DESIGNING ORIGAMI TASKS FOR TEACHING PROCEDURE TEXT

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Abstract: This research was conducted to investigate the students' needs for learning procedure text, to design origami task that will be used for teaching procedure text, and to evaluate whether or not the model origami tasks are feasible for teaching procedure text. This research involved an English teacher and 33 seventh grade students of class A in SMP Negeri 11 Pontianak. The method of this research is development research which consists of five phases. They are analyze, design, develop, implement and evaluate or called ADDIE. The need analysis in this research obtained the following information about what students need in learning procedure text by identifying the analysis of students' condition, the analysis of teacher's perspectives, the analysis of the textbook, and the analysis of learning procedure text through origami. The origami tasks were suitable for teaching procedure text for seventh grade students because origami tasks were interesting, understandable, easy to find, and cost efficient for them in learning procedure text. The result of task evaluation showed that the origami tasks were feasible for teaching procedure text.
Keywords: Origami, Procedure Text, Development Research

Abstrak: Penelitian ini dilaksanakan untuk mengetahui apa yang dibutuhkan siswa dalam belajar teks prosedur, untuk mendesain tugas berbasis origami yang akan digunakan dalam pengajaran teks prosedur, dan untuk mengevaluasi apakah tugas berbasis origami dapat digunakan dalam pengajaran teks prosedur atau tidak. Penelitian ini melibatkan guru bahasa Inggris dan 33 siswa kelas A di SMP Negeri 11 Pontianak. Metode yang digunakan dalam penelitian ini adalah penelitian pengembangan yang terdiri dari lima fase, yaitu analisis, desain, pengembangan, implementasi, dan evaluasi. Analisis dalam penelitian ini mengandung beberapa informasi terkait kebutuhan siswa dalam belajar teks prosedur dengan menganalisis kondisi siswa, perspektif guru, buku teks pelajaran, dan belajar teks prosedur melalui origami. Tugas berbasis origami yang dibuat cocok untuk pengajaran teks prosedur untuk siswa kelas tujuh karena tugas berbasis origami tersebut menarik bagi siswa, mudah dipahami, mudah didapat, dan hemat biaya dalam belajar teks prosedur. Hasil dari evaluasi tugas berbasis origami menunjukkan bahwa tugas berbasis origami tersebut dapat digunakan dalam pengajaran teks prosedur.
Kata Kunci: Origami, Teks Prosedur, Penelitian Pengembangan

I t has been a custom of teaching procedure text that uses common procedure texts, such as how to make fried rice or instant noodle. The new idea of procedure text is required and suitable tasks need to be developed as the classroom activity to help students understand reading the instructions of procedure text. Based on researcher's observation of seventh grade in SMP Negeri 11 Pontianak and interview with the teacher, it was found that the procedure texts that were used were common for students and the vocabularies were difficult for students. It made the students difficult to read the text. Then, there were just a few students who were motivated in learning and have good reading ability in English.

In teaching process, the teacher did cooking practice in the classroom. The students should brought kitchen equipments, such as stove, pan, spatula, etc to the classroom. The teacher realized that it was not easy to do cooking activity and to control the students in the classroom. The other problem, the students did not like to bring the dictionary to the classroom. The students preferred to use google translate rather than dictionary to find the meaning of diffcult vocabularies from the text. It was ironic to know that the teaching process of procedure text seemed not really successful. The interview result with the teacher, the teaching process of procedure text for seventh grade students was presented mostly from the school textbook which has higher difficulties of vocabularies for seventh grade students. Using the school textbook was not understandable for seventh grade students. That is why, to make students understand the text, it is required an alternative way in teaching procedure text that uses understandable vocabularies and enjoyable way of teaching.

This research is aimed to design the appropriate tasks for teaching procedure text. In this case, the researcher is interested to use origami as a media of the tasks. The reason why origami tasks are used in teaching procedure text is to provide an altertanive way of teaching procedure text based on the students' problems. This concept can help what the teachers and students need in teaching-learning process. Considering how important the origami tasks are, the researcher is interested to design origami tasks for teaching procedure text for seventh grade students. According to Candlin in Cuesta (1995), there are some criteria for judging the quality of the task. The task can draw the objectives from the communicative needs of the students, involving language use in the solving of the task. Besides of that, the task have to allow for co-evaluation by the students and the teacher of the task and of the performance of the taskmeans the students made evaluation on the work they presented and teacher evaluated the students' works and students' evaluation. Promoting the critical awareness of language learning also important in the task means the tasks encouraged students to understand the language input and how the process can help them use the language as output.

The learning approach which is used in teaching origami tasks in the classroom is Task-Based Language Teaching (TBLT). According to Willis, cited in Hung (2014:41), there are three stages in framework for TBLT includes pre-task, task cycle, and post task. In pre-task, the teacher will do some preparations for the task. The teacher introduces the topic and task. The teacher uses activities to help students learn useful words and phrase. The teacher ensure students understand task instructions. For students, they will note down and phrases from

the pre-task activities.In the task cycle, it can be subdivided into three stages, including task, planning, and report. In the task stage, the students do the task in pairs or small groups, the students are given the opportunity to do the task by using the target language, and the teacher monitors students from the distance. In the planning and report stage, the students are able to complete the task and prepare to report an outcome, some groups present their reports to the class. The task cycle is the main phase where the students use the target language. The last phase is the post-task. In this stage, the students discuss the text in groups, the teacher helps students practice new vocabularies, and the teacher review the lesson. It is based on the previous phase that help students more focus on accuracy. The process of teaching origami tasks are also called by instructiona design. In instructional design, the teacher, students, materials, and the environment of learning must be organized well. In this research, the tasks will be designed to encourage the use or teaching of good skills (Evans & John, 2011: 98). It will impact the students to have a good learning experiences, skills and knowledge in English. The learning strategy is also provided in designing the materials so it can attract the students in learning English. Besides of that, task-based instructional strategy in this research is the use of tasks to help students become strategic learners who learn independently. According to Alberta (2002: 68), instructional strategies can motivate the students and help them focus attention, organize information for understanding and remembering, and monitor and assess learning. Task-based Instructional strategy in this research is the use of tasks as the unit of planning and instruction in language teaching and technique to help students become independent, strategic learners which is based on TBLT.

The origami that is used in origami tasks is called instructional media. The term "instructional media" is devices and materials employed in teaching and learning (Romiszowski, cited in Koranteng, 2009: 12). Instructional media can help achieve the following goals, such as, attracting and sustaining attention, developing interest, adjusting the learning climate, and promote acceptance (Koranteng, 2009: 22-23). Origami is the art of paper folding from Japan. *"Ori"* means to fold and *"Kami"* means paper. According to In, Vichea. (2009: 1), "origami is an art of cutting and folding papers into different decorative or representative forms".

Origami is not just a paper, but it is very useful for students. According to Motaweh, Fukuyama, & Issa, (2014: 463), in folding origami, it happens the interaction between the thinking process and action. The students watch how to fold origami and produce it into the real one. By folding origami, the students speak, listen, observe, touch, and do. That is why, the students will have an opportunity to improve many cognitive skills, such as ability to follow directions, visual sequential memory, eye-hand coordination, fine motor skills and spatial perception. In line with the statement above, the ability of thinking, patience, concentration, and attention will be improved (Parmer in Motaweh, Fukuyama, & Issa, 2014: 463). Meanwhile, origami can be used to support the classroom environment. For example, origami can be used as wall, window or ceiling display in the classroom. Based on the observation at SMP Negeri 11 Pontianak, there are many empty spaces in the classroom. It is better if the origami which is

created by the students can be used as beautiful displays in the classroom because the classroom environment plays the important role in facilitating effective learning. It is important to be aware of how the classroom environment can impact on the students and free from the stress (Reid, 2007: 28). In origami, there are some instructions of how to produce it. The instructions of origami are the procedure text that consists of some steps of making something. It can be how to make foods, drinks, and so on. The purpose of procedure text is to explain something through instructions (Anderson and Anderson, in Aimah, 2011: 154). In procedure text, it uses simple present tense and temporal conjunction, such as, first, second, third, next, then, after that, finally, etc.

The process that was used in this research is the ADDIE model. There are five steps of ADDIE, they are analyze, design, develop, implement, and evaluate (Branch, 2009: 1). The purpose of analyze phase is to identify the probable causes for a performance gap (Branch, 2009: 17). This needs analysis was sought to investigate what students need in learning procedure text of seventh grade students of class A in SMP Negeri 11 Pontianak based on the learning problem. The students' condition, the teacher's perspectives, the textbook, the learning procedure text through origami were analyzed to identify what the students need in learning procedure text. The design and develop phase is used to design origami task that will be used for teaching procedure text for seventh grade students to be implemented in the classroom. Implementation and evaluation is to evaluate whether or not the model origami tasks are feasible for teaching procedure text for seventh grade of students.

To implement the origami tasks, scientific approach is used to be combined with other teaching and learning approach, such as TBLT (Suharyadi, 2013: 1352). The researcher creates the origami tasks based on the scientific approach because the scientific approach had been implemented in this school. In this research, scientific approach is used as the steps in doing origami tasks not as the approach in teaching the students. There are five components in scientific approach that are used, such as observing, questioning, associating, networking, and experimenting

METHOD

The researcher used development research method to designthe origami tasks as the alternative way to teach the procedure text. The participants in this research are 33 seventh grade students of class A and an English teacher in SMP Negeri 11 Pontianak to investigate students' needs and to evaluate the origami tasks, the researcher interviewed the teacher, observed the students in the classroom and prepared assessment rubric for expert validation. The tools of data collecting consist of observation sheet, interview sheet, and evaluation sheet. The technique of data analysis that is used are need analysis data and expert validation data.

The process that was used in this research is the ADDIE model. There are five steps of ADDIE, they are analyze, design, develop, implement, and evaluate (Branch, 2009: 1). This whole process will be carried out in a

systematic procedure including need analysis, task designing and task developing, task implementation and task evaluation.

Table 1. Instructional design procedures

Analyze	Design	Develop	Implement	Evaluate
Identifiy the probable causes for a performance gap.	Verify the desired performances.	Generate and validate the learning resources.	Prepare the learning environment and engage the students.	Assess the quality of the instructional product.

Analyze
The steps in analyze phase are classroom observation to find the information about students' condition, situation in the classroom, the textbook and facilities for teaching English in the school so that the students' needs in learning procedure text can be identified and interview with the teacher to get the information about students deeply from teacher's perspective.

Design
The steps in design phase are gathere and select appropriate material, evaluate the selected material, and desig the first draft of origami tasks for teaching procedure text.

Develop
The student's needs and characteristics also became consideration in developing the origami tasks.It also develop the lesson plan based on the draft of the origami tasks.

Implement
In this process, the origami tasks wereimplementedin the classroom to see whether there are some difficulties in the instructions, the vocabularies, time indicator, or other problems.

Evaluate
In evaluation phase, there is an expert validation to evaluate and to get the feedback from the expert as the improvement in origami tasks that can be useful for students' learning in procedure text.

RESEARCH FINDINGS AND DISCUSSION
Findings
This research was conducted for seventh grade students on the second semester of class A in SMP Negeri 11 Pontianak. There were 33 students in this class. The learning process started at 07.00 a.m and end at 01.00 p.m. The students' average ages were around 11-13 years old. From the classroom observation, there were some problems about the students. Firstly, the students were very active in the classroom. The students liked to run around the class, disturbed each other, and chatted with friends all the time. While the learning process, some students always asked permisson to go to the toilet alternately. Unfortunately, the students did not go to the toilet, but they went to the canteen to

eat snacks there. The students seemed did not interested with the lesson. There are few students who give good responses in learning.

Secondly, the students were lack of ability in reading the text. The students always translated the text word by word. It made misunderstanding of the text that they did not know. Besides of that, the students also had difficulties in vocabularies. It made the students hard to understand what they read the text.

Thirdly, there were just some students who bring the dictionary in the classroom. The students were lazy to bring dictionary to the classroom because of heavy. The use of dictionary is very important to helps the students in looking for the meaning of the words that they do not know. From the textbook, there were many difficult vocabularies for them. Based on the observation, most students used google translate on their cellphones as the substitution of dictionary because google translate was easy to use and more interesting. From the observation, it made the students were not serious in learning and they had a chance to do the other things, such as checking social media, texting, doing selfie, and playing games that did not have correlation with the lesson. It is better that the students bring the dictionary and do not use google translate so that the students can be more focus in learning.

From the teacher's perspective, there were some problems in teaching-learning process. Firstly, the students ability in reading were still low. It was caused of the students' motivation in reading and vocabulaires. While teaching, the teacher had to translate the difficult words before to give a clear explanation for students. From this situation, the teacher did not blame the students because not all students have learned English from the elementary level.

From the interview with the teacher, the teacher used the procedure text from the school textbook. She taught that she must use the textbook because it was already given by the school. She did not want the textbook given would be useless. The most common procedure texts were how to make fried rice and noodle. Based on procedure text in the textbook, the teacher used these texts to teach students in the classroom. To make students have good memorizing in English, the teacher initiated to ask students to practice how to make food in the classroom directly if there were enough time.

However, the teacher realized that to do a cooking activity in the classroom was not easy to bring kitchen equipments to the classroom, especially for seventh grade students. During the research, the researcher got a good response of using origami as an alternative way for teaching procedure text to help students enjoy learning procedure text.

The textbook that was used in the classroom to teach procedure text was "English in Focus" which was published by *Pusat Perbukuan Departemen Pendidikan Nasional.* The book was arranged by Artono Wardiman, Masduki B. Jahur, and M. Sukirman Djusma. The book provided some various activities in improving various English skills. Some activities gave the opportunity for the students to discuss or do a performance in group or pairs, but at other times the students have to work on individual.

Explanations and new vocabularies that students need to know were presented at the beginning of activities to get students' understanding. Sometimes,

the teacher also used *LKS (Lembar Kerja Siswa)* to teach procedure text. Based on the observation, there were some materials that were already common for students, such as how to make fried rice and instant noodle. Besides of that, there were some procedure texts that not suitable for students in Pontianak. The procedure texts were about Javanese foods that unfamiliar for students and the use of vocabularies were difficult for students.

Based on the interview with the teacher, the teacher chose this textbook than other textbooks because the content of the book was more complex and the material was closer to the daily life. However, the teacher did not always use the textbook in teaching. Not only textbook and LKS, teacher also took the materials from the internet as the completeness in teaching.

The use of origami in learning procedure text will be very helpful and appropriate for seventh grade students. It will give the opportunity for teacher to explore creative way in teaching procedure text because the teacher never use origami as media for teaching procedure text before.

The students were familiar to use origami. But, the model of origami that the students ever used before were very common, such as the model of plane and ship. If the students try new model of origami, they will have new experience in folding. That is why, in implementation, the students were given the new model of origami, such as ladybug, heart and cat's face. These models of origami were used because they were very simple and easy to do. In producing origami, there were no need scissors or glue to make it. Based on the interview of the students, most students liked these model so much. They said that they will use it as room's display and gift for their parents and friends.

The activities of the origami tasks were based on the scientific approach, such as associating, questioning, observing, networking, and experimenting (Dyer, Gregersen, & Christensen 2011: 41). Based on these elements, there were some activities in origami tasks. In associating, the students should identify what they have to do with origami. The students were given the picture of origami model and some questions about the picture. The students were given the opportunity to think and discuss it in group to solve the problem. In questioning, the students were given the procedure text of origami model.

Observing

The researcher demonstrated a process of producing origami and the students observed and listened to the researcher about the process and material of producing origami carefully.

Questioning

The following questionswere grouped based on subject materials. In the task, the students were given the procedure text and the following questions that should be answered by the students.

Associating

In associating, the students were asked to identify what theywoulddo with origami. The students were given the picture of origami that conist of some questions.

Networking

In networking, the students were given the opportunity to practice produce the origami based on the instruction that they read. The students were divided in pair-group to work cooperately. The students learned and taught each other to produce origami.

Experimenting

The students were free to find the other instruction to make origami based on their interest. The students were asked to find the source from the internet or books. Besides that, the students also have to do a presentation about what they found to their friends in the class.

The fourth phase of ADDIE process is implement phase. The purpose of implement phase is to prepare the learning environment and engage the students (Branch, 2009: 18). In implementation phase, the researcher implemented the origami tasks in the classroom to do try-out the origami tasks. This phase described the way of implementing the origami tasks.Based on the consideration the researcher revised the shortcomings of the origami tasks by consider the students' conditions from the implementation as follow:

A. The instruction should be clearer.

B. The size of origami paper should be bigger.

C. The vocabularies that is used should be understandable.

The last phase of ADDIE process is evaluate phase. The purpose of evaluate phase is to assess the quality of the instructional products (Branch, 2009: 18).Evaluation checklist table were constructed of four standards of the category ofinstructional media, task, TBLT, and procedure text.There were 43 questions filled by the expert evaluation. The table of result can be seen below:

Table 2. Result of Media Expert Assessment

No.	Aspect	Score	Item	Average Items	Max Score	Category
1.	Instructional Media	67	14	4.78	5	Feasible
2.	Task	24	5	4.8	5	Feasible
3.	TBLT	60	12	5	5	Feasible
4.	Procedure Text	60	12	5	5	Feasible
	Total	211	43	4.89	5	Feasible

The average score in instructional media section was 4.78 that categorized as feasible. The task aspect was scored 4.8that categorized feasible. The TBLT was scored 5 that categorized feasible. The procedure text was scored 5 that categorized feasible. So, overall expert assessment about the origami tasks were feasible with average score from 43 items from 4 aspects are 4.89.

Discussion

Evaluation phase in this study was done to know whether or not the model of origami tasks was feasible. In evaluating the criteria for the evaluation,

not every criterion suitable to the situation in this research. To narrow it, the researcher minimized the criteria for evaluation, especially the criteria for instructional media by Newby et al & Reiser and Dick in Koranteng (2009: 23-25). Based on the evaluation, it is indicated that:

1. Instructional Media was feasible (Newby et al & Reiser and Dick, 2009: 23-25):
   a. It could be used as reference after the lesson
   b. It allowed drawing, writing, or highlighting during the lesson
   c. It allowed students to interact
   d. It could be used independently
   e. It allowed students to touch or see objects
   f. It could be easily modified
   g. It could students to respond simultaneously
   h. It presented problem solving situations
   i. The media was easy to find
   j. The media was cost efficient
   k. The media was time efficient
   l. The media was understood by the instructor
   m. The media was appropriate for developmental and experimental levels of students
   n. The media facilitated the students' acquisition of the specific learning objectives.

2. It contanis good task (Candlin in Cuesta, 1995):
   a. The task promoted attention to meaning, purpose and negotiation
   b. The task drew objectives from the communicative needs of students
   c. The task involved language use in the solving of the task
   d. The task allowed for co-evaluation by students and teacher of the tasks and of the performance of the task which means the students made evaluation on the work they presented and teacher evaluated the students' works and students' evaluation
   e. The task promoted the process of language learning which means the tasks encouraged students to understand the language input and how the process can help them use the language as output.

3. It fulfilled the criteria of TBLT (Willis in Hung, 2014: 41)
   a. There was an introduction to topic and task instructions
   b. Teacher used activities to help students learn useful words or phrase
   c. Teacher ensured students understand task instructions
   d. Students noted down useful words from pre-task activities
   e. Students did the tasks in pairs
   f. Students were given the opportunity to do the task by using the target language
   g. Teacher monitored the students from a distance
   h. Students were able to complete the task and prepare to report on the outcome
   i. Some groups presented their reports to the class

j. Students discussed the text in groups

k. Teacher helped students practice new vocabularies

l. Teacher reviewed the lesson

4. It fulfilled the criteria of procedure text (Anderson& Anderson in Aimah, 2011: 154)

a. The procedure text had a catchy title

b. The procedure text included easily understood ideas

c. The procedure text included words that help the students make a personal connection to the text

d. The procedure text had a concise bulleted list of materials listed on order of use

e. The procedure text included numbered steps or instructions written in the text

f. The procedure text included complete sentence including commands

g. The procedure text included correct subject/verb agreement

h. The procedure text included correct present tense

i. The procedure text used articles (a/an/the)

j. The procedure text used correct punctuation

k. The procedure text used correct capitalization category feasible.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The evaluation proved that the model of origami tasks was feasible for teaching procedure text for seventh grade students in SMP Negeri 11 Pontianak. In fact, the reseacher found that students did not have good reading ability in English and lack of vocabularies, the teaching strategy were still not interesting for studentsbecause the learning materials were too difficult for students. Based on those problems, the researcher got the students need and decided to provide an alternative way for teaching procedure text.

The origami tasks used scientific approach. It was used to create the origami tasks for students to practice the critical thinking by reading the instructions to produce origami. In origami tasks, there are some different tasks that students had to do in the classroom, such as associating, questioning, observing, networking, and experimenting.

Regarding to the expert evaluation, the result of the media expert evaluation is 4,89 from 43 items that was classified as feasible to be used for teaching procedure text. It was done by the expert evaluation in media from Teacher Training and Education Faculty.

Suggestions

In the learning process, the students should also give more attention to the difficult vocabularies, the component of procedure text, and the structure of the sentences in the procedure text so that they can follow the learning process and have good reading ability in reading procedure text. Besides that, the students

must have good attitude when learning in the classroom so that they can understand the material easily.

Further research is necessary for students in junior high school. Suggestions for the next researcher regarding development research are firstly they have to think what strategy that appropriate and enjoyable for the students. Then, finding the information about the syllabus, the textbook, and the students in the school target if necessary to design what teaching strategy that suitable for them to be developed, implemented, and evaluated. The researcher hopes that there will be the next researchers who can design creative teaching strategy that can help students learn in enjoyable way in the classroom.

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