almost of the students could do the exercise well. However, they still did some mistakes like wrong spelling, inaccurate writing of uncountable noun, and incomplete of procedure text sequences. Generally, the students had already known how to write a good procedure text. The result of independent construction of the text should be submitted as a mark report to my supervisor.

4. The Obstacles Faced During Teaching Procedure Text

a) Lack of vocabulary.

Almost the students in class did not understand about certain vocabularies. They just guessed the meaning of the word. They did not have dictionary to support the process of teaching and learning English in the class. There were a number of students who brought a pocket dictionary, but it was still an inappropriate tool to study. The dictionary did not complete and some mistakes found inside. To help the students about this kind of problem, I provided some pictures and summary about new vocabularies in the handout. I encouraged the students to write down the difficult words in their book or in the handout and translate it into Indonesian. It was expected to introduce the new vocabularies to them correctly and to decrease the misused of words.
b) Uncooperative students.

In the beginning of lesson, all students were active and curios in accepting material and instructions. But sometimes, there were some uncooperative students in class who were busy with themselves and always passive when I asked them related to the material. The boys in the back also looked sleepy, played their stationery, and sometimes, finished their homework from another subject. Knowing this condition, I asked the lazy students to sit on the front. I gave some tasks to make them active like their classmates. I said class-yes for several times to attract their concentration to the material. To make the condition be better, I sang a song and order them to follow me.

c) The difficulties of material.

Previously, my supervisor asked me to make my own material to teach the students in the class. I created a new material consisting of writing and reading comprehension. But in fact, the material I made was too difficult for the students. They could not understand the material and no one was successful in doing the exercise. To solve this matter, I made up the material through decreasing the level of its difficulties. I re-arranged the material as easy as I could and it still based on the syllabus. I consulted my new material to my supervisor to check its content. Thus, I applied the revised material to teach in the class. By using this material, the students could understand my explanation and the content of material given.
d) Misunderstanding instruction.

In explaining the material, I used English as explanatory language. I began to use English from easy context for instance in greeting and introducing myself. I also applied English as explanatory language to transfer the material. Thus, it caused the students in the class unable to get what I meant. But they were silent and did not ask me further about the material. They were confused but always continued listening to my explanation. The misunderstanding of knowing instruction was often happen afterward. Because of that, I applied bilingual system to teach them in class. After talking in English, I translated it into Indonesian. I also asked them whether there was any difficult word or not. I encouraged them to be confident in class. If they were afraid to ask in class, I would give them opportunity to ask everything about English outside the class.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

I did job training in SMP 5 Karanganyar from January 31 up to February 28, 2011. I observed the students of VII grade and joined my supervisor as observer while she taught English in the class. Then, in focusing the material which would be explained, I selected VII D as sample of class observation. I taught English subject in VII D every Monday (at 8.20 – 10.50) and Wednesday (at 9.30 –10.50). During the study, the situation was conducive enough to support the process of teaching and learning.

Before explaining a new material to the students, I prepared lesson plan based on the syllabus of Education Unit level (KTSP) for grade VII in second semester. In creating lesson plan, I integrated two major skills; reading – writing and speaking – listening. Thus, I prepared two lesson plans for each meeting. My supervisor gave me opportunity to compose my own material as well. In composing the material, I took some references from two course books: Smart Step and Passport to the Word for Junior High School Students Grade VII.

I applied four teaching stages in teaching and learning procedure text; Building Knowledge of the Field (BKOF), modeling of the text, joint construction of the text, and independent construction of the text. In Building Knowledge of the Field (BKOF), I provided some colorful pictures to attract the students’ attention. I put it on
the whiteboard then I asked their opinion about those pictures. I provided a procedure text entitled *How to Make a Glass of Milk* and explained the generic structure of this procedure text. To make the explanation clearer, I brought tools like a glass, a spoon, and a kettle of water. For joint construction of the text, I asked the students to re-arrange a jumbled procedure text entitled *How to Make a Glass of Nutrisari* in group. I provided the tools for them to practice the procedure in front of the class. Finally, I checked their comprehension by giving them a task which had to be finished individually. Almost the students could do the exercise well. However, they still did some mistakes like wrong spelling, inaccurate writing of uncountable noun, and incomplete of procedure text sequences, it could be concluded that the process of teaching procedure text was successfully accomplished.

There were some obstacles came up during teaching procedure text to the students, for example: lack of vocabulary, uncooperative students, the difficulties of material, and misunderstanding instruction. In order to overcome the lack of students’ vocabulary, I provided some pictures and summary of the new vocabularies, encouraged them to write the difficult words, and translated these difficult words into Indonesian. Knowing that there were some uncooperative students in class, I asked the lazy students to sit on the front and gave some tasks to make them more active. Moreover, I said: “class” then ordered the students to answer: “yes”, and sang a song in the class. I made up the material through decreasing the level of its difficulties to make the students understand to the material given. I also applied bilingual system in teaching and learning process to avoid the misunderstanding instruction.
B. Suggestion

By considering the job training experiences, there are some suggestions for some parties as follows:

1. English teachers

   The English teachers are supposed to enrich their knowledge on English continually. If the English teachers are creative, they can improve and develop the students’ passion of learning English. Teaching English is not only emphasizing in the theory but also applying skill practice. Through the various activities in process of teaching and learning, the students will be able to learn English effectively.

2. Students’ parents

   The students’ parents should take a role in their children progress in learning English. They can encourage their children to learn English through giving motivation, providing English book, and appreciating their progress in all aspects.

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

   In doing job training activity, the students of English Diploma Program should be ready and confident. They are required to compete with another student from the other universities. To achieve the objective of job training activity, they should prepare the materials by applying what they have
learned from the university and developing the materials to meet what the institution where they have the job training activity asks.