

**Teaching Senior High School Students to Write Procedure Texts by Using Small Group
Discussion**

Paper

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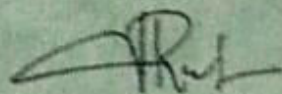
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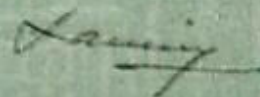
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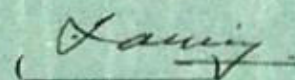
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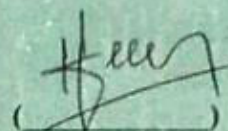
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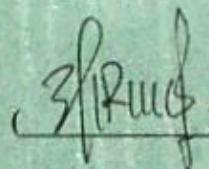
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ABSTRACT

Andrias, Beto (2017).“ Teaching Senior High School Students to Write Procedure Texts by Using Small Group Discussion.”. *Paper*. Padang: Bachelor Program (S1) of English Language Education of Language and Art Faculty, State University of Padang, 2017.

The teacher can use small group discussion in teaching writing procedure text in the teaching and learning process. By applying this method, the students can get interest and understanding procedure text well. The objective of this paper is to help the students to organize their ideas and write their ideas in a good order. Besides, the teacher also has to give more time for teaching writing especially in teaching text in order to increase the students' ability in writing procedure text. Writing procedure text through small group discussion brings the students to new kind of situation. It would help both the teacher and students to revise the students' writing and made writing more fun than the way it used to be.

Keywords: small group discussion, writing, procedure text.

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The Writer

DEDICATION

All of my work is dedicated to my parents; Fakhrizon and Asmiati –who inspires, supports, and protects.

I couldn't have done it without them.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

According to Indonesian Ministry of Education and Culture, English teaching begins from junior high school. In order to build the students' understanding in English, teacher should make effective and attractive teaching and learning process. Some of the students have a basic knowledge about English because they have been taught that subject in their previous level of school. Based on the KI 4 of the latest in Indonesia - curriculum 2013, the students are required to compose texts, either spoken or written. Thus, writing is one of the important skills in learning English as a foreign language because writing is a basic skill which students have to master (Robespierre, 2001).

Writing as one of the four skills of listening, speaking, reading, and writing is needed in many situations and cannot be separated in many occupations. It is considered as the most difficult language skill to study. This is true since naturally writing included some aspects according to Jacobs in Juniati (2008:27) such as content, organization, vocabulary, grammar, and mechanics.

Therefore, in English, writing is one of important language skills that must be mastered by students. Through writing, the students can express and exchange their ideas, thoughts, feeling, and experiences to others. Besides, the students can also transfer information and knowledge to others. In the other

words, writing can be said as a means of communication between the writer and the reader.

Ariyanti (2010:91) states that writing is an important skill in taking, retaining, and expressing information. In line with that, Taselin (2010: 140) mentions that writing is an important part of language teaching as it also functions as an essential tool for learning in which students improve their knowledge of the language elements in real use. Writing can be divided into several genres such as descriptive text, recount text, narrative text, analytical exposition, explanation text, procedure text and news item. Writing about something is not an easy thing to do especially when the students have no talent and eagerness to write.

Murti (2015:15) states that many students get several problems in writing. Some students of SMA (Senior High School) said that they often feel confused about what they will write. The writer finds several problems such as there is no interest and habit in writing; inappropriate strategy and media; the lack of grammar and vocabulary. These problems are faced by writer as the serious problem that must be solved in the teaching and learning process in SMA.

The purposes of teaching writing in SMA are not only about vocabulary and grammar, but also text genre. It refers to a conventional, culturally recognized grouping of texts based on property rather than lexical or grammatical occurrence feature, which are instead the internal criteria forming the basis of text type categories (David, 2001:38). One of the text genres is

procedure text. This kind of genre becomes important to be mastered by the students.

Based on KD 4.6.2. of the latest in Indonesia – Curriculum 2013, students are required to arrange a procedure text, either spoken or written. To enable the students' understanding this text, they need more than just an explanation of the teacher. According to Blake (1998:44) a procedure explains how to do something. Here, the procedure text is not only a text learned at school but also the one found in the daily life. Students can find procedure texts in game rules, cooking recipes, and ATM machines. Those are examples of the authentic texts of procedure texts that students can find in the daily life. It is helpful for the students in learning procedure writing.

Since writing procedure text is not easy to do, most of the students face difficulties in procedure text writing. According to Rahmad (2013) the students' problems concerned in choosing the words (word choice), organizing generic text structure (goal, ingredients and procedure). Besides, the students also miss the use of imperative verb, use of adverbs and adjective that should be used in a procedure text. Based on writer's experiences in teaching practice program, writing text by individual work does not work optimally to increase the students' ability in writing procedure text. Individual work make students less confident in conducting their own writing that makes some students tend to look at their friends' work and imitate afterwards. Thus, all the above problems inspire the writer to write this paper.

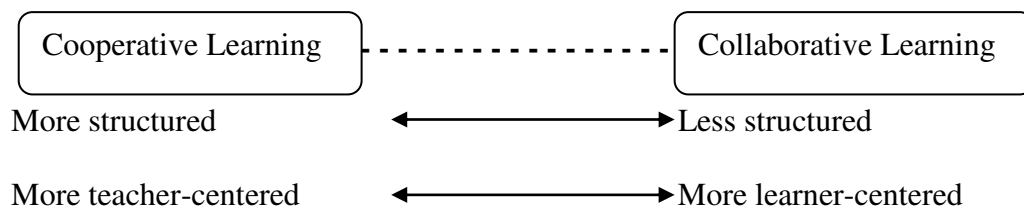
A number of recent studies have focused on writing, especially in procedure text writing. The example is the research conducted by Dessy Wulandari (2009) with the title “teaching procedure text writing by using realia”. She found that by using realia as a technique of teaching procedure text writing, the students can build background knowledge and vocabulary in classroom.

The small group discussion is a technique that is implemented by using cooperative learning method. Oxford (1997) states that cooperative learning “is considered more structured, more prescriptive to teachers about classroom techniques, more directive to students about how to work together in groups” (p. 443), than collaborative learning. This highly structured approach is one of the reasons why cooperative learning has developed so far a lot of teaching techniques (e.g., jigsaw) to make small group discussion successful. Conversely, collaborative learning generally allows learners to be more flexible in the working process with their peers.

The second feature that differentiates the two is the degree of learner-centeredness. Cooperative learning can be considered to be a more teacher-centered form of instruction because the teacher decides beforehand most of the learners’ roles during a small group discussion and she or he “controls most of what is going on in the class” (Dooly, 2008, p. 21). On the other hand, collaborative learning allows learners to have more freedom to negotiate their ways and means of interaction among peers because it assumes they are already “responsible participants” (Matthews et al., 1995). Based on

Matthews's opinion above, it can be concluded that in collaborative learning the learners can learn autonomously through collaboration with other group members.

Kato et al. (2015:3) describes the relationship between the two approaches (see Figure 1). This model views cooperative learning and collaborative learning as a continuum rather than a clear-cut dichotomy. Please note that "less" in this figure does not mean "no": "Less structured" does not mean that collaborative learning has no structure, where learners interact with others in a completely free way. Likewise, "More teacher-centered" does not mean that learners have no determination over the path the class takes.



The dotted line shows linkage between the two approaches

Figure 1. Relationship Between Cooperative Learning and Collaborative Learning

Cooperative learning method is supposed to be more effective way to teach writing of procedure text because through small group discussion, the students will share their knowledge, ideas or experiences to each other particularly when they have best words (word choice) for writing procedure text, organizing text structure, and using language features appropriately.

Meanwhile, in application of small group discussion there must be a procedure to be applied. Jhonson, al (in Richard and Rogers, (2001:200)) stated that "small group discussion will be carried out when students are required to

have writing practice”. Applying small group discussion in teaching procedure text at SMA can make the students more attractive and effective in sharing their ideas to the group, because each students do not need to share the ideas to the whole of the class, also writing procedure text is more simple than the other text because this text do not need long explanation and elaboration of the paragraph about the topic. This procedure involves cooperative writing and editing pair arrangements. In this procedure, the students were grouped in small groups consisting of four students in each group, and the students received an individual score based on their writing.

Also, a small group discussion has to have several purposes. Thus, it is the duty of all teachers when they are teaching, in order to make the purposes for which the group has come together may be more easily achieved. In this matter, Johnson et. al (1975:78) gives solution to get the purposes more easily achieved that “in the cooperative goal structure, students’ seat should be arranged so that each student can see all other members of this group and can be heard without shouting and disturbing the other groups”.

B. Limitation of the Problem

There are many teaching models that can be used by the teacher in teaching writing a procedure text. In this paper, the writer limited the discussion on how to use small group discussion in teaching writing a procedure text to senior high school students.

C. Formulation of the Problem

Based on the explanation of the problem, the writer formulated the problem as follow “How is the small group discussion used in teaching a procedure text writing to senior high school students?”

D. Purpose of the Paper

The main purpose of this paper was to explain how to use small group discussion in teaching a procedure text writing to senior high school students. In addition, the writer hopes that this paper could help the teacher in teaching writing and also encourages student’s motivation in writing.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Writing is one English basic skill that has to be mastered by the students to get knowledge and information but many students still have lack of motivation in writing especially in writing procedure text. This problem caused by several factors such as writing procedure materials and teaching techniques used by the teachers is not interesting for the students.

Based on the discussion in previous chapter, it can be concluded that procedure text can be taught by applying small group discussion. It means the teacher can use small group discussion in teaching writing procedure text in the teaching and learning process. By applying this method, the students can get interest and understanding procedure text well.

B. Suggestion

From the conclusion above, it is suggested that teaching writing procedure text, the teacher should use an appropriate material and technique that can make the students interested in learning and improving their ability in writing procedure text. Using small group discussion in teaching writing procedure text can help the students to organize their ideas and write their ideas in a good order. Beside that, the teacher also has to give more time for teaching writing especially in teaching text in order to increase the students' ability in writing procedure text.

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