HOW I TAUGHT PROCEDURE TEXTS IN TEACHING READING DURING TEACHING PRACTICUM PROGRAM

THESIS

Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the English Education Study Program, the Department of Language and Arts, the Faculty of Teacher Training and Education, Jember University

By:

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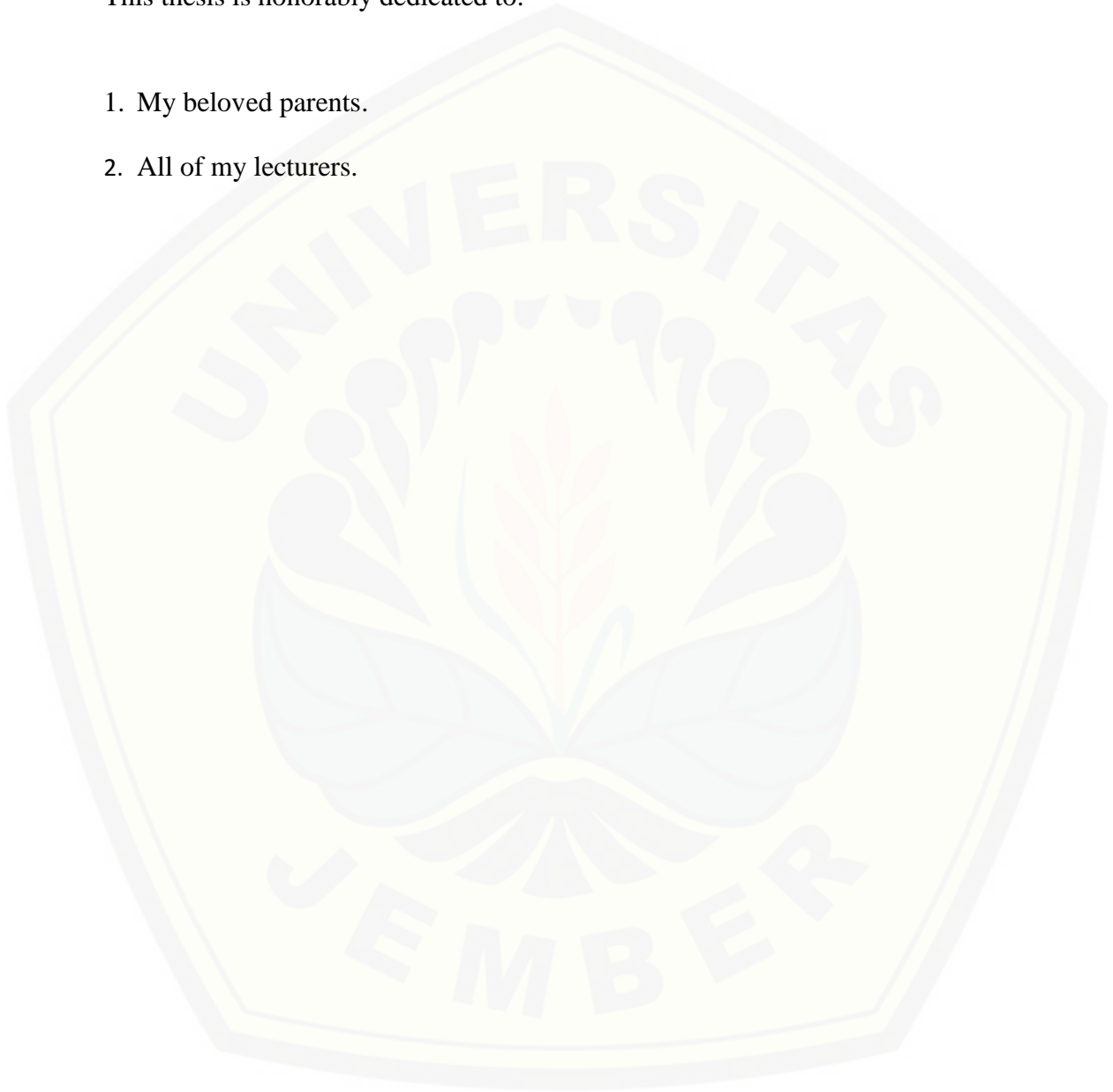**FACULTY OF TEACHER TRAINING AND EDUCATION**

ENGLISH PROGRAM DEPARTMENT

JEMBER UNIVERSITY

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents.

2. All of my lecturers.

MOTTO

"If you don't work hard, there won't be good result"

- Kim Namjoon, BTS -

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CONSULTANTS' APPROVAL

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Education Program of the Language and Arts Education Department

Faculty of Teacher Training and Education

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Finally I hope this thesis will provide some advantages for the writer as well as the readers. Any constructive suggestions or criticisms will be respectfully welcomed and appreciated to make this thesis better.

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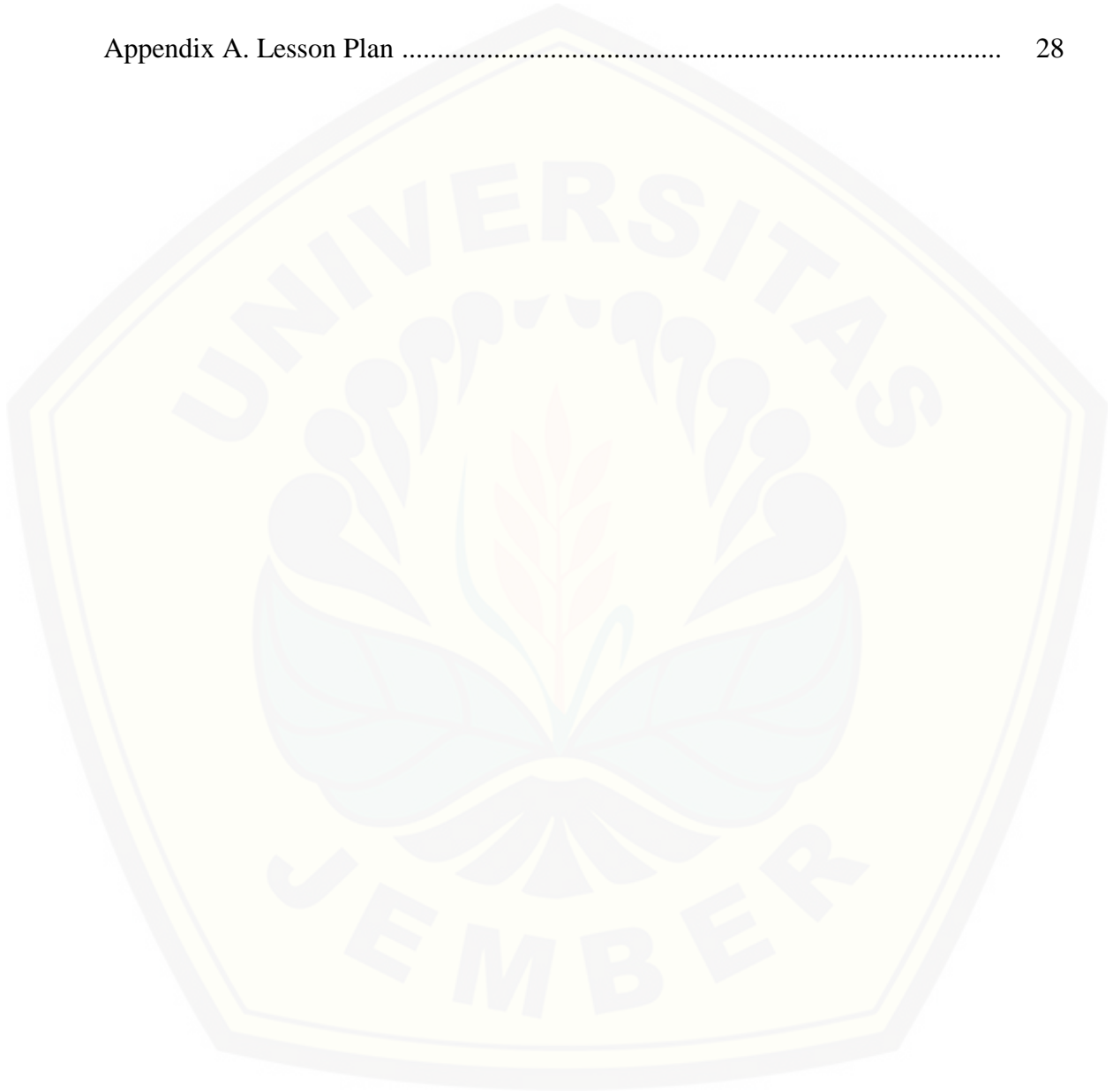**Nanda Olga Davita**
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SUMMARY

HOW I TAUGHT PROCEDURE TEXTS IN TEACHING READING DURING TEACHING PRACTICUM PROGRAM

How I Taught Procedure Text in Teaching Reading During Teaching Practicum Program: Nanda Olga Davita 130210401010 English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, University of Jember.

English has important roles nowadays. One of them is English as international language is highly regarded as a medium of communication among people around the world in some social contexts and also used in different purposes. It could appear in international seminar, books, advertisements, movies, social media, and also game consoles. In Indonesia itself, English has a special role. As foreign language, English becomes one of the subjects taught from the elementary school up to the university level.

Then, learning English cannot be separated from learning its four basic skills. Those skills are reading, listening, speaking and writing. Reading, one of the four basic skills, is regarded very important for Indonesia students because it is the most needed skill for them since reading is the only skill that has the greatest chance to be done just than the other skills. Reading is recognized as an important source of language input especially for English as foreign language students which there is just a little chance to meet fluent speakers who can provide another kind of language input. Moreover, as a receptive skill, reading can lead students to get so many informations they need and also enrich their knowledge through that activity.

In the Indonesian context, reading is taught in school from elementary to university level however the teaching and learning in the class is still using the traditional way. Based on research by the researcher at MA An-Nur Rambipuji, the teacher at that school never seems to use inappropriate strategy or technique in

teaching reading comprehension In the Indonesian context, reading is taught in school from elementary to university level however the teaching and learning in the class is still using the traditional way. English is one of the languages that is used widely in the world. People use it to communicate with other people from many parts of the world. There are four language skills which should be mastered in learning English, i.e. listening, speaking, reading and writing. Reading is one skill which is important in language teaching learning process. In fact, the requirements of effective teaching reading are not adequately met. The results, the students are low in reading comprehension. Therefore, teaching foreign language to young learners should be interesting and fun in order to make them like what they learn and improve their motivation in learning English. Picture series is one of media that could be used for teaching reading.

The purpose of this research is to explaine using picture series can be effective media in teaching reading to the tenth grade of MA An-Nur Rambipuji in the academic year of 2016/2017. The type of this research is descriptive study and it takes to explain her experiences during teaching practicum program as her research design. The researcher took the tenth grade of MA An-Nur Rambipuji in the as the partcipants of this research. The researcher uses picture series to teach reading about procedure text. Statically, the researcher analyzed the data by using multiple choices as exercise. After analyzing the data, the researcher concludes that teaching reading using picture series is effective. As the fact, the result of research, this media it can makes students feel enjoy during teaching learning process. They were happier and they could learn English fast.

CHAPTER 1
INTRODUCTION

This chapter presents the foundation of the research including the teaching context, study purpose and practical contribution.

1.1   The Teaching Context

Learning English cannot be separated from learning its four basic language skills namely, listening, speaking, reading and writing. Reading as one of the four basic skills is important for Indonesia students because it is a special skill to gain knowledge and it supports other skills for example writing. As a receptive skill, reading can lead students to get so many informations they need and also enrich their knowledge through that activity.

Reading is an essential skill in learning English. It is a complex skill because students not only read the text but also understand the meaning that the writer wants to deliver to the readers (Murcia and McIntosh, 1979). Metra (2012:2) added, "Reading is a basic skill that should be mastered because the reader can get the detail information scientifically and it can improve the readers' knowledge." Readers can also connect the new information with the information they have already known. Reading without comprehension can make the readers have misunderstanding about what they read.

Related to reading skill, English learners learn certain text as it has been sticked in curriculum and those texts are narrative, recount, news item, spoof, and procedure. Actually, the students can find procedure text in their daily life such as making account of email or social media, fixing bicycle, or even making a cup of coffee. Realizing the importance of procedure text, Indonesia government states the teaching of procedure text is taught in some school levels such as junior high school, senior high school, and also vocational school.

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In the Indonesian context, reading is taught in school from elementary to university level however the teaching and learning in the class is still using the traditional way. Based on the preliminary study (interview and observation) conducted by the researcher as pre-service teacher. The Faculty of Teacher and Training of Education Jember University held KKMT (teaching practicum). Students from each major in faculty teacher and training joined this program as EFL pre-service teachers to practice twelve weeks in school. This program associated at Junior High School, Senior High School until Vocational High School. This program (teaching practicum) is useful for pre-service teacher who will get a lot of experience in there.

The researcher has a duty to teach in the MA An-Nur Rambipuji on August untill November 2016. The school applies Curriculum KTSP 2006. The teacher at that school seems to use inappropriate strategy in teaching reading comprehension class. She just asked the students to read the text and asked them to answer the question related to the text. After the students' answering the questions, the teacher and the students discussed the answers together. From this situation, the English teacher confirm that students became less motivated in learning reading comprehension and cannot improve their reading comprehension skill. These problems lead to the unexpected achievement of the students learning English. The researcher found some problems contribute in teaching learning process of procedure text. She found that those problems are related to the characteristic of procedure text, vocabulary mastery the main idea of the text and the students' motivation to learn procedure text.

To solve the problems above, the researcher proposes to use the media named picture series. Picture can be a medium which can help students to understand the sequence of processes described in the text. By analyzing a proper picture, students can decrease their weakness in the lack of vocabulary, because picture proposes a hint through its visual meaning. Picture also becomes a media that attract the students' attention and help them to increase their motivation in comprehending the procedure

text. So, it can be concluded that the media in teaching learning is very crucial to the success of the teaching learning process. Actually, teachers can do some efforts to upgrade their way in teaching in the classroom. One of teaching strategies that can be used in teaching procedure text is by using picture. It can help students to increase their understanding about the material they learn.

Based on the explanation above, the researcher would like to find out "How the teacher uses pictures as media in the way teaching reading of procedure text during teaching practicum program."

1.2   Study Problems

The problems of this study deal with: S

1. Students' difficulties in understanding the sequence of the process described in the procedure text.
2. The media used by the teacher did not make the students interest to the teaching learning process.
3. Students have low motivation in participating and comprehending the material in the class.

1.3   Study Purpose

The study can expected to a better understanding of these self-reflective, the researcher chooses the effective media for teaching learning reading during teaching practicum program and to solve students' problems in the teaching learning process and indirectly of the quality of new teachers entering the profession. The study also aims to describe and explore the pre-service teacher's experiences during preparation in the teaching practicum. It is an attempt to examine in what way the needs of the pre-service teacher's experiences in a particular context.

1.4   Practical Contribution

The result of this study practically contributed to the fact that the readers can understand about the self-reflective of pre-service teacher's teaching experiences in teaching practicum and the general overview on how pre-service teacher taught teaching procedure text in reading during teaching practicum program in Senior High School including the plan of teaching learning, the teaching learning process, and the evaluation system of learning.

A. For the English Teacher

The result of this study can enrich the teacher way in teaching reading of especially procedure text.

B. For the Pre-service Teacher

The result can be the reference and information for the Pre-service teacher in managing the classroom. They should know that teachers' media in teaching and learning process is very crucial in encouraging students' motivation in learning new material.

C. For the Students

The result of this study is hoped that the students will be more interested with the presentation of pictures in learning procedure text and it can increase their understanding to this material.

D. For the Researcher

The result of this study is hoped that it will be important information for their further research related to the material of the research.

CHAPTER 2
LITERATURE REVIEW

This chapter presents some related literatures of the study including the theoretical framework and conceptual framework.

Theoretical Framework
2.1 Teaching and Learning Process

Teaching English as foreign language is no simple matter. It is necessary for the teachers to find out some effective and efficient ways in the teaching. A teaching and learning process will be valuable if the teachers can apply certain strategies to drive the interest and motivation of the students.

Brown (2007:8) states that teaching cannot be defined apart from learning. Brown also explains that teaching is guiding and facilitating learning, enabling the learner learns, setting, the condition for learning and also clarifies of how the learners learns will determine the philosophy of education, the teaching style, the approach method, and classroom technique.

Chambers and Gregory (2006:47), say that a good teaching demands two things. First, that students should be made aware of the central importance of these processes for their knowledge and understanding of literature. Second, that these processes should be taught, explicitly, comprehensively and in ways that are intelligible, engaging and thought-provoking (as we try to demonstrate here and in the next chapter with respect to teaching close reading, theory and essay writing)

Brown (2000:7) states that learning is acquiring or getting of knowledge of a subject or skill by study, experience, or instruction. The researcher concludes that teaching and learning are very close related. Both of them cannot be separated each other. Learning emphasizes on learners behaviour and the teaching emphasizes on teacher behaviour as outcomes of teaching.

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2.2 Reading

a. Reading Comprehension

Reading is a very complex procedure that teachers find difficult to teach. Besides, it is one of the four skills in learning language and it is also can be a medium to communicate and share ideas. According to William (1984), reading is a process whereby one looks at and understand what has been written. There is a clear understanding that reading is something related to the activity of acquiring information. In reading activity, there is an interaction between the writer and the reader. It is supported by Smith (1973) who said that reading is an act of communication in which information is transferred from a transmitter to a receiver. Reading is an active process so the reader can understand what the writer's purpose by writing the text. Adapted from Marianne and Murcia (1979), reading is a process to learn which involves complex thinking skills in which students must comprehend the material from a text by using their own thought activities which can help them analyze texts. Barton (1997) added that reading is a dynamic process in which the reader works actively to construct meaning from the material. When we read something, our mind will automatically absorb the meaning of the sentences we read. From the statement above, we can conclude that reading is an activity in gaining information and it cannot be separated from comprehension.

Wooley (2011) said that reading comprehension is the process of making meaning from the text. The purpose is gaining understanding of what is described in the text rather than to obtain the implicit meaning from the words or sentences. Nimmo (2008) argues that reading comprehension much like verbal communication involves the ability to think critically about the author's message so exchange of the ideas and the creation of the new ideas can continue. In conclusion, reading comprehension means that it is the process of absorbing the overall meaning and understands what the writer's purpose of writing the text including the vocabulary.

When reading and comprehending text, readers should work in understanding form the smaller units of a text like letters, words, phrases, sentences, and involve their background knowledge in order to make them easier in constructing understanding the meaning of the text they read (Layliah, 2018:6). In line with this statement, Mc Whorter (1986) said that there are some aspects of reading comprehension that can be used to measure how successful students in comprehending reading text involving words, sentence, paragraph, and text comprehension.

2.3 Procedure Text

a. Definition of Procedure Text

People use many kinds of text in daily life. Usually people read a text how to operate new things, how to prepare or make something, how to act in some circumstances like school, company, and a community, and how to get to some places. Those kinds of text are called procedure text.

Anderson and Anderson (2003:50) explain the examples of procedure text are recipes, itineraries, instruction manuals, and direction. In their book, Anderson and Anderson state that procedure is a piece of text that gives us instructions for doing something. The purpose of a procedure text type is to explain how something can be done.

Knapp (2005:153) states instructing involves much more than simple, sequential or procedural texts. While the purpose of instructing is to tell someone what to do or how to do it, this can be achieved through a range of textual forms.

Then, it can be concluded that procedure text presents steps to do something, making something, or going somewhere. In case of procedure text can be easily experienced in daily life, people ought to know about it.

b. Generic Structure of Procedure Text

Based on Hartono (2005:7) the generic structures of procedure text are goal, material and step. The generic structure of the procedure text according to Knapp and Watkins (2005: 157) they stated that procedure text is concerned with telling someone how to do something. For this reason, procedure texts generally organize with title (goal),which is usually stated as a heading; for example, 'How to Make a Sandwich' or 'Directions for Using the Class Computer'.Following this stage, a set of ingredients or the materials required to complete the task will often be presented in the order of use. Some instructions, such as directions to use an appliance, may not include this information. The text then proceeds through a sequence of steps specifying how the goal is to be achieved. The steps may be accompanied by illustrations or diagrams to assist the reader with the task at hand. Some texts may include comments at certain stages of the procedure.

c. Language feature of procedure text

According Anderson and Anderson (2003: 52) the language features usually found in a procedure are: 1) the use of technical language, 2) sentences that begin with verbs and are stated as commands, 3) the use of time words or numbers that tell the order for doing the procedure, 4) The use adverbs to tell how the action should be done.

According to Hartono (2005: 8) the language features of procedure text are it focus on generalized human agents, use of simple present tense, use of mainly temporal conjunctive relations and use of mainly material (action) clauses.

2.4 Media

a. Definition of Media

Branston and Stafford (2010:9) The media are not so much 'things' as places which most of us inhabit, which weave in and out of our lives. Their constant messages and pleasures seem to flow around and through us, and they immerse most of our waking lives. So there are usually some problems with immediate understanding or enjoyment of them.

The word media is derived from Latin medius that means between or mediator. In Arabic media is intermediary or mediator a message from sender to receiver message. Media is the plural form of medium. According to Arsyad (2015:3) media are instruments that can send and transmits learning messages. In addition, according to Gerlach and Elly as quoted by Arsyad said that a medium broadly conceived is any person, material, or event that establishes conditions which enable learners or students to acquire knowledge, skills, and attitudes. In particular, definition of media in teaching and learning is defined as graphic tools, or electronic photography to capture and organize information visual or verbal (Arsyad, 2015:3).

Meanwhile, According to Gagne and Briggs in Arsyad (2015:4) learning media includes physical tools that used for the content of teaching material through tapes, video camera, video recorder, films, slides (picture frame), photographs, images, graphics, television, and computer. In other words, media is the source of the material containing instructional in learning environment that students can stimulate students to learn.

Based on those definition, it can be concluded that media is a tools that used to channel information from the sender to the receiver which can stimulate students to get knowledge, skills, creativity and attitude. The teacher allowed to using media during teaching and learning process to support the presentation of the lesson.

b. The Function of Media

Kemp and Dayton in Arsyad (2015:23) formulates that there are many functions of using media in teaching learning process. There are: a) submission of materials becomes more standardized. Every student who see or hear through the media receives the same message, b) learning can be more interesting. The media can be used as an attention getter and keep students attention, c) learning can be more interactive with the application of learning theory and d) the use of media in teaching learning is to improve the teaching learning quality. By using media, students can memorize what they achieve in long time.

2.5 Picture Series

Wright (2004:173) states picture series (sequence) can be reached independently or can be determined by a text. For example, the students can create their own story by ordering a number of pictures as they wish or, alternatively, they arrange the pictures to match a story provided by the teacher.

Picture series or sequence is one skill nearly always included in visual education curricula is that of sequencing. Reading specialists have long known that the ability to sequence-that is, to arrange ideas in logical order is an extremely important factor in verbal literacy, especially in the ability to communicate in reading (Smaldino, 2002:116).

Wright (2004:72) states that picture sequence can highlightcertain language features and it can illustrate a story or a process. Picture series is recommended for it has many benefits in the writing learning process. The first benefit of using picture series is that it will make the students interested in writing English because picture series is one of the visual teaching media (Smaldino 2002:9).

To support the previous idea on the roles of picture series in the teaching

and learning process, Harmer (2002: 69) states that there are various number of writing tasks that students can be asked to undertake and one of them is students can be given a series of pictures which tell story and they have to write story based on the pictures.

All of the statements above imply that a picture sequence is a kind of pictures that has a series of an object or a situation is explained by some pictures. These pictures usually tell about a story, or a process how to do something. The sequence must be in chronologically order.

2.6   The Application of Teaching Reading Procedure Text through Picture Series

The teaching reading of procedure which is facilitated in some pictures has some activities on it. The common applications of teaching reading procedure text done by the researcher are such below:

1. The teacher asks students' idea or experience related to the material that will be discussed

2. The teacher gives jumbled parts of pictures related to the material

3. The teacher asks the students to arrange the jumbled parts into a good arrangement

4. The teacher gives the students a procedural text

5. The teacher asks the students to read the passage and ensure their picture arrangement based on the text

6. The teacher ask the students to write unfamiliar words in the blackboard and ask them to look up the meaning in the dictionary and write them in their book

7. The passage is discussed and the teacher gives the right arrangement of the picture.

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8. The teacher makes quiz related to the procedure text discussed in the meeting.

9. After two meetings, the teacher conducts a test to measure students' comprehension in procedure text.

2.7 Previous Study

In previous study, the researcher presents the thesis with same theme as the other researchers. There are two previous researches related to this study: The first thesis is written by Vania Teska Novita with tittle *"The Effectiveness of Teaching Writing Through Picture Series To Grade VIII Students of SMPN 3 Sleman 2013/2014"*. The findings of the research showed that there was a significant difference in the writing ability between the eighth grade students of junior high school taught by picture series and those who were not taught by picture series. The scores indicated that there were improvements from the result of the students' pre test and post test. The mean of pretest experimental class 19.65 was higher than the mean of pre test of control class which was 18.56. Then the mean of the experimental class post test 21.06 was higher than the control class post test which was 19.65. The analysis showed that Ho was rejected and Ha was accepted. Therefore, the hypothesis "there is a significant difference in the speaking ability between the eighth grade students of Junior High School who are taught using picture series and those who are taught without using picture series" was accepted.

The differences of this research with other studies are this research is using Picture Series in teaching reading of procedure text. The difference of this research with other studies is teaching writing. The similarity with this research is using Picture Series.

Conceptual Review

Teaching reading to Indonesia students that English becomes their foreign language faces some problems. English teacher sometimes find several difficulties in

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selecting the appropriate media to attract the students. The absence of media which presents materials which having difficult structures and vocabulary, make the students hard to understand them. Moreover, the teaching learning is regarded not interesting which could not motivate the students to read them. Some of those problems are also happen in the teaching of procedure text.

The researcher found that media which is used to present procedure texts in the students' book are not interesting. There, the teacher only explained the materil with traditional way. She just asked the students to read the text and asked them to answer the question related to the text. After the students' answering the questions, the teacher and the students discussed the answers together. From this situation, the English teacher confirm that students became less motivated in learning reading comprehension and cannot improve their reading comprehension skill. It is very rare to find a procedure text with pictures on it. The kind of text like that has the potency to make the students miss the information contained in the text. The researcher is assumes that it is important to provide the language teaching media which can motivate students and make them more understand the material.

Motivation to read is very important in reading activity. To make the students motivated, we can make the interesting media. Good teachers also make many activities interesting to make students get more motivation which can give great importance when reading.

So, in case of teaching procedure text, the assumption that the weakness at senior high school students in reading ability is that they do not use the interactive media. It has supported the teachers to choose an appropriate technique and media to be used in teaching and learning process. Picture series was selected as an effective media to improve students' reading skill. By using picture series, students would be interest in reading. Picture series also helped students develop their skill. Picture series helped the teachers create context to make language meaningful. Moreover,

students could get involved in the activity and contribute in their group. In group-work games, as an activity, the students could work together, help each other, and solve the problems, related to reading. An appropriate media in teaching reading helped students achieve their reading skill.

Learning through picture series made the students relax and interest because these activities created a good atmosphere in the classroom. It would improve the students' motivation. When the students were motivated, ideas might come up in their minds and they were able to write easily. They could learn grammar and new vocabulary through picture series.

Compared with using picture series in teaching and learning reading, teaching and learning without picture series seemed monotonous. The classes were static and formal. The students would get bored soon. The students became more communicative than before, they had certain features in common with real communicative. In addition, students learned language in communicative activity which is meaningful.

Picture series could be desired interestingly. Picture has many positive effects. It can make a text becomes more interesting. Pictures also can help the students to understand the text by illustrating the main idea of the text. Even, it can give the explanation to an object in a particular culture. By applying the media, it helped the students on their reading skill better than those who were not given it. The implementation of the media involved the researcher, the English teacher, and the students at the tenth grade of MA An-Nur Rambipuji in the academic 2016/2017.

CHAPTER 3
THE RESEARCH

This chapter highlights the explanations of some aspects dealing with the research method that will be applied in the research. The aspects are design of the research, the context of the research, study participants.

3.1 The Design of the Research

According to Creswell (2009:177) Qualitative methods and techniques that available for interpretive studies; they draw from phenomenology, hermeneutics, feminism, and constructivism and may take the form of ethnographies, interviews, psychoanalysis, culture studies, participant observation, and grounded theory, just to name a view. The researcher will select the best method (s) based on her/his research questions; will the researcher study individuals (narrative, phenomenology); explore processes, activities and events (grounded theory); or learn about the broad cultural-sharing behavior or individuals or groups (ethnography).

Frankel and Wallen (2003: 423-425) explained that there were some general characteristic of qualitative research. First, the natural setting was the direct data, and the researcher was the key instrument in qualitative research. Second, qualitative data collected in the forms of word or pictures rather than numbers. Third, qualitative research concerned with process as well as product. Fourth, qualitative researchers intended to analyze the data inductively.

Qualitative data does not look like quantitative data. Its form will be a result of the selected methods, which are influenced by a researchers the orientation. In this way, data is associated with the motivation for choosing a subject, the conduct of study and ultimately. The analysis (Berg, 2007) common qualitative data gathering techniques include interview, focus groups, ethnography, sociometry, unobtrusive measures, historiography among others. The resulting pieces of data may take the form of text, audio or video files, photographs or field notes.

In this research, as the full observer, the researcher observed what was going on in the field and then describes the observation and how the researcher observed related it. The location of the research was at MA An-Nur Rambipuji. In teaching English, the teacher in this school never used picture series including in teaching reading skill. Thus, it was also suitable with the topic as stated in the English syllabus of the school.

3.2   The Data of the Research

H.B Sutopo (2002:50-54) stated that the data source in the descriptive qualitative research can be humans, events or activities, places or locations, things, various pictures and records, documents and archives.

Another statement comes from Lofland in Moleong (2004: 112). He stated that the main sources of the data in qualitative research were words and actions, and other things were the additional data like thedocuments and many others. While, the data resources in this research includes event, informant, and document.

1. Event

The event in this research is in the form of the using pictures in students' procedure reading process of the tenth grade students during English lesson in the classroom.

2. Informant

Informant in descriptive qualitative research was often called as respondent, which means people who gave the information for the research. MA An-Nur Rambipuji provided information about the data that was needed, that was English teacher, administrative officer to get any information about the history of the school, and also many other subject teachers who helped. The English teacher was the key informant of this research. Another data would be found from the English teaching andlearning process through observation.

3. Document

The documents of this research were taken from printed materials concerning by using pictures in students' procedure reading process of the tenth grade students MA An-Nur Rambipuji. The documentation data in this research included lesson plan.

3.4   The Participants of the Research

The study was conducted in one state MA An-Nur Rambipuji at tenth grade. There were 32 students in tenth grade. While, the research was conducted on August - November 2016.

3.5   The Research Instrument

The instrument of this research was the researcher because the research was the descriptive research. Nasution (1992: 55)states that in this kind of research, the researcher was the main instrument. As stated that in descriptive qualitative research, the researcher was the main instrument. The researcher had to main role in looking for the data or information related to the teaching and learning process that the researcher focused on.

CHAPTER 5
CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion of the study and suggestion for developing the using pictures in students' procedure reading process at the tenth grade students of MA An-Nur Rambipuji.

5.1 Conclusion

Based on the result of the research, in the implementing picture series in students' procedure reading process at MA An-Nur Rambipuji, the teacher has difficulty to handle the students, because sometimes a lot of students make a noisy when teacher teach in class. As the effect, the time to teach is used to calm students who make a noisy. The teacher must work hard to teach, because teacher must be able to make the students understand using pictures in reading procedure text. Many students have difficulty in arranging their composition. Most of the students made mistakes because the students did not fully understand the tense that they used when they arrange procedure text. The students did not read the given material attentively. They only got the information from what they read at glance and based on their experience before. The students should learn more about reading comprehension in order that they can get more knowledge. It will be better from to use the steps in reading when they read something in order to be mastered in reading. If they have many difficulties, they should ask their teacher. Based on the result of the procedure test, it can be concluded that the use of pictures in procedure text increase the students achievement reading skill. It can be seen from the students' exercise. It indicated that they could produce a text, identify the generic structure of procedure text.

5.2 Suggestion

In relation to the conclusion above, the researcher puts forward some suggestion. The suggestion will be addressed to teachers and students. The suggestions are as follows:

1. For the Teachers

It will be better for teachers to use the rule in teaching including is the steps in reading when they teach reading in order that they can increase the students' achievement. Also, they should apply the good media in order to make students easy to understand about the material. They also should help their students have difficulties in reading. The teacher should work together with the students in teaching and learning process, especially in reading lesson. They should help one another to make the teaching reading process successful.

2.   The Other Researchers

The result of this research can be used as a source of information for the future researchers who want to conduct another research that deals with the teacher teaching procedure text using Picture Series as a media in the reading process through different research design on other language skills in any levels of classes.

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APPENDIX A

LESSON PLAN

School	: SMA/ MA
Subject	: English
Text Type	: Procedure text
Skill	: Reading
Topic	: How to Make Favorite Food
Grade/ Semester	: X/2
Time Allocation	: 2 x 45 minutes

A. Standard Competence

Reading

SK5: Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk recount, narrative dan *procedure* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Basic Competence

KD5.1: Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: recount, narrative, dan procedure.

C. Indicators

Indicators	Nilai Budaya Dan Karakter Bangsa
5.2.1 Identify the meaning of procedure text 5.2.2 Identify the function of procedure text 5.2.3 Identify the rhetorical steps of procedure text 5.2.4 Read aloud the procedure text	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

D. Learning Objectives

1. The students will be able to answer simple monologue text questions in the form of procedures.
2. The students will be able to do oral monologue text in the form of procedure.
3. The students will be able to present oral monologue text in the form of procedure.

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E. Learning Materials

1. Procedure text
2. Picture Series

Generic Structure of Narrative:
a. Goal: (e.g: How to make spaghetti)
b. Material or Ingredient: (e.g: the material to cook omelette are egg, onion, vegetable oil, etc.)
c. Step: (e.g: first, wash the tomatoes, onion, …., second cut the onions becomes slice. . .

Language Features:
a. Use adverbial of sequence / Using temporal conjunction (e.g: first, second, third, the last)
b. Use command / imperative sentence (e.g : put the noodles on the . . ., cut the onion. . ., wash the tomatoes. . .)
c. Using adverbials (Adverbs) to express detail the time, place, manner accurate, for example, for five minutes, 2 hours, etc.
d. Using action verbs, e.g: make, take, boil, cook
e. Using Simple Present Tense

F. Leaning Method/Technique
a. Approach: Cooperative Approach
b. Method: Discussion (using printed media/text)

G. Media and Materials
1. Media: Picture Series
2. Materials: Procedure Text, Student Worksheet

H. Learning Activities

ACTIVITIES	DESCRIPTION	TIME ALLOCATION
Set Induction	1. Greeting the students and checking students' attendance 2. Asking the leader to lead the pray 3. Showing a picture and asking some leading questions related to the topic 4. Starting learning objective	• 3 Minutes • 1 Minute • 5 Minutes • 1 Minute

Main Activities	**Discussion**: 1. Students pay attention to the explanation by the teacher about procedure text 2. The teacher asks students about opinions or experiences related to the topic 3. Showing Picture Series entitled "How to Make Mie Sedap Cup" 4. Students observe the example of the media that showed in front of the class and described by the teacher 5. The teacher gives a few sentences that randomly to students and asks students to sort the sentences 6. The teacher gives the procedure text to students and asks students to read it 7. After students read the random structure about procedure text, the teacher asks the students to correct the composition of the sentences they have tried to sort by the text that has been read 8. The teacher distributes students' worksheet 9. The teacher gives the students time to do the exercise 10. The teacher asks students to submit their exercise 11. The teacher evaluates and gives feedback to students then discuss it together	• 3 Minutes • 2 Minutes • 2 Minutes • 3 Minutes • 5 Minutes • 10 Minutes • 10 Minutes • 2 Minutes • 25 Minutes • 3 Minutes • 10 Minutes
Closure	1. Teacher and students conclude the material that already explained 2. The teacher gives homework to the students 3. Parting	• 5 Minutes

I. Learning Sources
1. Internet
2. Students' worksheets

EXERCISE

In this part of the test, you will read the following text below and choose the correct answer by crossing (x) A, B, C, or D.

Text 1 for question number 1 to 4

FRIED POTATOES

Ingredients
- 4 red potatoes
- 1 tablespoon olive oil
- 1 onion, chopped
- 1 green bell pepper, seeded and chopped
- 2 tablespoons olive oil
- 1 teaspoon salt
- 3/4 teaspoon paprika
- 1/4 teaspoon ground black pepper
- 1/4 cup chopped fresh parsley

Equipment
- Large skillet
- Plate
- Pot

Steps
1. Bring a large pot of salted water to a boil. Add potatoes and cook until tender but still firm, about 15 minutes.
2. Drain the potatoes and cut them into 1/2 inch cubes when they are already cool.
3. In a large skillet, heat 1 tablespoon olive oil over medium high heat. Add onion and green pepper. Cook about 5 minutes stirring often, until soft. Transfer to a plate and set aside.
4. Pour remaining 2 tablespoons of oil into the skillet and turn heat to medium-high.
5. Add potato cubes, salt, paprika and black pepper. Cook, stirring occasionally, until potatoes are browned about 10 minutes.
6. Stir in the onions, green peppers and parsley and cook for another minute. Serve hot. PREP TIME: 20 Min and COOK TIME: 25 Min

1. What does the text tells about ?
a. The potatoes and their use   c. Boiling potatoes in good ways
b. How to make fried potatoes   d. Someone's experience in cooking

2. How long do we need to try the recipe until it is ready to be served ?
a. 45 minutes   c. 25 minutes
b. 40 minutes   d. 20 minutes

3. "Transfer to a plate and set aside."
The word "transfer" in the sentence nearly means…
a. Bring   c. Drain
b. Move   d. Take

4. " Drain the potatoes and cut … when they are already cool." The word "they" refers to ....
a. The potatoes.   c. The utensils.
b. The cubes.   d. The ingredients

Text 2 for questions 5 to 9

How to Make an Ice Cream

Ingredients:
- 2 cups heavy cream
- 1 cup whole milk
- 2/3 cup sugar
- 1 teaspoon vanilla extract

Steps:
1. First, mix the ingredients
2. Second, heat until the sugar is dissolved
3. Third, Chill the mixture in the refrigerator
4. Next, Freeze the ice cream in an ice cream maker
5. After that, Add chopped chocolate bar
6. Finally, Finish freezing the ice cream

5. What is the Generic Structure of the text?
a. Goal – Equipment – Steps   c. Goal – Materials – Steps
b. Goal – Materials – Resolution   d. Goal – Ingredients – Resolution

6. What are ingredients we need to make an ice cream?
a. 2 cups heavy cream, 1 cup whole milk, 2/3 cup sugar, 1 teaspoon vanilla extract
b. 1 cups heavy cream, 1 cup whole milk, 2/3 cup sugar, 1 teaspoon vanilla extract
c. 2 cups heavy cream, 1 cup whole milk, 2/3 cup sugar, 1 teaspoon chocolate extract
d. 1 cups heavy cream, 2 cup whole milk, 2/3 cup sugar, 1 teaspoon chocolate extract

7. What should we do after we heat until the sugar is dissolved ?
a. Freeze the ice cream in an ice cream maker
b. Add chopped chocolate bar
c. Chill the mixture in the refrigerator
d. Mix the ingredients

8. How much heavy cream that we need to make an ice cream based on the text ?
a. 2 cups   c. 1/2 cup
b. 1 cup   d. 3 cup

9. What the second step to make an ice cream based on the text ?
a. Heat until the sugar is dissolved
b. Mix the ingredients
c. Add chopped chocolate bar
d. Freeze the ice cream in an ice cream maker

Text 3 for question number 10 to 14

Tomato Soup

Materials:
- 4 large tomatoes   -   Spices
- 1 small onion   -   ½ teaspoon salt
- 8 cups water   -   ¼ teaspoon pepper
- Small clove garlic   -   ¼ teaspoon butter

Steps:
1. Fry tomatoes, onion, and garlic in a pan with butter for five minutes.
2. Add water, spices, salt, and pepper
3. Heat until the water boils
4. Turn down the heat and cover the lid
5. Cook for one hour

10. What is kind of the text above?
a. Narrative   c. Monologue
b. Recount   d. Procedure

11. How many onions are needed for tomato soup?
a. 4 large onions   c. 1 large onion
b. 4 small onions   d. 1 small onion

12. How much water is needed for tomato soup?
a. 1 cup of water   c. 5 cups of water
b. 8 cups of water   d. 2 cups of water

13. After heat until the water boils, what is the next step?
a. Turn down the heat
b. Add water, spices, salt, and pepper
c. Fry the ingredients in a pan
d. Cook for one hour

14. What is the last step when making tomato soup?
a. Cook for one hour.
b. Fry the ingredients in a pan
c. Heat until the water boils
d. Put stock into a pan

Text 3 for question number 15 to 20

HOW TO MAKE PINEAPLE STEW

Ingredients:
1 pineapple cut into dices
3 glasses of water
1 glass of granulated sugar

Steps:
1. Boil water until boiled.
2. Then add sugar, cinnamon, and clovers.
3. Bring it to boil and add the pineapples.
4. Wait until you can smell the pineapple.
5. Remove from heat and serve cold.

15. The recipe tells you how to make ….
a. Ingredients
b. dice
c. granulated sugar
d. pineapple stew

16. What ingredients are needed to make pineapple stew?
a. Dice, glass, sugar
b. Pineapples, water, sugar
c. Glass, water, sugar
d. Pineapples, dice, water

17. When do we have to stop boiling the pineapple?
a. When the water is boiled
b. After sugar, cinnamon, and clovers are added
c. When we smell the pineapple
d. After we remove the stew from heat

18. How should you serve the pineapple stew?
a. It is served cold
b. It is served hot
c. it is served raw
d. It is served uncooked

19. "Bring *it* to boil and add the pineapples." The word *it* refers to.......
a. Water
b. Pineapple
c. sugar, cinnamon, and clovers
d. milk

20. The purpose of the text above is.....
a. To entertain the reader
b. To explain how to make something
c. To retell about cooking experience
d. To describe about food

ANSWER KEY

1.	B	11.	C
2.	D	12.	A
3.	B	13.	C
4.	A	14.	A
5.	C	15.	D
6.	A	16.	B
7.	B	17.	A
8.	A	18.	A
9.	A	19.	C
10.	A	20.	B