

**THE EFFECTIVENESS OF USING PROCEDURE  
GENRE TO IMPROVE WRITING SKILL FOR VII  
GRADE STUDENTS IN SMP N 1 GROGOL,  
SUKOHARJO**



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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GENRE TO IMPROVE WRITING SKILL FOR VII  
GRADE STUDENTS IN SMP N 1 GROGOL,  
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GENRE TO IMPROVE WRITING SKILL FOR VII  
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## **MOTTO**

*“Defer no time, delays have dangerous ends.”*

*(William Shakespeare)*

*“The main purpose of life is to live rightly, think rightly, and act rightly.”*

*(Mahatma Gandhi)*

**Dedicated to:**

*My beloved parents, my family and all of my friends.*

## **PREFACE**

This final project is written to fulfill the requirement in obtaining English Diploma Program. This final project based on the job training activity in SMP N 1 Grogol Sukoharjo which was held from February 2 up to February 29, 2010 ago.

It is expected that this report can provide useful input to the readers. The writer believes that this final project is far from being perfect. Therefore, any criticism and suggestions will be accepted and appreciated. At the last, the writer would like to say thank you to everyone helps until the completion of this project.

Surakarta, Juni 2010

Retna Fatmawati

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## ABSTRACT

**Retna Fatmawati, 2010. The Effectiveness of Using Procedure Genre to Improve Writing Skill for VII Grade Students in SMP N 1 Grogol Sukoharjo. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.**

This final project was written based on the writer's job training as an English teacher in SMP N 1 Grogol Sukoharjo which was done for a month. The writer took two classes in VII D and VII E as the subject to be observed. This final project discusses the effectiveness of using procedure genre to improve writing skill for VII grade students in junior high school.

During the job training, the writer took some activities to collect the data by doing observation in the school and the class, interviewing the English teacher to get more information about the school and the English teaching and learning process.

The genre used by the writer to teach writing skill the students was procedure genre. While the type of writing performance used by the writer was guided writing. For teaching writing of procedure genre, the writer asked to the students to make an imperative sentence. It was not too difficult for them because they have been got this material before. Then, the writer gave them a procedure text. After that, the writer explained the generic structure of procedure text. The next activity is the writer was random that procedure text. The writer asked to the students arranged it into a good procedure. To make them attracted, class divided into four groups, each group has a leader. The leader was writing a good procedure in the white board while the rest of the members give instruction to the leader to do the task. After that, the writer asked to the students to make a procedure text individually. Most of the students got the difficulties such as vocabulary use and punctuation use. Grammatically, they did not get any difficulties because they have been gotten imperative sentence before. Overall they can make a simple procedure text. Therefore, the writing skill of the student especially in writing procedure improved. It was proven by looking at the students' writing in the end of the meeting.

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

Language is one of the way how men communicate to each other. They use language both oral and written. Nowadays, a language is needed as a means of communication.

Indonesia is an archipelago country with its variety of tribes which has many kinds of languages. There are hundreds of regional languages besides Indonesian as the national language. Indonesian people use Indonesia as a mother tongue or a second language. But in the globalization era, we are demanded to master international languages. One of the international languages is English. It has an important role as a communication meaning for both oral and written. Therefore, English is taught to children (young learners) in the early age in Indonesia and in almost all over the world. In Indonesia, English has been taught to young learners at pre-school until university.

There are four main skills in English, they are speaking, reading, listening and writing. Unfortunately, teaching English which has been done in both formal and non-formal education are specialized in speaking and grammatical structure. Writing skill has not got serious attention. It caused students' writing skill worse than the other skills. Indeed, they have to be able to communicate orally and written to solve daily problem. In fact, writing skill is rarely taught in the early

age. It makes them afraid of writing. Writing is a disaster for them. The major obstacle is vocabulary and ideas.

Based on the observation during the teaching and learning process to the VII grade students of SMP N 1 Grogol Sukoharjo, the writer found some difficulties in teaching writing. It is because the students still often made mistakes in their sentences when they answered essay question. It is right that there are many errors made by students in both written and oral forms. However, the important thing is that the English teachers of SMP N 1 Grogol afford to solve these problems through writing comprehension in appropriate ways.

The writer was interested in teaching writing to students of SMP N 1 Grogol because there were still many difficulties encountered in teaching writing during the job training. Finally, in this final project, the writer presents discussion and reports entitled "*The Effectiveness of Using Procedure Genre to Improve Writing Skill for VII Grade Students in SMP N 1 Grogol, Sukoharjo.*"

## **B. Objectives**

The objectives of making this final project are:

1. To describe the teaching and learning process to VII Grade students in SMP N 1 Grogol, Sukoharjo.
2. To describe the problems of the process of teaching procedure genre to VII Grade students in SMP N 1 Grogol, Sukoharjo.

3. To describe the solution which give influence to the process of teaching procedure genre to VII Grade students in SMP N 1 Grogol, Sukoharjo.

### **C. Benefits**

It is expected that final project will give benefits to the following parties:

1. The teacher

It is expected that this report will give information to the teachers about the appropriate methods in teaching writing to the VII year students.

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

The writer hopes that this final project could be beneficial for the readers and could be used as reference for those who are interested in English teaching and learning field, especially English teaching writing.

## CHAPTER II

### LITERATURE REVIEW

#### A. Introduction

In this chapter II, the writer is going to discuss some literature review related to the topic of discussion in this report. Here, the writer presents at least five main topics, covering teaching and learning, teaching writing to young learner, principle and practice teaching writing to young learner and how to write a procedure.

All of the parts as mentioned above will be explained in details below.

#### B. Teaching and Learning

Teaching cannot be separated from learning because it is considered as a part of learning activity where there is an interaction among the teacher and the students. In the teaching and learning process, teacher delivers the knowledge and the students give feedback. Based on this situation, there are many definitions about teaching and learning. Brown explain in the book of *Principle of Language Learning and Teaching, Third Edition*, "Teaching is showing or helping someone to learn how to do something, providing, with knowledge, causing to know or understanding (1994:7).



In other word, teacher is not only helping the students in doing the tasks but also guiding them in finding the mistakes and correcting them in teaching process. Based on the statement above, it can be conclude that teaching is a situation where the teacher delivers some skill or knowledge to the students in which the students can give their feedback. So, there is an interaction between teacher and the students.

Meanwhile, learning is the students' or learners' activity during the teaching and learning process. Louise E. Hock and Thomas J. Hill in the book entitled *The General Education Class in the Secondary School* defined learning as a continuous process of selecting and interacting with experiences that tend to satisfy the students' motives. They also explained that learning process involves the selection and or rejection of information or knowledge and also activities which give them a personal meaning of each student. Therefore, each student learns what is taught to extent that teaching have personal meaning for her/him (Hock and Hill: 1960: 22).

Brown gives his conclusion about learning in the book of *Principle of Language Learning and Teaching, Third Edition* that:

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

### **C. Teaching Writing to Young Learner**

Teaching writing to young learner is not easy, moreover for us that we use English as-a-second-language. Writing has always been used to reinforcing language that has been taught. In practice, teachers often ask students to write sentences using grammar that given before.

Based on the purposes of ESL, Sarah and Hudelson's discussion, "Writing is defines as the creation of original using the individual's intellectual and linguistic resources, rather than copying someone else's text, using a prepared list of words to create sentences or stories, filling in the blanks, or practicing handwriting."

In writing activity, students have more time to think than they do in oral activity. They can go through what they know in their minds, even look at the dictionaries, grammar books or other references to help them. They have to create a new sentences or stories based on their opinion. Therefore, the teachers must be patient to teach writing to young learners. Writing is more difficult than the other skill (speaking, listening and reading).

### **D. Principles and Practice of Teaching Young Learners**

Writing needs more preparation than the other activities. For example when the students write sentences as a topic to discuss, they have to think what the word they will write. Sometimes, teachers ask the student

to write paragraph or longer composition to practice writing considered the grammar given.

Brown divides the writing performance in the classroom in five major categories. They are: imitate or writing down, intensive or controlled, self-writing, display writing, and real writing. The types of classroom writing will be discussed below:

a. Imitate, or writing down

At the beginning level of learning write, students will simply “write down” English letters, words, and possibly sentences in order to learn the convention of the orthographic code. Some forms of dictation fall into this category, although dictation can serve to teach and higher-order processing as well.

b. Intensive, or controlled

Writing sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts. This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much, if any, creativity on the part of writer. A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. While guided writing loosens the teacher controls but still offers a series of stimulators.

c. Self-writing

A significant proportion of classroom writing may be devoted to self-writing or writing with the self in mind as an audience. The most salient instance of this category in classrooms is note-taking, where students take notes during a lecture for the purpose of later recall.

d. Display writing

Writing within the school curriculum context is a way of life. For all language students, short answer exercises, essay examinations, and even research will involve an element of display.

e. Real writing

The two categories of real and display writing are actually two ends of a continuum and in between the two lay some combination of display and real writing. There subcategories illustrate how reality can be injected: academic, vocational/technical, and personal.

(Brown: 1994: 343-346)

Students can write everything they watch and listen. Teachers can use a model to improve the students' idea. Making a small group is also help the students do writing tasks. In small group, the students can cooperates ones to each others who may need extra attention develop strategies needed to become independent writers.

### **E. How to Write a Procedure**

In daily life, we found many procedures text in operating the radio, procedure in operating the mixer, procedure in joining an equipment etc. Those procedures are called user guide, manual or use direction. All of them have a same function that is giving a clue step by step to get the operational object.

Contributed by *Deane Gradous, Twin Cities consultant*, "Procedure is a step-by-step guide to direct the reader through a task". Sometimes they're too tight and restrictive, and other times they're non-specific and loose. Therefore, procedure is a clue how to use or make something. Procedure has a social function that is to explain or to

describe how a job can be finished step by step. Based on the book *Bahasa Inggris Kelas VII SMP – Semester Genap – MGM Sukoharjo*, the structure of procedure text is:

- Goal: the purpose which will reach.
- Material: all of the material needed to reach.
- Steps: the action step by step that should be done to reach the purpose.
- Feature of grammar: using present tense (imperative tense), using connecting words (then, next, after that) and sequence of time (first, second, third, at last), using action verb.

a. How to write a procedure

Write a simple procedure is using a simple step because it is a writing procedure for young learner. By using imperative tense which have been given before, the students can make a simple procedure. For example they can write a procedure how to make a glass of milk, how to make a fried rice, etc.

According to Deane Gradous, the Twin Cities Consultant, there are three phases to write a procedure. They are:

- a) Preparation:
- Provide a purpose statement (why this procedure).
  - Provide an overview of the procedure.
  - Identify prerequisite knowledge and skills, if any.
  - Highlight any safety issues and other precautions.
  - Add a list of equipment, supplies, or parts needed for the procedure.

b) Writing

- Define a logical sequence of steps and sub steps, neither too large nor too small. (Use the imperative voice for clarity and economy of words. Write to the level of the reader's ability or a little below. Define unfamiliar terms)
- Include hints and helps
- Add illustrations, analogies, models, anything that will aid understanding of the process and the end product.

c) Product

- Pilots test your procedure. Is it understandable, effective, and complete? Does it result in efficient and effective performance?
- Inform the reader of the performance standard to be applied when the procedure is a practiced skill.

## **CHAPTER III**

### **DISCUSSION**

#### **A. Introduction**

In this chapter, the discussion is based on the activities done in the job training. The chapter III is divided into three main points. They are: school description, job training activities, and problems and solutions in teaching procedure genre for VII grades students of SMP Negeri 1 Grogol.

The three main points above will be presented in this chapter:

#### **B. Description of SMP Negeri 1 Grogol**

##### **1. General description**

SMP Negeri 1 Grogol is located in Timur Perum Telukan, Sukoharjo. It was established in 1981. This school is large. Total area is 12.000 m<sup>2</sup>, and 2.776 m<sup>2</sup> of them is for the building. The building in this school is divided into several rooms, they are: a headmaster office, a teacher room, a school health unit, a computer and multimedia room, a school committee room, a library, an official room, a guiding and counseling room, a mosque, twenty one class rooms, a scientific laboratory, an art room, a canteen, a kitchen, and ten toilet. There is a square between a teacher room and VII class rooms. It uses for ceremony. There are a basketball field, tennis and badminton field in front of the building.

As the other junior high school, SMP Negei 1 Grogol has three grades. They are VII grade, VIII grade and IX grade. Those grades have different number of students. Each grade has seven classes. The total students of the whole classes in this year are 877 students, consisting of 326 students in the VII grade, 280 students in the VIII grade and 271 students in IX grade.

This school has a school committee and seventy nine staffs that can be divided into: a headmaster; four vice headmasters, eleven administration staff, forty four teachers including subject teachers, twenty one class teacher, two guiding and counseling teachers, six librarians and six laboratory staffs; six cleaning service staffs and one security officer. The job description of each staff and school committee can be described as follow:

1. Headmaster

He is responsible for all parts of school activities. His main duty is coordinating the teachers and other staffs in order to reach the school goals.

2. Vice Headmaster

Vice headmaster is responsible to help the headmaster coordinating the teachers in the school. Those four vice-headmasters can be divided into four fields. They are the headmaster for curriculum systems, the headmaster for tools and



infrastructure, the headmaster for students' activities and the headmaster for public relation.

### 3. School Committee

It has a responsibility to help the school to complete the facilities which are needed to support the teaching and learning activities, both academic and physical facilities of the school. It consists of a chief of committee, a vice chief of committee, treasurer of committee and thirteen members.

### 4. Administration staff

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

### 5. Subject Teacher

The subject teacher is responsible to solve the problems of the subject which is given and to give counseling service about the subject to the students. Here, a subject teacher as a facilitator and instructor to the students. A subject teacher is also responsible to the teaching and learning activities occurring in the classroom.

### 6. Class Teacher

A class teacher is responsible as students' parents in the school. He or she is also responsible to control and monitor the students who are under his or her monitoring. Sometimes, they

must guide their students and give them any advices, as if they were real students' parents.

#### 7. Guiding and Counseling Teacher

The teacher in this division is responsible to give a guidance and counseling lessons to the students concerning to their attitudes in the school environment. Besides, the teacher can punish the students who make mistakes if they are not aware with the teacher reminders.

#### 8. Librarian and Laboratory Staff

The officers who are holding the library and laboratory are actually the same person with the subject teachers. It is caused by lacking the staff that is responsible for holding both library and laboratory. Librarian and laboratory staff are responsible to keep and use the facilities appropriately.

#### 9. Cleaning Service staff

This staff actually responsible for keeping the cleanliness of the school. However, in fact they were also an office boy who are responsible to prepare logistics such as making some tea for the teachers and opening the doors and the gate in the morning.

#### 10. Security Officers

Security officers are responsible for keeping the security of school. Sometimes they also help the cleaning service to clean the floor every morning.

## **2. Facilities**

Facilities are one of things that can support school to reach the expected goal. Grogol are library, scientific laboratory, sport building, arts room, multimedia room with supporting facilities inside.

## **3. Extracurricular Activities**

SMP N 1 Grogol has six extracurricular activities that could be enjoyed and followed by the students. The extracurricular could be divided into:

- a. Scout: It started from 11 am until 2 pm.
- b. Sport activities: This extracurricular is held once in a week on Saturday at 7 am until 8.20 am.
- c. Art and Culture extracurricular: This activity is held once a week on Saturday at 7 am until 8.20 am.
- d. Religion Activities: This activity is held once a week on Saturday at 7 am until 8.20 am.
- e. Science Group: This activity is held once a week on Saturday at 7 am until 8.20 am.
- f. Red cross extracurricular: This activity is held once a week on Saturday at 7 am until 8.20 am.

### **C. Job Training Activity**

The job training activity was done from February 1, 2010 up to February 28, 2010. For a month, the writer did some activities, they were: school

observation, class observation, lesson plan making, teaching and learning practice.

Here dome explanations of the writer about the activities during the job training period:

### **1. School Observation**

School observation was done on February 1, 2010. The aim of this activity was to know the school environment and make the writer, as a trainee knew the situation of SMP N 1 Grogol. In this period, the vice headmaster of curriculum system gave explanation about the job description of the writer, the rules of the job training and the class schedule.

The writer asked to teach the VII grade or first year. There are seven classes in this grade; class VII A, VII B, VII C, VII D, VII E, VII F and VII G. The school asked the writer to handle class VII D and VII E during the job training.

### **2. Class Observation.**

Class observation was done for 2 days in the first week of the job training. The writer observed class VII D and VII E. Physically; both VII D and VII E are conducive enough for teaching and learning activity.

Every class has five hours for English lesson in a week in different time suitable with class' schedule. An hour of the lesson is about forty minutes. When the writer observed the classes for the first

time, most of the students were confused why their teacher has invited the writer during the teaching and learning activities. Even, the students did not pay attention to the English teacher. They were more interested with the writer because it was the first time they got experience with job training activity. Then, to decrease this abnormal situation, the local teacher let the writer introduce herself in front of the class. Finally, the teaching and learning activity run as usual.

During the class observation period, the writer just introduced herself and told to the student if their teacher will be changed by the writer during the writer on the job training. The material used by the local teacher were *“English for Junior High School First Year”* distributed by *PT Balai Pustaka* as main students’ handbook which were borrowed from school library for each meeting and *“MGMP Bahasa Inggris SMP Kabupaten Sukoharjo Kelas VII”* as students’ sheet and students’ supplementary English Book

### **3. Lesson Plan Making**

Lesson plan is used to help teacher when he or she teach in the class. The function of lesson plan is for guiding the teacher in teaching based on the topic being discussed. A good teacher should prepare and think everything well before he or she thought the class. They think carefully about what they will be taught in their class and plan what should be reached the students in the end of the teaching and learning activity. That is the reason why teacher needs a lesson plan. An effective

lesson plan is mixture of material and activities, so both the teacher and the students will enjoy the class moreover the students can be active during the teaching and learning activity.

The writer made the lesson plan in the first week of the job training period. The local teacher gave the writer her lesson plan and their English book that should be learned by the writer. Therefore, the writer made the lesson plan based on the lesson plan given by the local teacher. The writer free to choose what topic will be taught. Finally, the writer took the topic about procedure genre based on the material in the student's hand book. The form of the lesson plan arranged based on the topic above.

#### **LESSON PLAN**

School : SMP N 1 Grogol

Subject : English

Grade/Semester : VII / II

Standard of Competence : writing

1. Understanding the meaning in transactional conversation and simple interpersonal to interact with social neighborhood.

Base competence : 1.2. Respond the meaning in short and simple monolog accurately, fluently and acceptable to interact with social neighborhood.

Indicator : Making procedure text.

Times : 2 x meeting (2 x 2 x 40 minutes

A. Purposes

In the end of teaching and learning process, the students can:

- a. Used connecting words
- b. Used action verb/imperative sentence
- c. Fixed generic structure of procedure text
- d. Make a procedure text.

B. Material : Procedure text

C. Method : Genre Based Method

D. Steps

First Meeting:

1. Brain Storming

- a. The teacher greeted the students.

T : "Good morning, students!"

Ss : "Good morning, Miss."

T : "How are you today?"

Ss : "We are fine, and you?"

T : "I'm fine too. Thank you."

b. The teacher checked the present list.

T : "Who is absent today?"

Ss : "No one, Miss."

c. The teacher asked to the several students about their favorite food and drink.

T : "Ok, class. I'll ask you something. What is your favorite food and drink, Yudish?"

S : "I like fried rice and ice tea."

T : "How about you, Peter?"

S : "I like fried noodle and strawberry juice, Miss."

T : "Well, can you make ice tea or strawberry juice or fried rice or your favorite food or drink by yourself?"

S : "Yes, we can."

T : "Ok, please open your supplementary English book page 21."

d. The teacher told the students about the objective of the lesson.

T : "Today, we will learn about procedure text. We will learn about how to make something or direction to used some tools. So, after the lesson you should be able to identify and make a procedure text."



## 2. Main activity

- a. The teacher showed an example of procedure text.
- b. The teacher explained the generic structure of procedure text.
- c. The teacher introduced connecting words and sequence of time.
- d. Class divided into four groups, there is a leader in each group. The teacher gives a random procedure text to each group.
- e. The teacher asked to them to arrange the random procedure into a good procedure and write in the white board. Then, discuss it together.
- f. The teacher asked some students to read the correct procedure loudly.

## 3. Closing

- a. The teacher asked the students' difficulties during the teaching and learning activity.
- b. The teacher concluded the lesson.
- c. The teacher asked the students to make a simple procedure in a group as their homework.

## Second Meeting

### 1. Brain Storming

- a. The teacher greeted the students.

T : "Good morning, class!"

Ss : "Good morning, Miss."

T : "How are you today?"

Ss : "We are fine, and you?"

T : "I'm fine, thank you."

b. The teacher checked the present list.

T : "Who is absent today?"

Ss : "No one, Miss."

T : "Good."

c. The teacher asked the students about their homework.

T : "Did you do your homework about procedure text?"

Ss : "Yes, we did. Here our homework."

T : "Good. Let's check together."

2. Main activity

a. The teacher asked the several students to write their text in the white board.

b. The teacher discussed the mistakes made by the students in their homework.

c. Then the teacher asked to the student to make a procedure text individually.

d. The teacher checked and evaluated the students writing.

3. Closing

a. The teacher asked the students' difficulties during they made procedure text.

b. The teacher reviewed the lesson.

E. Resources

1. English for Junior High School First Year” distributed by PT Balai Pustaka
2. MGMP Bahasa Inggris SMP Kabupaten Sukoharjo, the Supplementary English Book.

After the teacher explained the lesson, the teacher gave some exercises in order to check the students’ understanding about procedure genre.

#### **4. Teaching and Learning Practice**

From the first time the writer taught in the class, the writer was given real responsibility to teach and handle the class just same as a real teacher, not as a trainee anymore. At first time, the writer felt nervous and the student felt awkward because they got new teacher. In the following weeks, the writer was not nervous again because she had known the real condition of both the classes, VII D and VII.

First, the writer used English in teaching. However, the students did not understand what the writer said. There were some silences several times. The students were uncomfortable with this condition. For that reason, the writer used three languages during the teaching and learning process until the end of the job training. The writer used full English for the simple command and Indonesian or Javanese for explaining the difficult words. They could consider that the writer was

their friend. It made the teaching and learning practice smoothly. Even though, when the writer was explaining the material some students were busy with their private conversation and did not pay attention to the writer. The writer tried to keep silent in several seconds to overcome this situation. Actually, it was success to attract the students' attention. They would be quiet and the writer asked them to continued paying attention to the writer.

Especially, for teaching writing of procedure genre, the writer asked to the students to make an imperative sentence. It was not too difficult for them because they' have been got this material before. Then, the writer gave them a procedure text. After that, the writer explained the generic structure of procedure text. The next activity is the writer was random that procedure text. The writer asked to the students arranged it into a good procedure. To make them attracted, class divided into four groups, each group has a leader. The leader was writing a good procedure in the white board while the rest of the member gives instruction to the leader to do the task.

Generally, the condition in VII E was more conducive because the students were more interested in teaching and learning of English lesson than in VII D. The students in VII E often asked the writer about the difficulties they got. While, in VII D most students were mostly passive. They did not pay attention to the writer and they were busy with their activities.

## D. Problems and Solutions in Teaching Writing Procedure Genre for VII Grades

### Student of SMP Negeri 1 Grogol

#### 1. The problems faced in teaching procedure genre for VII grade

##### a. Problems from the students

##### 1) Vocabulary and punctuation

Generally, the students still got difficulties to use imperative tense. Most of them still make mistake in using appropriate punctuation. Sometimes they were difficult to find the words in English.

Example:

How to make a strawberry juice? We need strawberry, 4 or more ice cube, and sugar. At first put 4 or more ice cube into a blender, add ripe or frozen strawberry.

Second add sugar according to taste. Then cover tightly and blend until fully blended. At last pur into tall glasses. A glass of strawberry juice is ready to be served.

It should be:

How to make a strawberry juice? We need strawberry, 4 or more ice cubes, and sugar. At first, put 4 or more ice cubes into a blender, add ripe or frozen strawberry. Second, add sugar according to taste. Then, cover tightly and blend until fully blended. At last, pour into a tall glass. A glass of strawberry juice is ready to be served.

2) Laziness and acting as if they were elementary school students

Sometimes, students were lazy to make and submit their tasks. It made the teaching and learning process disturbed. They were lazy to open the dictionary finding a difficult vocabulary.

3) Unstable emotion and interest

The students had unstable emotion and interest. Sometimes when they were in good mood, they could cooperate in creating good condition in teaching and learning activity. On the other hand, when they did not have good mood, they were not enthusiastic in doing their task or following the lesson. Sometimes they didn't interest with the lesson because in their mindset English is very difficult lesson for them.

b. Problem from the teacher

The teacher actually often got some problems; such as:

1) Lack of time

To evaluate the students' writing consumed more time and patience. Sometimes, the teacher lacked of time because of evaluating the students' writing. That was, the students' writing sometimes were given back to the students without any feedback or correcting from the teacher.

2) Lack of teaching and learning media and resources or supporting material

Media is very important to support the teaching and learning activity. Moreover in modern era, technology is important thing to get better. In SMP N 1 Grogol still used manual media in teaching and learning process in class. They didn't use modern equipment in the class, such as slide projector or LCD. They still used whiteboard and felt-tip marker. Media could make the teaching and learning activity easily. All of the students were not get a hand book (English for Junior High School First Year" distributed by PT Balai Pustaka). Class VII E just gets 20 books from library, so they only share a book in pairs, but class VII D didn't get those books.

## **2. Solutions to the problems**

### **a. Solutions to the students' problem**

The mistakes of the use of grammar, vocabulary and punctuation can be minimized by practice more and more. They have to carefulness to do the exercises, because writing needs carefulness. While laziness and unstable emotion and interest can be minimized by telling them that all of those lesson would be used and useful for themselves so that they must change their mindset and behavior.

### **b. Solutions to the teacher's problem**

Lacking of time for evaluating students' writing can be helped by using the total time of teaching and learning activity efficiently and giving special time for the students to make peer evaluation among the students for their

work. While lacking of media can be solved by making a fun teaching and learning activity in class related to the material. Therefore the students would interest with the lesson. While lacking of resources or supporting material can be minimized by browsing some related materials from the internet or by looking for other books and combining them to be a good new material. It is better if every student get a hand book, so they can study and read that book at home.



## **CHAPTER IV**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the discussion in chapter III, some points could be drawn and arranged as follow:

1. The English teaching and learning process of VII Grade in SMP N 1 Grogol is difficult because the students of the school were mostly passive. Therefore, the teacher should be more active to attract the student to study. Besides, this institution has limited media of teaching and learning process and resources material. The writer used English for the simple command and Indonesian or even Javanese for explaining the difficult words.
2. The writer decided to use procedure genre in delivering English skill, especially in writing. Procedure genre is believed can improve their writing skill, moreover for them as a beginner to learn English. It can also enrich the students of vocabulary. This is the fact, that procedure can be applied to improve the writing skill of the students. They also loved to explore their hobbies (making food and drink) than just quietly accepting the essay test or other activities.
3. Some problems influenced the process of teaching procedure genre to VII grade students. Those problems, which come from the students, are: the use of vocabulary and punctuation; laziness and acting as if they were elementary school students; and unstable emotion and

interests. The mistakes of the use of vocabulary and punctuation can be minimized by practicing more and more and also carefulness. While laziness and unstable emotion and interests can be minimized by telling them that all of those lesson would be used and useful for themselves so that they must change their mindset and behaviors. While the problems come from the teacher are lacking time of checking the students' writing and lack of resources or supporting materials. Lacking of time for evaluating students' writing can be helped by using the total time of teaching and learning activity efficiently and giving special time for the students to make peer evaluation among the students for their work. While lacking of supporting material can be solved by browsing some related materials from the internet or by looking for other books and combining them to be a good new material. While lacking of teaching and learning media can be solved by making a fun teaching and learning activity in class related to the material and in the future it is better for the school to use a modern technology to teach in class, such as by using a slide projector in each class.

## **B. Suggestion**

Based on the job training experiences, the writer wants to give some suggestions to some parties, as follows:

1. SMP N 1 Grogol

One of the facilities that support the process of teaching writing is the use of written materials. The contents of the students' hand book (*“English for Junior High School First Year” distributed by PT Balai Pustaka*) are not enough to cover the teaching writing material. It will be better if the institution provides and depends on BOS' book and students' sheet but also any other kinds of writing resources, such as English magazines etc. It will be better also if one getting one book from library. Therefore, they can study maximally.

2. The English Diploma Program of Sebelas Maret University

The English Diploma Program should prepare all of the things needed by the students in doing the job training, such as providing more references and literatures, especially in the teaching mainstream. So far, the theoretical materials given in the class are not enough to contribute the skills in doing job training activity in the real field.

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