

**THE USE OF INSTRUCTIONAL STRATEGIES TO TEACH PROCEDURAL
TEXT IN HIGH SCHOOL**

**Presented as Partial Fulfillment of the Requirements to Obtain the Degree of
Sarjana Pendidikan in English Language Education**



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APPROVAL SHEET

The Use of Instructional Strategies to Teach Procedural Text in High School

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Defended before the Board of Examiners on October 20th 2020 and Declared

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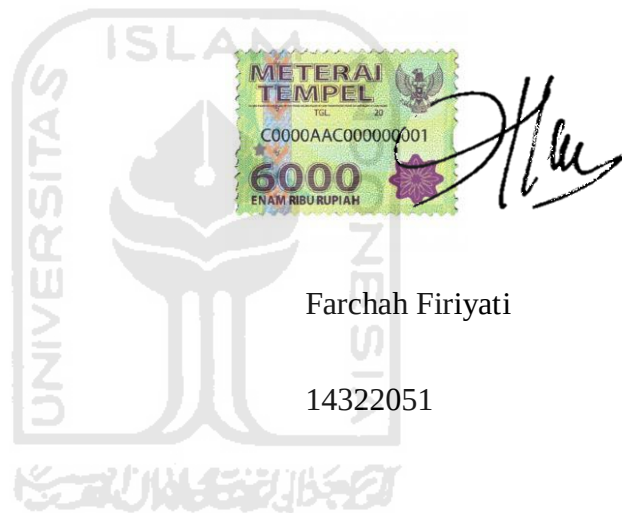
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STATEMENT OF WORK'S ORIGINALITY

I genuinely declare that this best practice, which I have written does not contain the work or parts of other people, except those cited in the quotations and references, as a scientific paper should be.

Yogyakarta, October 20th 2020

The Writer



Farchah Firiyyati

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MOTTO

“The best thing in life is being able to do what people say you are not able to do.”

(Kim Minseok)



DEDICATION

This best practice is wholeheartedly dedicated to:

Myself,

my sweet and loving dad and mom,

and my beloved brothers.



ACKNOWLEDGEMENT

Alhamdulillah Rabbil 'Alamin. All praises to Allah SWT, The Most Beneficent and The Most Merciful who has been giving us many pleasures all this time till forever. May we always be under the protection of Allah SWT. Peace and blessings may always be given to our Prophet Muhammad SAW who has taken all human being from the darkness to the lightness. Thanks to Allah SWT for the strength and health that given to me

First of all, I am deeply grateful to our Almighty, Allah SWT for give me strength, health and knowledge so that I could finish this best practice as a partial fulfillment of requirements to obtain the *Sarjana Pendidikan* degree in this English Language Education Department of Islamic University of Indonesia. I realize that to complete this best practice is not separated from the guidance and support both material and non-material from various parties. So, I would like to express my sincere and deep gratitude to the people who have helped me to complete this best practice:

1. My mom and dad for their love, caring, prayers, sacrifices and always been there for me whenever I needed. Continually provide their support and gave me strength and encourage me to finish this best practice.
2. My best brothers who always cheers me up and loves me as the way I am.
3. My supervisor Mrs. Ista Maharsi S.S., M.Hum. for the patience and everything she offered
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5. All of lecturers and staffs in English Language Education Department.

6. All of EXO members; Kim Junmyeon, Kim Minseok, Kim Jongdae, Byun Baekhyun, Park Chanyeol, Zang Yixing, Kim Jongin and Oh Sehun who have been my source of inspiration and happiness all of this time
7. All of my friends that always encourages and supports me; Zalfa, Dinda, Ajeng and Citra who always be there through my ups and downs.

Thank you for all of you, I really appreciate it. Hope Allah SWT always give strength, health and continuous blessing.

I realize that this study is still lacking from many aspects. Therefore, suggestions and constructive criticisms are needed and will be greatly accepted. I hope this study could provide meaningful benefits to the readers.

Yogyakarta, 22 September 2020

Farchah Fitriyati

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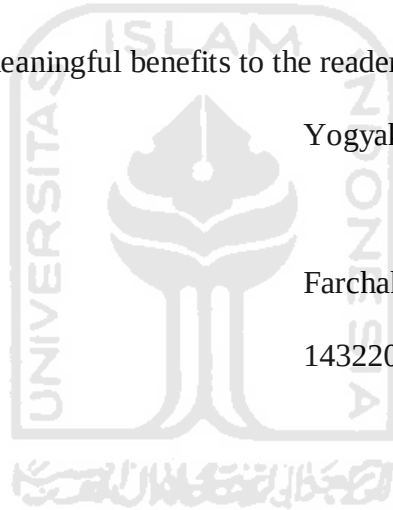
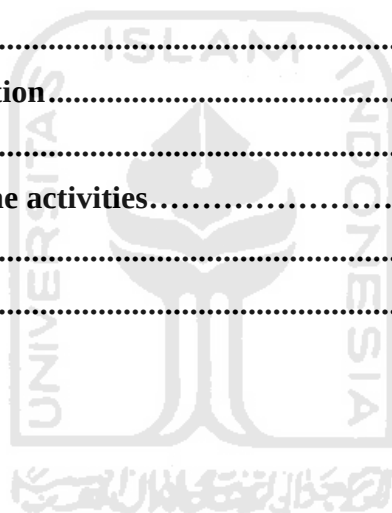


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ABSTRACT

Field Study Program or known as school PPL program is a compulsory subject that must be taken by all of the students in English Education Department of Islamic University of Indonesia. The purpose of the program is the students given the opportunity to teach English after observing the students, the teacher, the situations, the media and the method that was used. The problems that was found during observation are the students were not interest to listen to the teacher, passive and noisy. Probably it is because the way the teacher was too direct and did not give a chance to the students to interact. The students also tend to ignore the teacher's instructions because the teacher less firm and clear in conveying the instructions. The purpose from this study is to find how important to use instructional strategies in class to improve the student engagement and how it affected the student achievement.

Keywords: Instructional Strategies, Student Engagement, Student Achievement



CHAPTER I

BACKGROUND

A school PPL program is one of the compulsory projects of English Language Education program study and is one of the requirements for graduating for the students. The student (pre-service teacher) will be placed in a high school for two months. The general purpose of the program is that the students given the opportunity to teach the class after observing the English class. The first months, pre-service teacher need to observe the school and the class. The observation includes observe the school facilities, the teachers, the characteristic of students, the interaction of teacher and students, the class organization, the classroom management, the method and the material.

From the class observation, the students were not interest to listen to the class, passive and noisy. Most of the times, the students did not pay attention to the teacher when she explained and whenever she gave instructions. It also applied to the student who was giving a presentation. The teacher was on the first year to teach at the school, so that she did not have much experiences. The teacher could not manage the class thoroughly. From the observation, it can be concluded that during the learning process the students were less motivated because the class was boring and monotonous and the lack of teacher's management and strategies. The teaching learning activity did not meet the goal.

Considering all the problems that were found during the observation, the pre-service teacher decided to use variety of instructional strategies. It helps the teacher to control the students and helps the students to more engage to enhance their

understanding. According to Marzano (2003) instructional strategies are the main independent impact on improving student's achievement. Through the instructional strategies that teacher applies help student feel the urge to be more active of their role in education and effects their achievement.

The purpose of the research was to study the effects of the use of instructional strategies to teach procedural text in a high school student. Because the students were passive and tend to ignore the teacher's instructions, the author decided to create more enjoyable activities and give varieties of instructions. It expected to help the students more focus an active during teaching learning activities. Hopefully, the research becomes an input to improve the pre-service teacher's quality during teaching English.



CHAPTER II

CONSTRUCT

According to Marzano (2003) instructional strategies are the major independent impact on student achievement. Instructional strategies are a stimulus to give an impact on students' achievement and engagement. The teacher has to lead the class properly to be able to achieve it. To control the class, the teacher has to use some strategies. One of the strategies is focus on instructional strategies. Instructional strategies include student-led discussions, higher order thinking, problem solving and independent projects which are used by more engaging and effective teachers (House, 2003). Creating a fun and practical situation makes the student feel more excited and active, it will improve their engagement and achievement as stated by Applebee et al. (2003) that found in their study, the effect of student-led discussions showed in larger improvements in performance and higher academic demands. The strategies help the teacher in many ways. However, teacher should develop and decide the right strategies to use that suitable to class condition.

The research from Thomas and Green (2015) on the title "Using Instructional Strategies to Enhance Student Achievement" is to find how the use of instructional strategies affect the students achievement. The author used the marzanos 21 research based instructional strategies. The researcher used a quantitative methodology to collect the data. The finding from this study is that the instructional helps teacher in enhancing student achievement. The result of the study is that using variety of instructional strategies increased student engagement and help them in gaining a better understanding. It makes the class under control and more practical so that the students pay more attention to class.

CHAPTER III

IMPLEMENTATION

In this section, the preparation, the content of my preparation, teaching materials, the implementation and the influence of the use of varied instructional strategies will be presented.

1. Teaching preparation

Before I started teaching, I do some preparations:

- Observing the classroom including the teacher's style and method and the student's behavior
- Creating an RPP (KTSP 2006) about procedural text
- Discussing the material and worksheet with the teacher to find out the appropriate and suitable material
- Find out the material for ice breaking session that related to procedural text
- Creating a PPT
- Find the way to discipline plan in control
- Preparing the necessary equipment

2. Implementations

Instructional strategies that I used are from Marzano (2001), the Marzano's (nine) high-yield instructional strategies:

- a. Identifying similarities and difference
- b. Summarizing and note taking

- c. Reinforcing effort and providing recognition
- d. Homework and practice
- e. Nonlinguistic representations
- f. Cooperative learning
- g. Setting objectives and providing feedback
- h. Generating and testing hypothesis
- i. Questions, cues and advance organizers

However, I used four strategies of Marzano's nine strategies to teach in my class; summarizing, homework, nonlinguistic representation and cooperative learning.

2.1 Meeting 1

The lesson is about a procedure text, I give them an ice breaking about making an origami heart by following the steps that shown up in the projector. It expected to boost the energy and recapturing students' attentions. I distributed the origami paper for each student. I read the instruction out loud and gave them the example. After that, I asked them to guess the lesson topic.

The following activities, I gave the students an example of procedure text. I asked them to read and identify the text and they started guessing what procedure text is. After that, I described the definition, the purposes, structure, grammar and conjunction that use in a procedural text. I have to make sure they are all paying attention by maintaining my voice to be heard and circling around the class. Then we discussed how to identify the text. I asked them to read out loud the text.

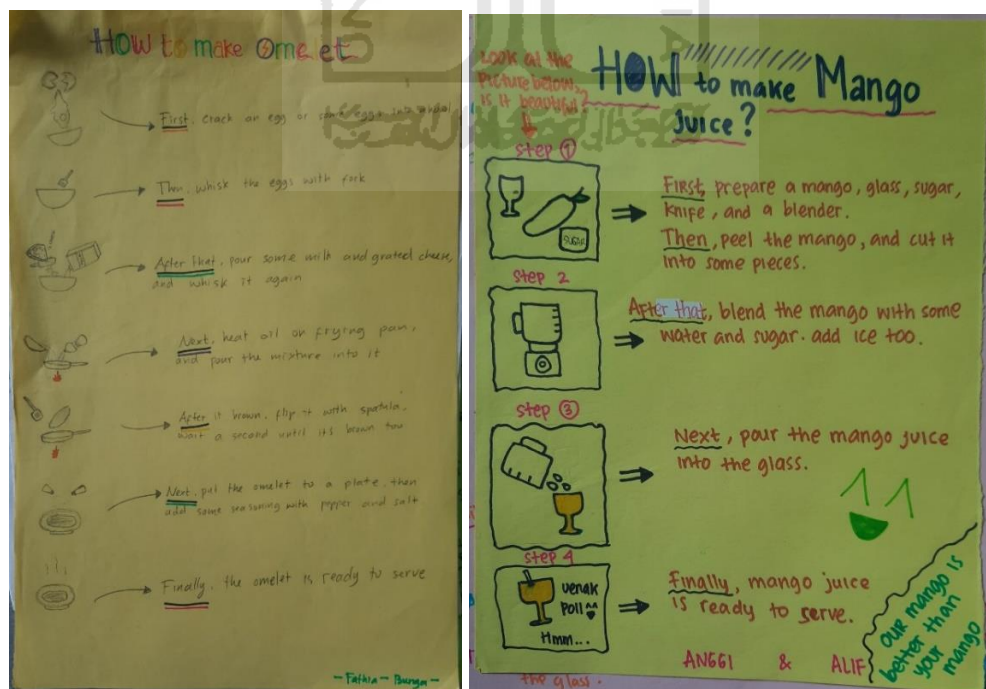
Moved to the next agenda, I gave them worksheet contain of texts of procedure text. I provided questions related to the text. Because the limited time so it used as homework. But we make an agreement that they should submit it in the next day. Before closing the class, we summarized the lesson.

On the first meeting, I used two of Marzano's strategies. That are practice and summarizing. I gave the students worksheet as a homework and for the closing session is summarizing by asked them questions.

2.2 Meeting 2

I started the class with recalling the last material. After that, I gave them two pictures and asked them to divided into two group. They have to give it a suitable title and guess the equipment or ingredients and write down the steps. In this activity, I told about adverbial sequence was needed in procedure text. The goal from this activity was to make a procedure text from the series picture together.

The next activity is pair work. I gave them some themes and they have to choose one. For each group, they took one piece of paper and marker I prepared. They should make the procedure text beautifully. They could draw the ingredients, step or etc. to make their paper look good.



Picture 2.1 and 2.2 students' procedure text

On my second meeting, I used cooperative learning and nonlinguistic representation strategies. I asked them to make a small group to identify procedure texts and pair work to make a procedure text creatively by drawing the ingredients and the equipment.

3. The influence of the activities

The use of instructional strategies is because the observation result during analyzing the student characteristics in class shows up that the students are passive and tend to ignore the teacher when she gives an explanation. Because the teacher could not handle the class, so the students busy with their things.

The purpose of those activities is to give more variety in instruction that can catch their attention and be more active in the class. It also helps the students understand and gain a better understanding.

From the teaching activities, the students became more active and have fun with their classmate during the learning activities. I used some strategies during teaching learning activities such as grouping, pair work, assessment and summarizing. The students can share their opinions through those activities and ask their friend questions that could not ask to teacher. Some students are shy and quiet and some are very active. This strategy surely makes the teacher easier to control the situations and give every student a chance to explore more experience and help low performing students experience academic success.

CHAPTER IV

CONCLUSION

The purpose of using instructional strategies is to make the students gain a better understanding of the material. From the activities that the author implemented during PPL, the result shows that the students became more focus and active. Instructional strategies help the teacher to capture students' attention and improve their engagement. They listen and obey the teacher's instructions. The class atmosphere became more fun and less monotonous. All of those aspects contributed to increasing their achievement. However, the teacher must be able to decide which strategies to use, in other words its situational and conditional.



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Appendixes

RPP for teaching in class X meeting 1 and 2

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMA BIAS

Mata Pelajaran/Materi Ajar : B. Inggris / Procedure

Periode/Waktu : 2 x 40 menit

Kelas/Semester : X / I

I. STANDAR KOMPETENSI

Membaca

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

Menulis

6. Mengungkapkan makna dalam teks tulis fungsional pendek esei sederhana berbentuk recount, narrative, dan procedure dalam konteks kehidupan sehari-hari

II. KOMPETANSI DASAR

- 5.2 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
- 6.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks

kehidupan sehari-hari dalam teks berbentuk: recount, narrative, dan procedure

III. INDIKATOR

- Mengidentifikasi urutan peristiwa dalam teks
- Mengidentifikasi langkah-langkah retorika dari teks
- Mengidentifikasi tujuan komunikasi teks yang dibaca
- Menggunakan kalimat imperative dalam membuat sebuah resep atau petunjuk
- Menghasilkan teks berbentuk procedure
-

IV. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat:

- Peserta didik mampu mengidentifikasi wacana berbentuk procedure text
- Peserta didik mampu menjawab pertanyaan-pertanyaan pada bacaan yang tersedia
- Menghasilkan teks berbentuk procedure

V. METODE PENGAJARAN

- tanya jawab dan penugasan individu dan kelompok.

VI. LANGKAH PEMBELAJARAN

Pertemuan ke-1

No.	Kegiatan	Waktu	Media
1.	Pendahuluan <ul style="list-style-type: none"> • Mengucapkan salam dengan ramah. • Mengecek kehadiran siswa. • Memimpin doa sebelum belajar 	5 menit	
2.	Kegiatan Inti: <ul style="list-style-type: none"> • Mengajak peserta didik untuk bermain ice breaking membuat heart origami. • Menyampaikan tujuan pembelajaran yang berhubungan dengan materi. Guru menjelaskan tujuan pembelajaran • Guru memberikan teks procedure • Guru meminta murid membaca teks tersebut • Guru meminta murid untuk mengidentifikasi teks tersebut • Guru menjelaskan tentang procedure text (definisi, tujuan, structure dan grammar) • Guru memberi soal latihan pilihan ganda 	70 Menit	<ul style="list-style-type: none"> • <i>Laptop</i> • <i>Projector</i>

3.	Penutup : <ul style="list-style-type: none"> Guru meminta siswa untuk menyimpulkan materi pembelajaran yang telah dipelajari Guru menutup kelas 	5 menit	

Pertemuan ke-2

No.	Kegiatan	Waktu	Media
1.	Pendahuluan <ul style="list-style-type: none"> Mengucapkan salam dengan ramah. Mengecek kehadiran siswa. 	5 menit	
2.	Kegiatan Inti: <ul style="list-style-type: none"> Guru mengingatkan siswa tentang procedure text yang telah dipelajari pada pertemuan sebelumnya Guru memberikan gambar-gambar berurutan dan meminta siswa bersama-sama untuk memberikan judul, ingredients dan steps. 	70nMenit	<ul style="list-style-type: none"> <i>Laptop</i> <i>Projector</i>

	<ul style="list-style-type: none"> • Guru meminta murid berpasangan untuk membuat procedure text • Guru memberikan tema 		
3.	Penutup: <ul style="list-style-type: none"> • Guru meminta siswa untuk menyimpulkan materi pembelajaran yang telah dipelajari • Guru menutup kelas 	5 menit	

VII.MATERI POKOK

Procedure text

Definition of Procedure Text

Procedure is a text that shows a process in order. Its social function is to describe how something is completely done through a sequence of series.

- 1) Texts that explain how something works or how to use instruction / operation manuals e.g. how to use the video, the computer, the tape recorder, the photocopier, the fax.
- 2) Texts that instruct how to do a particular activity e.g. recipes, rules for games, science experiments, road safety rules.

- 3) Texts that deal with human behavior e.g. how to live happily, how to succeed.

Generic Structure of Procedure Text

- Goal: It contains the purpose of the text. (e.g.: How to make spaghetti)
- Material or Ingredient: it contains of the materials that used in the process. (e.g.: the material to cook omelet are egg, onion, vegetable oil, etc.)
- Step: it contains of the steps to make something in the goal. (e.g.: first, wash the tomatoes, onion, second cut the onions becomes slice. . .)

The Characteristics / Language Feature of Procedure Text:

- Use adverbial of sequence / Using temporal conjunction (e.g.: first, next, then, finally/ when, while, after etc.)
- Use command / imperative sentence (Add, cut, don't mix)
- Using action verb
- Using Simple Present Tense

VIII. SUMBER BELAJAR

- <http://britishcourse.com/procedure-text-definition-purposes-generic-structures-language-features.php>

IX. PENILAIAN

1) Sikap

- a. Teknik : Observasi

b. Bentuk : Lembar Observasi Instrumen: Lembar
Penilaian Observasi

No.	Sikap yang diamati	Terlihat (√)	Tidak Terlihat (√)
1.	Ketuhanan		
2.	Kerjasama		
3.	Kedisiplinan		

Contoh hasil pengamatan:

No.	Nama Peserta didik	Sikap 1		Sikap 2		Sikap 3	
		Terlihat	Tidak	Terlihat	Tidak	Terlihat	Tidak
1.	Siswa A						
2.	Siswa B						
3.							

a) Pengetahuan

Pertemuan ke 1

- Teknik Penilaian : Tes
- Bentuk : Penilaian Tes Tulis
- Instrument :

$$\text{Nilai siswa} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100 = \dots$$

Pertemuan ke 2

- Teknik : Tertulis
- Bentuk : Membuat procedure text
- Instrument : Rubrik penilaian menulis

Rubrik Penilaian:

No.	Nama siswa	Aspek penilaian					Nilai = jumlah score X 10
		Idea/ content	Schematic structure &	linguistic features	Punctuationand Grammar	kreatifitas	
1.							
2.							
3.							
4.							

Kriteria penilaian:

0.5 = kurang bagus

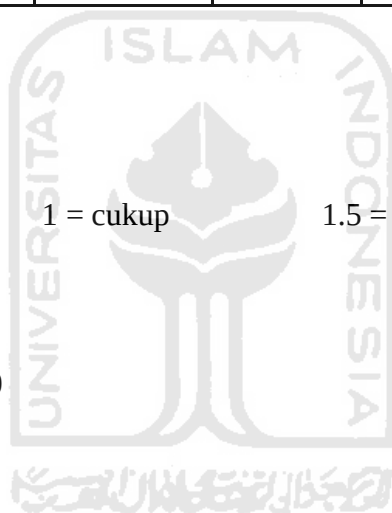
1 = cukup

1.5 = bagus

2 =

sangat bagus

Nilai = jumlah score X 10



Mengetahui

Yogyakarta, 01 September 2017

Kepala sekolah SMA BIAS

Guru Mata Pelajaran

Afrita Nur Rahmawati, S.Pt

Farchah Fitriyati

