



## **TEACHING SENIOR HIGH SCHOOL STUDENTS TO WRITE PROCEDURE TEXTS BY USING SMALL GROUP DISCUSSION**

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### **Abstract**

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 texts through small group discussion bring 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.

**Key words:** small group discussion, writing, procedure text.

### **A. INTRODUCTION**

According to the Indonesian Ministry of Education and Culture, English teaching begins from junior high school. To build the students' understanding in English, the teacher should make an 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).

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 are 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 adjectives that should be used in a procedure text. In line with that, Zaki and Rosa (2014) say the students often find troubles when they write a procedure text. The first problem is that some of students cannot make a procedure text if the material are decided by the teacher. It is because the knowledge of the students is limited and not

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every student recognizes that decided materials. Also, 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 makes 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.

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.

Meanwhile, in application of small group discussion there must be a procedure to be applied. Johnson, et 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 student does 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 does 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.

## **B. THE IMPLEMENTATION OF SMALL GROUP DISCUSSION IN TEACHING PROCEDURE TEXT AT SENIOR HIGH SCHOOL**

Small group discussion can be done in whilst-teaching of learning process. The teacher builds and explains the procedure text to the students first, and then teacher divided the students into several groups consisting of 4 persons for each.

Before coming to the class and beginning the lesson, the teacher has to make some preparations. One factor to determine the success of teaching and learning process is the lesson preparations. The teachers should have well-organized preparations in order to get the teaching and learning process successful. This preparation is formulated in a lesson plan. The lesson plan now consists of core competence, basic competence, indicators, objectives, learning materials, learning models, teaching and learning activity, media, and evaluation.

### **1. Pre-teaching Activities**

The teacher greets the students or the class to open or to make conversation with the students, "How are you today?", "Good morning, students", "Have you got your breakfast?", "How are you doing this morning?". After that the teacher asks the chairman or any other student to

initiate or lead a prayer. Then checking student's attendance list and learning environment. Next, teacher divide the students into several heterogeneous group, each group are consisted of 4 persons. After divided the student into several group, the teacher also motivates the students by telling them the goals or the objectives that the students should achieve at the end of the lesson. Then teacher activates the students' existing knowledge toward the topic or its called *brainstorming*. The teacher asks some questions to the students relating to the topic. These are the examples. Teacher asks his students, "Have you ever made a cup of coffee?", the students replies "Yes, Sir. I had.". The next question is "How did you make it?" then students replies "I put sugar, coffee and hot water into a cup, Sir. Then I stir it."

## 2. Whilst-teaching Activity

Whilst-teaching activities are those activities conducted during teaching process. In this phase, the teacher leads the students to the main activity in the teaching learning process. The teacher guides the students by giving an example of procedure text to the students. They are as following:

### a. Observing

The teacher activities in observing are presenting the context through pictures, presenting audio visual material, showing realia, conducting excursions, carrying out field trips, establishing social purpose through discussion and surveys. At this time, the teacher displays the text procedure about how to make Cappunino Coffe with choco granule on projector and demonstrates it in front of the class. Then, students pay attention to the social function, the structure of the text, linguistic elements, as well as the delivery format / text entry procedure.

### b. Questioning

The learning activity in this phase is ask questions about information that is not understood from what is observed or questions to obtain additional information about what is observed. The student may ask about the unfamiliar words, the generic structure or the grammar used in writing procedure text which are found in video. Then, the teacher leads the students to do a discussion related to the video given. The teacher can ask some questions as follows:

1. *How many ingredients are used in making Cappucino Coffe Choco Granule?*
2. *What are the equipments are used in making Cappucino Coffe Choco Granule?*
3. *How much hot water are used to make 1 sachet Cappucino Coffe?*

### c. Exploring

In this point, students find out information about the procedure text from text books, the internet and other sources which are can helped them to understand the topic. After collecting the information, teacher guide the students to mention the definition of procedure text, social functions, structure of the text also the elements of the language.

d. Associating

In this stage, teacher gives a different topic to the group, before starting the group discussion, the teacher must choose *a team captain, a recorder, an encourager* and *a reflector* for each group. *A team captain* is to keep the group on task and focused. She/he reads the assignment to the group, mediates conflict, and manages time. *A recorder* is to take minutes and writes down salient points. He/she also reports back to the class as a whole. *An encourager* is to give team members feedback and is responsible for ensuring that all group members are heard. *A reflector* is to keep track of dynamics of group process and makes comments (to be turned in with the clerk's) about focus, direction, organization, listening skills, participation of all members. Then, each group discusses and make their own procedure text based on the topic given by teacher. Here the teacher must control and guide the student. Small group discussion will increase students' interaction and socialization also it is very helpful for students to engage in meaningful communication directed towards a goal or set of goals.

e. Communicating

The learning activities of this phase are delivering the observation result and summary based on the oral and written analysis as well as other media use. The students presents their procedure text in front of the class, then the teacher and the other students evaluate the procedure text which has been presented. The other group also analyze the grammar, the generic structure, and the steps. Then, the other group can give the suggestions and critics about the topic presented.

### 3. Post-teaching Activity

In the end of the lesson, students and the teacher conclude the lesson that have been learned together. Also, teacher re-explains the material that has been taught.

To see the students' understanding about the topic, teacher gives homework to the students. Giving homework is one of the best ways to remind the lesson at home, giving homework also make students to keep practicing, because to make a good procedure text, students need to practice a lot. The teacher can ask the student to write procedure text about how to make a fried rice. After giving a homework, the teacher closes the class.

## C. CONCLUSION AND SUGGESTION

### 1. 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.

## 2. 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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