**Writing procedure text by using**

**Small group work strategy**

Yeni Erlita

FakultasBahasadanSeni

UniversitasNegeri Medan

**Abstract**

Writing procedure text is considered as one of genre in writing. It is enjoyable to write procedure text writing.Small group work strategy is considered as a solution for students' problem in generating and organizing ideas. Therefore, the writer is convinced that by using Small group work strategy teaching learning process will be more successful, especially in teaching and learning procedure text.

In this study, the product in writing content, organization, vocabulary, language use, and mechanics.The data was calculated by using the score of writing test. The analysis was intended to get the significant differences between taught by using small group work strategy and taught by individual work in writing procedure text.

The result of this study shows that there is difference of out between both of groups. Based on statistics calculation, the mean of control group and experimental group is different. The mean score of the experimental group is higher than control group. The calculation of the t-test shows that t-observed (3,37) is higher than t-table value (2,000) for the degree of freedom 58 at the lord significance (a) 0,05. The result in writing taught by using small group work strategy was higher than taught by using individual work strategy in writing procedure text.

**Keywords**: *Writing, Procedure text, Small group work strategy, Individual work.*

**Introduction**

In teaching-learning process of English subject, there are four skills. They are speaking, listening, and reading and writing. In practice, teachers usually focus on speaking, listening, and reading before they teach their students how to write. It does not mean that writing is not important. All of these language skills are very important to everyone especially for students to become fluent in English. Writing is one of the four languages skills that play a very important role in second language learning. People use writing to express feelings and ideas, to communicate with others and also have remembering facts and details. People need to learn writing in English, for occupational or academic purpose. Writing is a process of transforming thought and ideas into written form. (Harmer, 2004:13) Writing skills is specifics ability which helps writer puts their thoughts into words in a meaningful form and to mentally interact with the message. (Hyland, 2002:88) defines that writing is generative in which writes can explore and discover ideas as they write. So, by writing students can express their knowledge, ideas, messages, and feelings into the form of letters band convey their messages to the readers.

The procedure text is one the genres in writing that must be well-mastered by the students. Procedure text is a text that shows a process in order. The purpose of procedure text is to help readers do a task or make something. The text organizations of procedure text are goal, material, and steps. Goal means the final purpose of doing the instruction. Material means ingredients, utensils, equipment to do the instruction. Step means a set of instructions to achievement to achieve the final purpose. The language features are use of imperative, actions, connectives, and adverbial phrases.

Based on the experiences of some preliminary studies, the students faced some difficulties in writingand their achievement in writing skill is quite low such as writing sentence, paragraph, organizing idea and so on. The students are difficult in generating and organizing ideas into a paragraph if he/she works individually, but it will be different for the students of they are grouped in some small groups. This condition affects the students achievement in writing procedure text. So some creative and engaged strategies should be used in order to make the teaching writing more effective and interesting.

Teachers can make writing enjoyable for students by using variety of activities, approaches, methods, strategies and techniques. Based on the explanation above, writers is interested in small group work strategy.

Small group work is one of the strategies in teaching and learning process. In addition, small group strategy engages student actively in discussion. Students can communicate one another to exchange any information or idea about the topic being discussed. Beside it, in a small group work also increases students’ motivation in learning. Therefore, the writer is convinced that by using small group work strategy the teaching learning process will be more successful, especially in teaching and learning procedure text in writing. There is a well of information about group work and the benefits of collaborative learning. When students spend time meeting in groups, they are able to achieve a deeper learning themes covered in class as well as develop skills, such as writing and communication (Light,2001).

The effectiveness of small group work has been researched and proved by some researchers. Small group work helps students develop teamwork skill and social interactions as well as learning about backgrounds, culture, beliefs, and attitudes.

**Discussion**

Writing is considered as the most difficult skill among the other language skills.The level of students’ ability in an instructional process is known from their achievement. Achievement is the competence of a person, the act of achieving or performing, and successful performance (Algarabel and Camen:2001). The term “achievement” can be used in education. The progress pupils. Make toward the goal and objectives of the curriculum is called as students’ achievement. In teaching learning process, students achievement is an indicator in measuring the successful of study.

Linn et al (2000) claims that students’ achievement is the status of subject-matter knowledge, understanding, and skills at one point in time.The most commonly used measured of students’ achievement is a standardized test.Tinambunan (1988 in Isnian 2009:1) assert that students’ achievement is the students’ grasp of proficiency in certain skills. So, it is concluded that achievement is the result of students successfulness concern that has actually they got from their full effort after accomplish and finishing their educational learning.

1. Writing

Writing is a way communication. Writing is an act to create communication between a writer and readers. Through writing, the writer can express their ideas, feelings and experiences on the written form. Writing is an important skill that should be mastered by the students. This skill is use as medium of delivering the ideas, feelings and perceptions of the writer to the reader in written form. Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. In its most advanced form, written expression can be as vivid as a work of art. As children learn the steps of writing, and as they build new skills upon old, writing evolves from the first simple sentences to elaborate stories and essays. Spelling, vocabulary, grammar, and organization come together and grow together to help the student demonstrate more advanced writing skills each year. This union of skills, however, is a very complex process, and there are few for whom these skills evolve easily. When mastery of these skills becomes an overwhelming obstacle for children, they are often diagnosed with a learning disability in written expression. Sometimes this is due to a lack of skills in a certain area, which can be due to the way the brain translates language. Often, but not always, a child with a disability in written expression will have similar difficulties with reading and/or oral language. This disability looks different in every student, but the student will commonly have difficulty with spelling, punctuation, capitalization and learning basic grammar rules early on. As the student moves through the elementary school years and the demands placed on the student become more complex, different difficulties such as planning, organization, editing, and revising will often become apparent. Learning to write is a linear process, and the tackling of new skill depends upon mastering the skills that came before it. Early struggles with basic skills become magnified and more problematic as academic tasks become more challenging. Writing becomes a chore for these students, and they will often try to avoid it at all costs. However, there are several things that teachers can do to support the learning of the writing skills that will help their students believe that they can write well.

According to Ur (2000) states that writing is an expression of ideas that convey messages to the reader. In writing the writer actually gives something that can be reader’s need. When someone writes something and the others read to the writing, there will be a social interaction. Harmer (2007:33) states that writing is frequently useful as preparation for some other activity, in particular when students writes sentence as preamble to discussion activities. Writing also can be defined as an activity to express or show information, ideas in written text.

**Types of Genre**

 There are some types of genre generally:

1. Narrative has function to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic events, which lead to a crisis or turning points of some kind, which in turn finds a resolution.
2. Recount has function to retell events for the purpose of informing or entertaining.
3. Procedure has function to describe how something is accomplished through a sequence of actions or steps.
4. Descriptive has function to describe a particular person, place, or thing.
5. News item has function to inform readers, listeners, or viewers about events of the day, which are considered newsworthy or important.
6. Reports has function to describe the way things are with reference to a range of natural man made and social phenomena in our environment.
7. Analytical exposition has function to persuade the reader or listener that something the case.
8. Spoof has function to tell an event with a humorous twist and entertain the readers.
9. Hortatory exposition has function to persuade the reader or listener that something should or should not be the case.
10. Explanation has function to explain the process involved in the formation or workings of natural or sociocultural phenomena.
11. Discussion has function to present information and opinion about issues in more one side of an issues.
12. Review has function to comment on and artwork, even for a public audience. Such works of art include movies, TV shows, books, plays, operas, recording, exhibitions, concert, and ballets.

In this study, a procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. A **procedure** is a specified series of actions or operations which have to be executed in the same manner in order to always obtain the same result under the same circumstances (for example, emergency procedures). Less precisely speaking, this word can indicate a sequence of tasks, steps, decisions, calculations and processes, that when undertaken in the sequence laid down produces the described result, product or outcome. A procedure usually induces a change. It is in the scientific method.

 This text uses simple present tense, often imperative sentences. It also uses the temporal conjunction such as first, second, then, next, finally, etc.

The generic structures of procedure text are :

* Goal/aim ( or title)
* Materials (not required for all procedural texts)
* Steps (the actions that must be taken)

Language Features of Procedure Text:

* Using Simple Present Tense
* Use of imperatives (e.g.: cut, don’t mix)
* Use of action verbs (e.g.: turn, put, mix)
* Use of connectives (e.g. : first, then, finally, …)
* Use of adverbial phrases (e.g. : for five minutes, 2 centimeters from the top)

Generic Structure of Procedure

* Goal : It contains the purpose of the text. (e.g : How to make spaghetti)
* Materials or Ingredients : 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. . . )

Purpose of a Procedure Text

An anticipated outcome that is intended or that guides your planned actions. A particular course of action intended to achieve a result. Or to help us to do a task or make something. They can be a set of instructions or directions.

1. Writing Process

In creating a piece of writing, there are several processes involved. Basically there are four elements in writing process namely planning, drafting, editing at final version (Harmer,2004:4).

1. Planning is about how writing should be made. It includes a detailed note or even just a few jotted words. When planning, three main issues should be considered.
2. Drafting is the first version of a piece of writing. Making a draft is always helps.
3. The Small Group Work Strategy

Small group work is a strategy that is implemented by using cooperative learning method. It is supposed to be more effectively way to teach writing of procedure text. Through small group, the students will share their knowledge, ideas or experiences to each other particularly when they have best words (word choice) for writing procedure text, organizing text structure, and using language features appropriately. Meanwhile, in application of small group work there must be a procedure to be applied. Jhonsin, Richard and Rogers ar al (2001:200) states that “small group work strategy will be carried out when students are required to have writing practice”. This procedure involves cooperative writing and editing pair arrangements. In this procedure, the students were grouped in small group consist of four students in each group, and the student received an individually score based on their learning.

Brown (2001:177) ourlines that small group work is a generic term cevering a multiplicitly of strategy in which twi or more students are assigned a task that involves collaboration and self initiated language.

In small group work, usually students together by exchanging ideas and opinions one another. The small group work engages students actively in teaching learning process because the members communicate one another freely and openly. Haugen (2004) states, students learn the most when they can take and activity part in learning instead of beingpassive recipients of information.

In conclusion it can be said that students learn best when they are actively involved in small group work. Students who work in small group tend to learn what is being taught and then retain or longer than when the same contents is presented while they are working individually. However, students who work in small groups will appear more satisfied with their class.

1. The Advantages of Small Group Work

As a strategy that can be implemented directly in teaching learning process, small group work strategy has some advantages.

Brown (2001:177) outlines that there are some advantages of small group work strategy :

1. Small group work generates interactive language
2. Small group work offers an embracing effective climate
3. Small group work promotes learners’ responsibility and autonomy
4. Small group work increases students’ motivation to study much harder

Harmer (2001:117) mentions the advantages of small group work strategy as below:

1. Small group works dramatically increase the amount of talking for individual students.
2. In small group there is greater chance of different opinions and varied contributions than in pair work.
3. Small group work encourages broader skills of cooperation and negotiation than in pair work.
4. Small group work promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher.
5. Students can choose their level of participation more actively in a whole class or pair work situation.

Writing is considered as the most difficult skill among the other language skills. The difficulty lies in generating and organizing ideas students must be very difficult to generate and organize ideas well if they work individually, but it will be different for them if they are grouped in some small groups. Among the other types of writing, writing procedure text is considered as the easiest type of writing. It is enjoyable to write procedure text writing. To make students enjoy writing the other types of writing. It is better for them to start writing from the easiest one.A good writing procedure text should cover all the generic structure of it such goals, materials, and steps.

Small group work strategy is considered as a solution for students' problem in generating and organizing ideas. Small group consists of about four to five [students](http://students.by) dividing students based on their friendship, it will make them comfortable to work and discuss one topic with their friends because they have already known and understand one another, so they can communicate easily to reach successful learning process. Students will be fun and interested with their small groups. Small group work strategy engages students to discuss actively with other members of small groups. Students can learn how to generate and organize well from to the other members of group by discussing it in the groups. Small group work is an interesting and fun strategy in which students can study together with their friends benefits for students.

In addition, group projects can help students develop a host of skills that are increasingly important in the professional world (Caruso & Woolley, 2008; Mannix & Neale, 2005). Positive group experiences, moreover, have been shown to contribute to student learning, retention and overall college success (Astin, 1997; Tinto, 1998; National Survey of Student Engagement, 2006). Properly structured, group projects can reinforce skills that are relevant to both group and individual work, including the ability to:

* Break complex tasks into parts and steps
* Plan and manage time
* Refine understanding through discussion and explanation
* Give and receive feedback on performance
* Challenge assumptions
* Develop stronger communication skills.

Group projects can also help students develop skills specific to collaborative efforts, allowing students to...

* Tackle more complex problems than they could on their own.
* Delegate roles and responsibilities.
* Share diverse perspectives.
* Pool knowledge and skills.
* Hold one another (and be held) accountable.
* Receive social support and encouragement to take risks.
* Develop new approaches to resolving differences.
* Establish a shared identity with other group members.
* Find effective peers to emulate.
* Develop their own voice and perspectives in relation to peers.

While the potential learning benefits of group work are significant, simply assigning group work is no guarantee that these goals will be achieved. In fact, group projects can and often do backfire badly when they are not [designed](https://www.cmu.edu/teaching/designteach/design/instructionalstrategies/groupprojects/design.html), [supervised](https://www.cmu.edu/teaching/designteach/design/instructionalstrategies/groupprojects/monitor.html), and [assessed](https://www.cmu.edu/teaching/designteach/design/instructionalstrategies/groupprojects/assess.html) in a way that promotes meaningful teamwork and deep collaboration.And the benefits for teachers, faculty can often assign more complex, authentic problems to groups of students than they could to individuals. Group work also introduces more unpredictability in teaching, since groups may approach tasks and solve problems in novel, interesting ways. This can be refreshing for instructors. Additionally, group assignments can be useful when there are a limited number of viable project topics to distribute among students. And they can reduce the number of final products instructors have to grade.

Whatever the benefits in terms of teaching, instructors should take care only to assign as group work tasks that truly fulfill the learning objectives of the course and lend themselves to collaboration. Instructors should also be aware that group projects can [add work](https://www.cmu.edu/teaching/designteach/design/instructionalstrategies/groupprojects/challenges.html#challengesforinstructors) for faculty at different points in the semester and introduce its own [grading complexities](https://www.cmu.edu/teaching/designteach/design/instructionalstrategies/groupprojects/assess.html). Therefore, the writer is convinced that by using Small group work strategy teaching learning process will be more successful, especially in teaching and learning procedure text.

This study used essay test as an instrument to collect the data. Asked the population to produce a procedure text in their group based on the title given in pre test and in post test the students were asked to write a procedure text on their own title.

This study was conducted by using experimental group. To obtain the data, writing test was given to the students. The data were obtained from the students' writing score in the pre-test and the post test from the two groupexperimental groups and control group. In this study, the students' score in writing content, organization, vocabulary, language use, and mechanics. The data of the pre test in experimental group were: the total score was 2089, the highest score was 84, the lowest score was 54, and the mean score was 69,63, while the data of pre test in control group were : the total score was 1795, the highest score was 80, the lowest score 38, and the mean score was 59,83. Based on the data, it can be concluded that the students' score in control group was lower than the students' score in experimental group.

From the data which had obtained in the post test of experimental group were the total score was 2426, the highest score was 88, the lowest score was 70,and the mean score was 80,86. While the data of post test in control group were is total score was 1979, the highest score was 84, the lowest score was 50, and the mean score was 65,96. Based on the data above, it can be concluded that the students' score in experimental group was higher than the students' score in control group.

The data was calculated by using the score of writing test. The analysis was intended to get the significant differences between taught by using small group work strategy and taught by individual work in writing procedure text.

**Conclusions**

In conclusion, the product in writing content, organization, vocabulary, language use, and mechanics are found. The data was calculated by using the score of writing test. The analysis was intended to get the significant differences between taught by using small group work strategy and taught by individual work in writing procedure text.

The result of this study shows that there is difference of out between both of groups. Based on statistics calculation, the mean of control group and experimental group is different. The mean score of the experimental group is higher than control group. The calculation of the t-test shows that t-observed (3,37) is higher than t-table value (2,000) for the degree of freedom 58 at the lord significance (a) 0,05. It means thatthe Ha is accepted and Ho is rejected. The students' score taught by using small group work strategy was higher thantaught by using individual work strategy in writing procedure text.

**References**

Arikunto, S.2006. *ProsedurPenelitian: SuatuPendekatanPraktik.* Jakarta: RinekaCipta.

Ary, Donald. 2002. *Introduction to Research in Education.* Singapore: Wardswirth

Ary, Donald. 2010. *Introduction to Research in Educational Objectives: the Classification of Educational Goals.* New York; Longman.

Astin, A. (1993). What matters in college? Four critical years revisited. San Francisco: Jossey-Bass.

Bloom, B, S. 1965.*Taxonomy of Educational Objectives: the Classification of educational Goals,* New York; Longman.

Brown, H. Douglas, 2001. *Teaching by Principles, an Interactive Approach to Language Pedagogy* (2nd Ed.). New York: Longman.

Caruso, H.M., & Wooley, A.W. (2008). Harnessing the power of emergent interdependence to promote diverse team collaboration. Diversity and Groups. 11, 245-266.

Cresswell, J.W. 2012.*Education Research : Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* Boston :Pearson Education.

Direktorat Pendidikan Menengah Umum.2006.Kurikulum Tingkat SatuanPendidikan (KTSP). Jakarta: DepartemenPendidikanNasional.

EdyRahmat. 2013 *Improving Student's Achievment in Procedure text Writingthrough small group discussion technique.* Pontianak: State University of Pontianak

Gerot, Linda and Wignell, Peter. 1994. *Making Sense of Functional Grammar.* Sydney: GerdStabler

Harner, Jeremy-2001.*The Practice of English Language Teaching* (3rd Ed.), Cambridge: Longman.

Haugen, Lee. 2004. *Suggestions for leading Small Group Discussion* in [http://www.celt.iastate.edu/teaching/small-group.html. Accessed on April 7th2007](http://www.celt.iastate.edu/teaching/small-group.html.%20Accessed%20on%20April%207th2007).

Heaton, J.B. 1989. *Writing English Language Test.*New York: Longman Group UK.

Homby, *AS, Oxford Advanced Learners Dictionary of Current English, Revised and Lydated.* Oxford University.

Hyland, Ken. 2009. *Teaching and Researching Writing.* United Kingdom:=Pearson Education, ed.

John.2001. *College Writing Skills with Reading.*New York: Mc Grow Hill Jacob. 1983. *English Transformational Grammar.* Singapore: Mc. Graw-Hill.

Kaur, R. 2009. *Strategy and Method.*Retrieved on March 30, 2012 from <http://teacher-educator.jimdo.com/social-science/strategy-method/>

Knapps, Peter and Watkins, Megan. 2005. *Genre, Text, Grammar.* Sidney: University of New South Wales.

Light, 2001. *Group Work: How to Use Group Effectively* in Jumal Effective Teaching

Linn, Robert 1., Bond, Lloyd., Carr., Peggy., Harris., Douglas. 2000. *Students Learning, Students Achievement: How Do Teachers Measure Up.*Arlington: National Board for Professional Teaching Standards

Mannix, E., & Neale, M.A. 2005. What differences make a difference? The promise and reality of diverse teams in organizations. Psychological Science in the Public Interest, 6(2), 31-55.

National Survey of Student Engagement Report. (2006). <http://nsse.iub.edu/NSSE_2006_Annual_Report/docs/NSSE_2006_Annual_Report.pdf>.

Payne et al., 2004.*Group Work: How to Use Group Effectively* in Jurnal Effective Teaching

Svinicki.2005, *M Using Small Groups to Promote Learning in* [*http://www.etexas.edu/academic/cte/soureebook/proups.pdf*](http://www.etexas.edu/academic/cte/soureebook/proups.pdf).Accesed on April 08th 2015

Siahaan, S.&Shinoda,K. 2008. *Generic Text Structure.*Yogyakarta: GrahaIlmu.

Tiwari, Deepak. 2005. *Encyclopedia of modern Methods of Teaching 7.* New Delhi :Cressent.

Tinto, V. (1987). Leaving college: Rethinking the causes and cures of student attrition. Chicago: University of Chicago Press.

Ur, Penny 2000. *A course in Language Teaching: Practice and Theory.* United Kingdom :Cambridge University Press Vockell, Edward L. 1983. *Educational Research.*New York: Macmillan.

***Sekilas tentang penulis*** : Yeni Erlita, S.Pd., M.Hum. adalah dosen pada Jurusan Bahasa dan Sastra Indonesia FBS Unimed.