

**DEDUCTIVE STRATEGY TO IMPROVE THE
PRACTICE OF WRITING STEPS OF PROCEDURE
TEXT**

**The Case at the Seventh Graders of SMP Mardisiswa 1 Semarang in
the Academic Year of 2012 / 2013**



A Thesis
in Partial Fulfillment of the Requirements for Master's Degree in
Linguistics

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**FACULTY OF HUMANITIES
DIPONEGORO UNIVERSITY
SEMARANG**

2013

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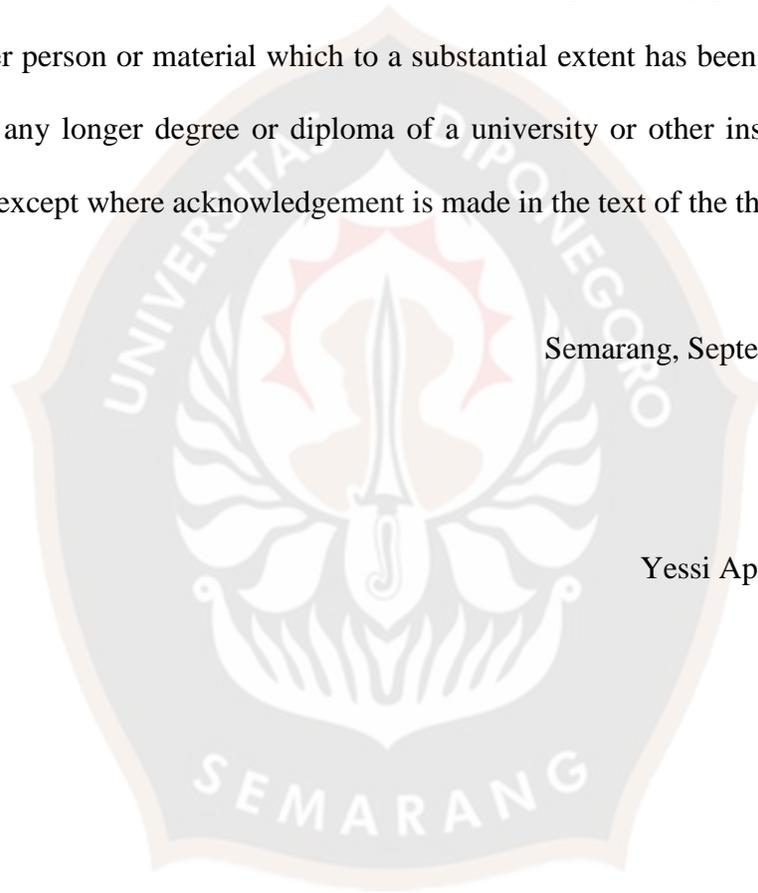
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CERTIFICATION OF ORIGINALITY

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, this study contains no material previously published or written by another person or material which to a substantial extent has been accepted for the award of any longer degree or diploma of a university or other institutes of higher learning, except where acknowledgement is made in the text of the thesis.

Semarang, September , 2013

Yessi Aprilia Waluyo



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The writer realizes that this thesis is still far from being perfect. She, therefore, will be glad to accept any constructive criticism and recommendation to make this thesis better.

Finally, the writer expects that this thesis will be useful to the reader who wishes to learn something about a classroom action research and deductive strategy.

Semarang, September , 2013

The writer

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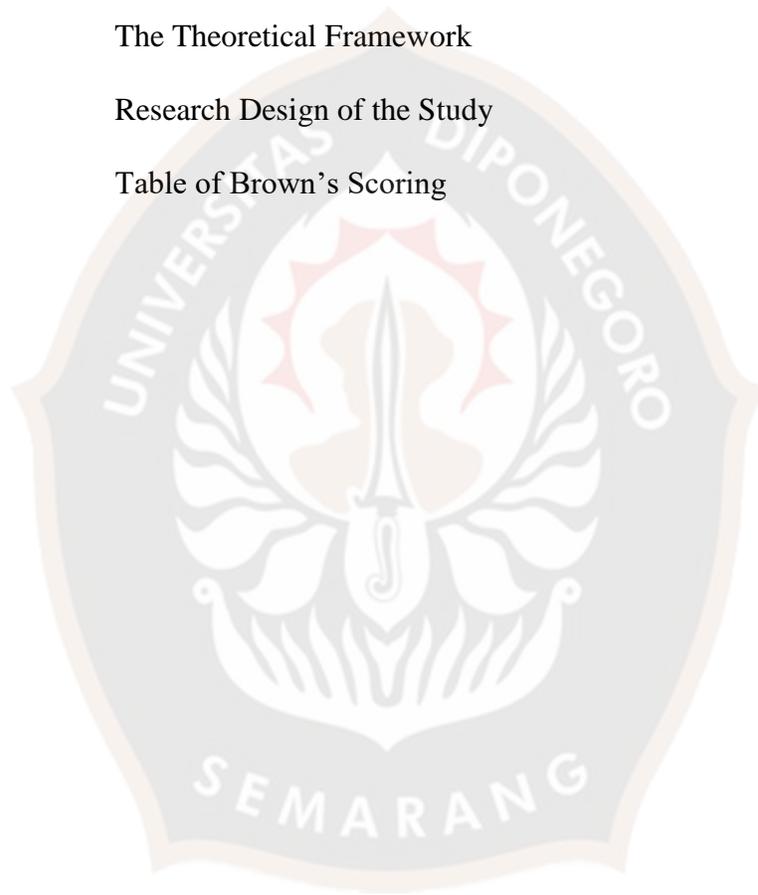
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ABSTRACT

This thesis is mainly concerned with the application of deductive strategy to improve the practice of writing steps of procedure text of the seventh graders of SMP Mardisiswa 1 Semarang. The objectives of this study were to implement deductive strategy in order to improve the practice of writing steps of procedure text and to describe how deductive strategy could improve the practice of writing steps of procedure text.

The design of this study was a classroom action research. The subjects of the study were the seventh graders of SMP Mardisiswa I Semarang. The instruments which were used in this study were indicators for practices, observation sheet for practice, questionnaire, checklist, field notes, observation sheet, interviews and tests. Data collection of this study was qualitative and quantitative data. In analyzing data, the researcher checked, compared and analyzed the qualitative data, such as indicators for practices, observation sheet for practices, questionnaire, field notes, observation sheet, checklist, and interview and the quantitative data, such as the progress of scores in each category of Brown's scoring rubrics.

The results of the research showed that the application of deductive strategy could improve the practice of writing steps of procedure text for the seventh graders in SMP Mardisiswa I Semarang. In pre-cycle I, the researcher found out that the seventh graders had lack of practice. It could happen because there were only a little bit of practices in the text book, the teacher did not give additional practices in the teaching and learning activity, and it seems that the practices jumped from one competence to the other (it means there were not detail practices). In addition, there were low teacher's role and feedback after discussing the practices. Because of the problems above, the researcher found out that the students faced the difficulties in organization of writing, content, grammar, punctuation, spelling and mechanics, and style and quality of expression (vocabulary usage). After that, the improvement of practices was given orderly from the practice of writing vocabularies, phrases, sentences, conjunctions or connectives, paragraph, and text. In cycle I, the practices were good enough because the practices were given in detail and orderly. Therefore, some seventh graders showed the good progress in writing steps. The progress was that they could arrange and develop the steps orderly and they wrote good steps by using V_1 and by using the good enough vocabularies. Meanwhile, in cycle II, the practices were good because the practices were given more detail and orderly. Therefore, most of them showed the better progress in arranging and developing the steps completely and orderly and they wrote better steps by applying V_1 and choosing the appropriate vocabularies when they made imperative sentences. Meanwhile, the average score of the test before doing treatments was 50.50, at end of the cycle I was 55.63, and at the end of the cycle II was 72.73.

Key words : a classroom action research, deductive strategy, practice, procedure text, steps, writing.

INTISARI

Tesis ini mengenai penerapan strategi deduktif untuk meningkatkan latihan menulis *steps* sebuah teks prosedur bagi siswa kelas tujuh SMP Mardisiswa I Semarang. Tujuan dari penelitian ini adalah untuk menerapkan strategi deduktif dengan tujuan untuk meningkatkan latihan-latihan menulis *steps* dan untuk mendeskripsikan bagaimana strategi deduktif dapat meningkatkan latihan menulis *steps* sebuah teks prosedur.

Penelitian ini menggunakan sebuah Penelitian Tindakan Kelas. Subjek penelitian ini adalah siswa kelas tujuh SMP Mardisiswa I Semarang. Instrumen penelitian yang digunakan adalah indikator untuk latihan, lembar observasi untuk latihan, kuesioner, *field notes*, lembar observasi, wawancara, dan tes. Data yang dikumpulkan adalah data kualitatif and data kuantitatif. Dalam menganalisis data, peneliti mengecek, membandingkan, dan menganalisis data kualitatif seperti indikator untuk latihan, lembar observasi untuk latihan, kuesioner, *field notes*, lembar observasi, wawancara dan data kuantitatif seperti peningkatan nilai skor test pada tiap kategori di rubrik penilaian dari Brown.

Hasil dari penelitian ini menunjukkan bahwa penerapan strategi deduktif dapat meningkatkan latihan menulis *steps* sebuah teks prosedur bagi siswa kelas tujuh. Di *pre-cycle I*, siswa kelas tujuh menunjukkan kekurangan latihan. Hal itu dapat terjadi karena ada sedikit sekali latihan di buku teks, guru tidak memberi latihan-latihan tambahan pada kegiatan belajar mengajar, adanya latihan-latihan yang melompat-lompat dari satu kompetensi ke kompetensi yang lain yang mana latihan-latihan tersebut tidak lengkap dan tidak urut. Bahkan, adanya penyertaan guru dan umpan balik dari guru yang rendah setelah membahas latihan. Karena masalah-masalah diatas, peneliti menemukan bahwa siswa menghadapi kesulitan-kesulitan pada organisasi penulisan, isi, tata bahasa, tanda baca, ejaan, dan mekanik, gaya dan kualitas pengekspresian. Setelah itu, peningkatan latihan pun diberikan secara detail dan urut dari latihan menulis kosakata, frase, kalimat, kata penghubung, paragraph, dan teks. Di *cycle I*, latihan cukup bagus yang mana diberikan secara detail dan urut. Oleh karena itu, siswa dapat menyusun dan mengembangkan *steps* dengan urut dan mereka menulis *steps* yang bagus dengan menggunakan kata kerja pertama dan kosakata yang cukup baik. Sementara itu, di *cycle II*, latihan bagus dan lebih baik yang mana diberikan secara lebih detail dan lebih urut. Oleh karena itu, sebagian besar siswa menunjukkan kemajuan yang lebih baik pada saat menyusun dan mengembangkan *steps* dengan lengkap dan urut. Mereka juga menulis *steps* dengan menggunakan kata kerja pertama dan kosakata yang tepat ketika membuat kalimat perintah. Sementara itu, nilai rata-rata tes siswa sebelum penelitian adalah 50.50, setelah *cycle I* adalah 55.63 dan setelah *cycle II* adalah 72.73.

CHAPTER I

INTRODUCTION

This chapter discusses the background of study, the reasons for choosing the topic, the statements of problems, the objectives of study, the scope of study, the significances of study, the definition of terms, and the organization of writing.

1.1 Background of the Study

Nowadays, in Indonesia, English has often been taught by English teachers as a foreign language. It happens from Elementary school, Junior High School, Senior High School and up to universities. Students often get confused when they face English lesson. Even, they do not know how to learn English language as a foreign language and what they should do first when they want to master it.

Actually, they need to know that in learning English there are four skills which they must learn. They are listening, reading, writing, and speaking. The skills are an important part of learning English itself. Therefore, students are expected to master that all skills.

One of levels which the students must start mastering more deeply that all skills in Junior High School. Moreover, the skills are included into the texts and the lesson materials. According to School Based Curriculum of 2004 that the purpose of teaching English in Junior High School is preparing the students in mastering

listening, speaking, reading and writing skills in reaching the skill of understanding and creating short functional text, monologue, and essay of procedure, descriptive, recount, narrative, and report. In addition, those four skills have to be supported by language components such as grammar, vocabulary, sound system and so on.

From that explanation, we know that in order to increase the skills, so in teaching English, especially teaching Junior High School students, a teacher uses some texts, such as procedure text, descriptive text, recount text, narrative text, and report text.

One of texts that must be mastered by the students of Junior High School is procedure text. In this matter, mastering writing steps of procedure text can be the serious matter for seventh grade students in SMP Mardisiswa 1 Semarang. It happens because some of them are confused how to make a procedure text, how to arrange the steps, how to find out the vocabulary items from Indonesian language into English, and how to make the imperative sentences in the steps. In addition, other students are afraid of making mistakes when they write down the steps, so they write nothing when they are asked to make steps of a procedure text.

In this case, the English teacher in SMP Mardisiswa 1 Semarang, who is also the researcher, has felt apprehensive with the writing skill of the students, especially the seventh graders. The teacher's apprehension happened when she asked the seventh graders to make an example of a procedure text based on their own ideas without searching it in internet or other books. At that time, she felt disappointed and

also apprehensive when the seventh graders could not write down the steps and even they had not written something yet. Finally, the teacher knew that some of them were confused how to make a procedure text, how to arrange the steps, how to look for the equivalents of Indonesian's vocabularies into English or vice versa, and how to make the imperative sentences in the steps. In addition, other students were afraid of making mistakes when they wrote down the steps. Even, there were some students who finished writing steps still made many mistakes in using verbs, noun phrases, prepositions, and articles.

Based on the teacher classroom-observations, the seventh graders yielded the bad results of writing steps of procedure text. They could be seen in making the unorganized steps arrangement from introduction until conclusion, in beginning to write down imperative sentences by using past form (V_2), infinitive + s / es ($V_{s/es}$), present progressive (V_{-ing}), to + infinitive (to + V_1), nouns, prepositions, and adjectives, in writing wrong spelling, wrong letters and wrong punctuations, and in using weird vocabulary items.

Apparently, after the researcher conducted a pre-observation, she finds that the seventh graders of SMP Mardisiswa 1 Semarang faced the difficulties in organization of writing, content, grammar, punctuations, spelling and mechanics, and style and quality of expression (vocabulary usage) in writing steps of procedure text because of lack of practices of writing steps. It happened because the English teacher had low frequency in giving writing steps practices. In addition, the teacher often did

not give practices of writing steps orderly and she seldom discussed and checked the result of practices of writing steps.

In order to solve the problems above, the researcher thinks that deductive strategy is a potential solution to be utilized to improve the practice of writing steps of procedure text. Therefore, the researcher wants to do a classroom action research to solve the problems for the seventh graders in SMP Mardisiswa 1 Semarang by the title of “Deductive Strategy to Improve the Practice of Writing Steps of Procedure Text (The Case of Seventh Graders of SMP Mardisiswa 1 Semarang in the Academic Year of 2012 / 2013)”.

1.2. The Reasons for Choosing the Topic

A number of considerations are proposed to show the importance of conducting this study. They are as follows:

- 1) Writing skill is one of the four language skills that should be mastered in learning language. It is an important skill to be mastered. Students need to learn writing in English, for occupational or academic purposes. In order to write well, they must have good capabilities in writing process and aspects of it. The students must be able to organize the ideas, to construct the right sentences, to use punctuations and spelling well. Moreover, they also must be able to arrange their writing into cohesive and coherent paragraphs and text. So, I am going to help my seventh graders in SMP Mardisiswa I Semarang to improve the practice of writing steps

in procedure text because they still have many difficulties and low competence on it.

- 2) Procedure text is one of the four genres introduced in Junior High School level. Based on School Based Curriculum (KTSP 2006), procedure text is taught in the second semester of seventh graders and the first semester of ninth grade students. Based on the researcher's experiences as the English teacher, she found out that the seventh graders had difficulties in writing steps of a procedure text. The difficulties were caused by lack of practices of writing steps.
- 3) Deductive strategy is the potential solution to solve the problems in this study. Deductive strategy is a traditional strategy which is still applied by many English teachers in Indonesia. It cannot be denied that it is still popular in Indonesian education world, especially in teaching English as foreign language. The researcher expects that deductive strategy can improve the practice of writing steps of procedure text.
- 4) The researcher wants to know whether deductive strategy can be applied to improve the practice of writing steps of procedure text or not.
- 5) Action research is a powerful tool for changing the teaching and learning activities and making some improvements. The word of changing above is the improvement of the initial condition to the better one through the action research.

1.3. The Statements of Problem

This study will look at the influence of deductive strategy to improve the practice of writing steps of procedure text. Then, this study is addressed to the following research questions:

- 1) How can deductive strategy be implemented in writing of the steps of procedure text?
- 2) How can deductive strategy improve the practice of writing steps of procedure text?

1.4. The Objectives of Study

There are two objectives of this study. They are as follows:

- 1) To describe how deductive strategy can be implemented in writing of the steps of procedure text for the students at the seventh grade of SMP Mardisiswa 1 Semarang in the academic year of 2012 /2013.
- 2) To examine how deductive can improve the practice of writing steps of procedure text for the students at the seventh grade of SMP Mardisiswa 1 Semarang in the academic year of 2012 /2013.

1.5. The Significance of Study

The study is expected to have theoretical, pedagogical and practical benefits.

The significances of this study can be seen as follows:

- 1) Theoretically, this study can be used as an input in English teaching and learning process, particularly in teaching writing procedure text, especially writing procedure steps and as a reference for those who want to conduct a research in English teaching and learning process by using deductive strategy.
- 2) Practically, this research is expected to help the English teachers how to improve the practice of writing steps of procedure text orderly for the students. Moreover, it can be guidance for the English teachers in teaching writing procedure steps to the students, so they will be more confident, creative and innovative in writing steps of procedure text.
- 3) Pedagogically, this study will give some benefits for:
 - a) The students

After students have known the results, it is assumed that they know their problems and their difficulties and the way to improve their competence in writing steps of procedure text correctly.
 - b) The researcher

This study can develop the researcher's knowledge and experience in teaching writing steps of procedure text, so the students are easier to write down procedure steps. It will also answer her questions about the problems and the difficulties which are faced by the students so far. Moreover, this study can be guidance for the researcher as the English teacher to improve the practice of writing steps of a procedure text orderly for the next.

c) The English teachers

This research can be useful for the English teachers who face the same problems so they can know how to solve the problems.

1.6. The Scope of Study

This study will be conducted at the seventh graders in SMP Mardisiswa 1 Semarang. Writing steps well is difficult to be done for the seventh graders because they had lack of practice. Therefore, this study will focus on improving the practice of writing steps of procedure text by applying deductive strategy.

1.7. The Definition of Key Terms

1) Grammar Translation Method (GTM)

Grammar Translation Method is a way of learning a language through a detailed study of its grammar. The learner then applies the rules of grammar in translating sentences and parts of texts from the mother tongue into the target language and vice versa (Nagaraj, 1996:2). Larsen-Freeman (1982:11) also supports Nagaraj's statement that GTM is a language teaching method building learners to be able to read literature written in the Target Language. This purpose can be reached by learning about the grammar rules and vocabulary of the Target Language. It is also believed that studying foreign language provides students with good mental exercise which helps develop the students' mind.

Richards and Rodgers in his book *Approaches and Methods in Language Teaching* (1986, 3-4) mention that Grammar Translation Method has principal characteristics. They are:

- a) The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign-language study. Grammar Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language. It hence views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language. “The first language is maintained as the reference system in the acquisition of the second language” (Stern, 1983:455).
- b) Reading and writing are the major focus.
- c) Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual words lists, dictionary study, and memorization. In a typical Grammar-Translation text, the grammar rules are presented and illustrated, a list of vocabulary items are presented with their translation equivalents, and translation exercises are prescribed.
- d) The sentence is the basic unit of teaching and language practice.

- e) Accuracy is emphasized.
 - f) Grammar is taught deductively which by presentation and study of grammar rules then practiced through translation exercises. In most Grammar-Translation texts, a syllabus was followed for the sequencing of grammar points throughout a text, and there was an attempt to teach grammar in an organized and systemic way.
 - g) The student's native language is the medium of instruction.
- 2) Deductive Strategy
- Thornbury (1999:29) explains that the deductive (rule-driven) approach to language teaching is traditionally associated to Grammar-Translation. The students should master grammar rules first by using deductive strategy. After that, the translation exercises can be given by the teachers after understanding about grammar rules. As stated by Celce-Murcia (2001:264) that in a deductive activity the students are given the rule and they apply it to examples.
- 3) Grammar
- Gerot and Wignell (1994:2) say that grammar is a theory of language, of how language is put together and how it works. More particularly, it is the study of wordings.
- 4) Writing
- Finocchiro (1973:130) says that writing has been characterized as written thinking. Therefore, it is suggested that students should be encouraged to express their ideas, experiences, thoughts, and feeling into writing.

5) The practice

According to Hornby in *Oxford dictionary* (1995: 905) that practice is 1) the actual doing of something as contrasted with ideas. 2) regularly repeated exercise or training done in order to improve one's skill at something. 3) a way of doing something that is common, habitual or expected. 4) a thing done regularly. 5) the work or bussines of a business of a doctor, lawyer, etc.,.

6) Procedure Text

Hammond, *et al* (1992:86) that a procedure is to describe how something is accomplished through a sequence of actions or steps.

1.8. The Organization of Writing

This study is comprised of five chapters and systemized as follows:

Chapter one shows the background of study, the reasons of choosing the topic, the statements of problems, the objectives of study, the significances of study, the scope of study, the definitions of terms, and the organization of writing. In general, this chapter provides the framework or the ground thinking and the arise problems of this study to bridge the following chapters.

Chapter two provides the review of the related literature. It describes some theories which are used in developing the study. All of them will serve the fundamental references in conducting and analyzing the study. They consists of the explanations of previous studies, theoretical reviews which consist of Grammar

Translation Method, general concept of deductive strategy, general concept of grammar, the grammatical features, the grammatical features cause difficulties in writing, deductive strategy in teaching grammar, the notion of writing, the purpose of writing, definition of practice, general knowledge of procedure text, the definition of action research, the steps in action research and theoretical framework.

Chapter three concerns the method of investigation. This chapter consists of research design which it gives the research design, the research procedure, the subject of study, the instruments of study, and data collection.

Chapter four discusses the main purpose of this study. It provides the explanations and analysis about the difficulties which are faced by the students at the seventh grade of SMP Mardisiswa 1 Semarang in the academic year of 2012 /2013 in writing of the steps of procedure text because of lack of practice, the implementation of deductive strategy in writing of the steps of procedure text for the students at the seventh grade of SMP Mardisiswa 1 Semarang in the academic year of 2012 /2013 , and the description of how deductive strategy can improve the practice of writing steps of procedure text for the students at the seventh grade of SMP Mardisiswa 1 Semarang in the academic year of 2012 /2013.

Chapter five shows conclusion which consists of summary and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter shows some theories and reviews of the theories which are related to the research. Chapter two discusses previous studies which have ever been done by other researchers which the previous studies have still relationship with this study, theoretical review which consist of Grammar Translation Method, deductive strategy in teaching grammar, general concept of deductive strategy, general concept of grammar, the grammatical features, the grammatical features cause difficulties in writing, deductive strategy in teaching grammar, the notion of writing, the purpose of writing, definition of practice, general knowledge of procedure text, definition of action research, the steps in action research and theoretical framework.

2.1. Previous Studies

The researcher has found two previous studies which carried out Grammar Translation Method in conducting the research. The first is Molla (2011) who was a researcher of the linguistic program in Diponegoro University. She conducted a research thesis by the title “*The Effectiveness of GTM Plus on Students English Reading Achievement at RSBI Junior High School 1 Tegal*”. Basically, Molla applied GTM Plus which is a modification of classical GTM in order to master speaking. GTM Plus focused on teaching speaking which paid attention more on how the

students could speak in English. It means that Molla's research was concerned on speaking skill which English was used as the tool of deliverance. Before applying deductive strategy, she taught vocabularies by pronouncing word and paying attention on tone and fluency. Meanwhile, the researcher's study also applies GTM which deductive strategy becomes the supporting tool to teach writing steps in procedure text and to improve the practices of writing steps. In applying deductive strategy, the researcher presents and explains grammar rules and then she applies them into the examples. After that, deductive strategy here is used to increase the practices orderly from the practices of writing vocabularies, the practices of writing phrases, the practices of writing sentences, the practices of writing conjunctions or connectives, the practices of writing paragraph, and the practices of writing text. Therefore, the application of deductive strategy here has the main focus in the written area. In this case, Molla's research and this research use GTM as the basic focus in doing the research. Meanwhile, the difference is put on the aim of using deductive strategy. Molla uses deductive strategy to master speaking skill. However, the researcher uses deductive strategy to improve the practice of writing steps.

The second is the research which was done by Setiyadi (2006). Setiyadi explained in his book *Teaching English as A Foreign Language* that he applied GTM to do his research which actually included deductive strategy in his research. He presented and explained simple present tense first, and then he gave the examples and their translation into Indonesian language. However, he only focused on giving the practice of writing sentences and the practice of answering questions. In the

researcher's study, deductive strategy is presenting and explaining simple present tense and imperatives and then applying the rules of simple present tense and imperatives into the examples. She also compares the rules of simple present tense and imperatives from English into Indonesian language. Although she focuses on practices of writing sentences, she gives the practices of writing steps from the practices of writing vocabularies, the practices of writing phrases, the practices of writing sentences, the practices of writing conjunctions or connectives, the practices of writing paragraph, and the practices of writing text. In this case, Setiyadi's research and this research use GTM as the basic focus in doing the research. Meanwhile, the difference is put on the aim of using deductive strategy. Molla uses deductive strategy to improve the practice of writing sentences and to help the students to answer the practice of answering the questions based on the given text. However, the researcher uses deductive strategy to improve the practice of writing steps from the practice of writing vocabulary, phrase, sentence, conjunctions or connectives, paragraph, and text.

2.2. Theoretical Review

This section is divided into two sections, such as the theories and their reviews, which are used in this study. They are as follows:

2.2.1. General Concept of Grammar Translation Method (GTM)

Grammar Translation Method is one of foreign language teaching methods which was famous from 1840s to the 1940s. It needs to know that it was the product of German scholarship. Nagaraj (1996:1) states the German scholars who built this method are J. Seidenstucker, Karl Plotz, H.S. Ollendorf, and J. Meidinger. Actually, at the end of the eighteenth century, the United States of America knew this method as the Prussian method. It means that GTM was built by J. Seidenstucker, Karl Plotz, H.S. Ollendorf, and J. Meidinger which in United States of America it was famous as the Prussian method.

Basically, Grammar Translation Method is a way of learning a language through a detailed study of its grammar. The learner then applies the rules of grammar in translating sentences and parts of texts from the mother tongue into the target language and vice versa (Nagaraj, 1996:2).

From that explanation, we know that it is a method which is used by some teachers to teach English as the foreign language and even the second language by focusing on the knowledge of English grammar and applying it into translation of the sentences and texts from the native language into the foreign language or vice versa. Therefore, memorizing rules of English grammar and vocabularies are crucial to do.

Larsen-Freeman (1982:11) also supports Nagaraj's statement that GTM is a language teaching method building learners to be able to read literature written in the

Target Language. This purpose can be reached by learning about the grammar rules and vocabulary of the Target Language. It is also believed that studying foreign language provides students with good mental exercise which helps to develop the students' mind. In this matter, Larsen-Freeman (1982) claims that in learning reading and writing in the target language, it must be good that the teacher should give practices after presenting grammar rules and giving vocabularies of Target Language related to the given material in order to exercise the learners' mental and mind, achieve and master the material.

It is clear that reading and writing are the major focus on GTM. Setiyadi explains in his book (2006:32) that GTM embraces a wide range of approaches but broadly speaking, teaching the target language is seen as a mental discipline even through it is often claimed that the goal of the teaching is to be able to read literature in its original form. With regard to the nature of languages and languages learning.

From Setiyadi's explanations above, GTM is focused on reading and writing and paid attention just a little on listening and speaking. In learning language by using GTM, studying and comparing Target Language and native language are important to do. Here, the usage of native language in order to learn Target Language is important.

Setiyadi (2006:32-33) assumes that GTM has four principles which the teacher must know. Here are assumptions about language and language learning that

the GTM embraces: (1) Through the GTM, language is believed to consist of written words and of words which exist in isolation; they are individual words which can be translated one by one into their foreign equivalents and then assessed according to grammatical rules into sentences in the foreign language. It means one of the ways to learning foreign language by using GTM is that by translating words one by one from target language to native language or vice versa. (2) In language teaching what should be taught is not the language itself but the faculty of logical thought and provided valuable mental discipline. Through this method, teaching the target language relies very much on cognitive ability. It means that GTM is the method of learning language which is focused on using and exercising mental and cognitive ability. Here, using and exercising mental and cognitive ability can be done by memorizing vocabularies and grammar rules. (3) Using the mother tongue for the purpose of instruction is believed to give language learners a set of clear objectives and clear sense to express their idea. Here, the usage of mother tongue or native language is needed as the medium of deliverance from target language to native language or vice versa. (4) Grammar teaching is needed in order that learners know how words are arranged to express their idea. It means that teaching grammar is important to do. Here, learners must memorize the grammar which has been taught before by the teacher.

In this case, we can find the purpose of GTM itself is reading skill and writing skill and just a little in speaking and listening skills. It cannot be denied that there is a

relationship between reading and writing skills in GTM. In this matter, learners must master grammar rules and vocabularies first to have the ability of reading literature in the Target Language. Then, it can be continued by translating words, sentences and the text from target language into native language or vice versa. In translating from the native language into the target language or vice versa, learners also apply the grammar rules which are used to help them in arranging and in expressing the idea into native language or target language (foreign language).

Many teachers in the world can deny the existence of GTM in the education world. Most of them doubt it as the successful method in teaching foreign language. For them, GTM is an old method of teaching foreign language. Some teachers prefer using modern method or popular method to using GTM method. They think that GTM is not needed in teaching foreign language. That opinion is absolutely wrong because most of them have ever applied this method in the classroom unconsciously. It means that GTM method is widely used in the education world and even until today. Richards (2001:3) states that Grammar Translation is still alive and well in some parts of the world. Richard (2001) considers that GTM keep existing in the world until now which it is still used by the teachers to teach foreign language.

In order to agree about Richards's opinion, Brown (2000:15) says in his book that Grammar Translation Method remarkably withstood attempts at the outset of the twentieth century to "reform" language teaching methodology for language teaching

in educational institutions. It means that GTM competes with other teaching methods and it will always be used by the teachers in teaching language even until now.

Therefore, from the explanations above it is crystal clear that GTM can be still accepted in many schools which it is used to teach foreign language especially English language even until now.

2.2.2. Principles of the Grammar Translation Method (GTM)

Every method and every approach have the specific principles which become an important part and have been applied in order to achieve the target in teaching English as foreign language and even as second language. Grammar Translation Method is one of methods in teaching English which it also has the specific principles which must be followed by the teacher in learning and teaching activity in the classroom.

Principally, Grammar Translation Method focuses on grammatical rules as the basis for translating from the second to the native language (Brown, 2001:18). Here, translation, target language (second language or foreign language), native language, and grammar rules are the important principles in the application of GTM. Moreover, mastering grammar rules is the first thing to do before translating words from the target language to the native language or even vice versa.

Furthermore, in order to make it clear, Richards and Rodgers in his book *Approaches and Methods in Language Teaching* (1986, 3-4) mention that Grammar Translation Method has principal characteristics. They are:

- 1) The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign-language study. Grammar Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language. It hence views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language. “The first language is maintained as the reference system in the acquisition of the second language” (Stern, 1983:455). It means that GTM is used to learn the foreign language or even the second language by studying and memorizing grammar rules and applying them into the translation exercises from the target language or even the second language into the mother tongue or the first language and vice versa.
- 2) Reading and writing are the major focus. Moreover, little or no systematic attention is paid to speaking or listening. It means that the main achievements of applying GTM in teaching and learning activities are reading skill and writing

skill. In addition, speaking and listening are the second focus to be achieved after achieving reading and writing skill.

- 3) Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual words lists, dictionary study, and memorization. In a typical Grammar-Translation text, the grammar rules are presented and illustrated, a list of vocabulary items are presented with their translation equivalents, and translation exercises are prescribed. It means that mastering vocabulary items can be got through the text which has been read. After that, that vocabulary items are translated into and out of the target language and memorized. In applying GTM, presenting and explaining grammar rules are done which are followed by giving vocabulary items and their meanings and applying grammar rules into the exercises of translation.
- 4) The sentence is the basic unit of teaching and language practice. Much of the lesson is devoted to translating sentences into and out of the target language, and it is this focus on the sentence that is a distinctive feature of the method. Earlier approaches to foreign language study used grammar as an aid to the study of texts in a foreign language. But this was thought to be too difficult for students in secondary schools, and the focus on the sentence was an attempt to make language learning easier (Howart, 1984:131). It means that learning sentence is the distinctive feature of GTM which is learnt by translating sentences from the target language into the mother tongue and vice versa.

- 5) Accuracy is emphasized. Students are expected to attain high standards in translation, because of “the high priority attached to meticulous standards of accuracy which, as well as having an intrinsic moral value, was a prerequisite for passing the increasing number of formal written examinations that grew up during the century” (Howatt, 1984:132). It means that GTM has the goal to achieve the high skill of translating the written text through giving the translation exercises into and out of the target language.
- 6) Grammar is taught deductively which by presentation and study of grammar rules which are then practiced through translation exercises. In most Grammar-Translation texts, a syllabus was followed for the sequencing of grammar points throughout a text, and there was an attempt to teach grammar in an organized and systemic way. It means that grammar rules is taught to the students deductively which grammar rules are presented and explained and examples and translation exercises are given by applying the given grammar rules. The syllabus of GTM is focused on giving the explanation of grammar rules throughout the given text.
- 7) The student’s native language is the medium of instruction. It is used to explain new items and to enable comparisons to be made between the foreign language and the student’s native language. It means that the native language or the mother tongue is used to explain and to compare between the target language and the native language in order to know the differences and the meanings of each language easily. Even, the usage of native language can be used to make the teacher easier in delivering material to the students.

Richard and Rodgers mention that in applying Grammar Translation Method, mastering vocabularies, memorization, translating into and out of the target language, deductive strategy, the students' native language, the form of sentences are important tools to achieve the major focus here, such as reading and writing.

Not only Richards and Rogers, but also Setiyadi (2006) in his book explains the principles of the GTM. Actually, both of them have the same explanation about the principles of GTM itself. In this case, Setiyadi (2006:34) has views about the principles of GTM. These following lists are that principles:

1. Grammar rules are presented and studied explicitly; the primary skills to be developed are reading and writing. It means that the teacher teaches grammar rules by presenting and explaining them to the learners which presentation and explanation of grammar rules are used to master reading and writing skills.
2. Hardly attention is paid to speaking and listening skills. It means that GTM paid attention just a little on speaking and reading skills.
3. Teacher correction is the only way to make students produce the right forms of the foreign language. Here, the role of teacher is important to check the students' mistakes and to correct them to be right answers.
4. The goal of foreign language learning is the ability to understand the text written in the target language. It means the main goal of learning language by using GTM is to improve the ability to read and to write the text in the target language.

5. Mastering the grammar of the foreign language is essential in order for students to understand the written target language. Here, after the teacher teaches grammar rules so the learners must memorize the grammar rules and must apply them into the written language in order to master target language.
6. Vocabulary is learnt from bilingual words lists. It means that translating vocabularies from target language to native language or vice versa is necessary to do in learning language.
7. The mother tongue is used as the medium of instruction. Here, the native language is useful as the medium of deliverance the material.
8. A paramount uses of translation exercises is given. Here, giving translation exercises from target language to native language or vice versa is done to learn language.

Basically, from both experts above that GTM itself has some points which need to get attention for the teacher in the classroom. When a teacher wants to teach students by using GTM, he or she must use mother tongue or native language and just a little he or she uses target language as the medium of instruction in learning and teaching activity in the classroom. By using both languages, a teacher can teach students about grammar rules and vocabulary. It means that the emphasis of GTM is on teaching grammar rules deductively and learning vocabulary. Another focuses are on reading and writing, but listening and speaking skills are just a little to be taught in the classroom. Translation is a part of reading and writing skills. In this case, students

are given the task to translate from the target language to the native language or vice versa.

2.2.3. Techniques of the Grammar Translation Method (GTM)

In its implementation, Grammar Translation Method has some several techniques to be applied in learning and teaching activity in the classroom. According to Larsen-Freeman (2000:19-20), there are nine techniques of teaching by using GTM. They are:

1. Translation of a literary. students translate a reading passage from the target language into their native language. The reading passage then provides the focus for several classes; vocabulary and grammatical structures in the passage are studied in subsequent lesson. It is crystal clear that in learning language by using GTM, the teacher gives the learners translation exercises from target language into the native language or vice versa which this action automatically pays attention more on the usage of grammatical structures and vocabulary.
2. Reading comprehension questions. Students answer questions in the target language based on their understanding of the reading passage. Here, the teacher can give the practice of questions and answers to the students which they answer the questions based on the given text.
3. Antonyms / synonyms. Students are given set of words and are asked to find antonyms in the reading passage. Here, the teacher can give the practice of

antonyms and synonyms to the students which they find out the antonyms or even the synonyms of given words based on the given text.

4. Cognates. Students are taught to recognize cognates by learning the spelling or sound patterns that correspond between the languages. It means that the teacher can give the practice of spelling letters to the students which the letters will form words or vocabularies.
5. Deductive application of rule. Grammar rules are presented with examples. Exceptions to teach rule are also noted. Once students understand a rule, they are asked to apply it to some different examples. Here, grammar rules are taught by presenting and explaining them and then applying them into examples. Then, the students are asked to apply them into different examples by themselves.
6. Fill-in-the-blanks. Students are given a series of sentences with word missing. They fill in the blanks with vocabulary items or with items of a particular grammar type, such as prepositions or verbs with different tenses. In this case, the students are asked to fill the given blanks with vocabulary items.
7. Memorization. Students are given lists of target language vocabulary and their native language equivalents and are asked to memorize them. Here, the teacher gives the vocabularies of the target language and the students are asked to find out the meanings of them in native language. Then, the teacher asks them to memorize the given vocabularies and their meanings.
8. Use words in sentences. In order to show that the students understand the meaning and use of a new vocabulary item, they make up sentences in which they

use the new words. In this case, the teacher asks the students to make sentences by using new words but they have the same meanings with the given vocabularies before.

9. Composition. The teacher gives the students a topic to write about in the target language. The topic is based upon some aspect of the reading passage of the lesson. Here, the teacher asks the students to write what they know in the target language related to the given topic. The topic here is based on the given text.

From the explanation above, it is true that someone who wants to apply GTM must know the techniques in applying it practically. That techniques pay attention more on translation, reading comprehension questions, antonyms / synonyms, cognates, deductive application of rule, fill-in-the-blanks, memorization, use words in sentences, and composition.

2.2.4. Advantages and Disadvantages of Grammar Translation Method (GTM)

It is crystal clear that Grammar Translation Method is still alive until today in the classroom unconsciously. Many English teachers in the world especially in Indonesia should not deny about the existence of it in the education world. Not overall of the learning and teaching activities use GTM as the teaching method, but most teachers integrate it with other methods or other techniques. Therefore, we can summarize that GTM can contribute the advantage in the teaching world. According to Tarigan (1988:108) by using Indonesian language, he mentions some advantages

of GTM itself. They are 1). kelas-kelas besar dapat diajar. It means that GTM can be used for the big class which consists of many students, 2). guru yang tidak fasih pun dapat dipakai. It means that the teacher who is not fluent can be used in applying GTM, 3). cocok bagi semua tingkat linguistik para siswa (pemula, lanjutan, atas). It means that this method is suitable for all levels of learners.

Tarigan shows that GTM can be used to teach the class which has many students in it and also to teach beginners, intermediate, and advance students. It also gives the advantage for the teacher who is not fluent in speaking English. It does not mean that the teacher is not clever enough, but he or she is not fluent enough in speaking.

Tarigan (1988:108) also adds the advantage of this method that “metode pembelajaran bahasa-bahasa modern ini dianggap juga sebagai pelatihan mental, bila ditinjau dari sudut psikologis yang mendasarinya.” In this case, Tarigan explains that GTM can give students the mental discipline or good mental exercises which can help their minds. It means that learning language by using GTM consists of cognitive ability and memorizing ability which the students must listen to the teacher’s explanations and they must pay attention more when the teacher explains something. After that, they must memorize what the teacher has presented and explained before.

On the one hand, GTM has some advantages, on the other hand, it also has some disadvantages. Based on Tarigan (1988:109), there are three disadvantages of

using GTM. They are 1). secara linguistik dibutuhkan guru yang terlatih. It means that this method actually needs the trained teacher, 2). kebanyakan pokok bahasan terpisah dan terpencil dari yang lain. It means that the subject matters are separated each other, 3). tidak sesuai bagi orang yang tuna-aksara,...., sedikit sekali bahasa yang digunakan bagi komunikasi antar pribadi; kesempatan bagi pengemukakan tuturan atau ujaran spontan sangat terbatas. It means that this method is not suitable for an illiterate, and even this method cannot improve the speaking and listening skills.

Tarigan (1988) mentions that GTM needs the teacher who has experiences and has got the training to deliver the materials to the students easier and clearer. GTM can make the explained and given material to be separated from another skills and another material. Even, GTM itself cannot be applied for the illiterate students.

Richards and Rodgers say in their book (1986:4) that "...although the Grammar Translation Method often creates frustration for students...". From that explanation, it is clear that GTM can make students frustrated and bored because they must need to memorize grammar rules and vocabularies. Although GTM can make students bored and frustrated, but it can be believed that it gives good effects for students to master reading and writing skill.

Every method, every approach, and every technique must have advantages and disadvantages. However, it cannot be rejected that GTM keeps continuing until today in many classrooms although it has many disadvantages.

2.2.5. General Concept of Deductive Strategy

Actually, GTM has an important part which should be utilized first for the students before continuing to the translation part. It is deductive strategy which is one of important steps of applying GTM itself. Deductive strategy cannot be separated each other with GTM. GTM and deductive strategy has a close relationship related to the grammar rules learning. Thornbury (1999:29) explains that the deductive (rule-driven) approach to language teaching is traditionally associated Grammar-Translation. The students should master grammar rules first by using deductive strategy. After that, the translation exercises can be given by the teachers after understanding about grammar rules. Furthermore, Thornbury adds in his book (1999:29) that a deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied. From the explanations above, it can be deduced that deductive strategy is a teaching strategy which is used by a teacher by presenting and explaining grammar rules and then giving examples and practices to the students by applying grammar rules which have been taught by the teacher before.

In this matter, we need to know about the deductive strategy itself. According to Brown (2000:97) that deductive reasoning is a movement from a generalization to

specific instances which specific subsumed facts are inferred or deduced from a general principle. Brown (2009) summarizes that deductive strategy is the way of delivering materials from the common explanations into the specific explanations. Deductive according to Brown's idea here is giving the general explanations to the students and then giving the detailed and specific explanations through the examples by applying the given general explanations before. In this case, practices can also be included into the detailed and specific explanations which apply the given general principles or the given general explanations before.

Richards and Rodgers (1986:4) also comment about it that grammar is taught deductively, that is, by presentation and study of grammar rules, which are then practiced through translation exercises. In this case, in order to understand about reading and writing in English, so an English teacher must explain the grammar rules first and then, gives the examples by using translation exercises.

That fact is also stated by Celce-Murcia (2001:264) that in a deductive activity, on the other hand, the students are given the rule and they apply it to examples. In this case, it needs to know that the teacher presents and explains grammar rules to the students and then, the teacher tries to apply them into the examples. After that, the students apply them into other examples through exercises.

In implementing an approach, a method or even a strategy of teaching English, it is sure that there must have two different sides, such as supporters and opponents. In applying deductive strategy which is to be a part of GTM steps, on the

one hand, there are many supporters to support it in teaching English as a foreign language, on the other hand, many opponents are ready to make it failed. However, there is still a supporter of deductive strategy named Robinson (1996) in Murcia who chooses deductive strategy as the better way to teach the rules explicitly than teach the rules implicitly. He states in Celce-Murcia (2001:264) that moreover, stating a rule explicitly can often bring about linguistic insights in a more efficacious manner, as long as the rule is not oversimplified or so metalinguistically obtuse that students must struggle harder to understand the rule than to apply it implicitly. Robinson agrees to use deductive strategy in delivering the grammar rules and applying them into the examples. Here, Robinson claims that deductive strategy is useful for students because a teacher's role has the important function in order to make students understand the materials.

Not only the supporters who support the teaching rules explicitly, but also there is an observer who does not support the teaching rules explicitly or deductive strategy completely and also does not reject it completely. Corder (1973) in Celce-Murcia (2001:264) says as the following statement:

“What little we know about.....second language learning..suggests that a combination of induction and deduction produces the best result.... . The old controversy about whether one should provide the rule first and then the examples, or vice versa, is now seen to be merely a matter of tactics to which no categorical answer can be given”

Corder in Celce-Murcia's book emphasizes that the combination between deductive strategy by giving the explanation the rules first and inductive strategy by

giving examples first in order students infer them first is better which produces the better result. Here, Corder (1973) explains that the combination of deductive strategy and inductive strategy is the best combination which it will produce the best results.

Before applying deductive strategy in the teaching and learning activity, it could be better to collect the information of deductive strategy itself. On the one hand, it has advantages, on the other hand, it also has disadvantages. In order to make it clear then Thornbury (1999:30) elaborates the advantages and the disadvantages of deductive approach in the following lists below:

➤ The advantages of a deductive approach are:

1. It gets straight to the point, and can therefore be time-saving. Many rules – especially rules of form – can be more simply and quickly explained than elicited from examples. This will allow more time for practice and application. It means that deductive approach gives benefit which the teacher can present and explain explicitly and she or he can apply them into examples. Here, it will take more times to do the practices by applying the rules.
2. It respects the intelligence and maturity of many – especially adult – students, and acknowledges the role of cognitive processes in language acquisition. Here, deductive approach respects the intelligence which the learners have to study the language by using this approach. In this case, the learners must listen to the teacher's explanation and pay attention on what the teacher explains.

Furthermore, they are not necessary to study the material by themselves because the teacher will explain the material first.

3. It confirms many students' expectations about classroom learning particularly for those learners who have an analytical learning style. In this case, deductive strategy is suitable to be used to teach the students in the big classroom.
 4. It allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance. Here, the teacher can present and explain the rules according to her or his ideas. It means that the teacher can also use the language which appears in the class (the native language) in explaining rules which it will make the students easier to understand the rules.
- The disadvantages of a deductive strategy are:
1. Starting the lesson with a grammar presentation may be off-putting for some students, especially younger ones. They may not have sufficient metalanguage (i.e. language used to talk about language such as grammar terminology). Or they may not be able to understand the concepts involved. Here, deductive approach is not suitable for the younger students because it consists of cognate ability and memorizing ability.
 2. Grammar explanation encourages a teacher-fronted, transmission-style classroom; teacher explanation is often at the expense of student involvement and interaction. It means that deductive strategy is related to the roles of a teacher. Here, the teacher has the important role to present and explain the rules which the students' involvement is not allowed.

3. Explanation is seldom as memorable as other forms of presentation, such as demonstration. Here, deductive strategy is focused on explanation, presentation and memorization. Memorization often makes the students frustrated and bored.
4. Such an approach encourages the belief that learning a language is simply a case of knowing the rules. In this matter, deductive strategy is popular with teaching and memorizing the rules. Therefore, that fact can appear an opinion which learning a language is just learning or studying about the rules or grammar rules.

From the advantages above, it can be seen that the advantages of a deductive approach are to get straight to the point in presenting and explaining rules which they can be more simply and quickly to be explained, to respect the intelligence and maturity of adults, students, and acknowledges in language acquisition, to make the students clearer in understanding the material, and to make the teacher easier in choosing and applying the grammar rules related to the material.

At the same time, the disadvantages of deductive approach appear. Here, the students especially the younger ones are sometimes harder to follow this approach and understand the material because there are some students who are less in the ability of memorizing. The teacher also dominates in the teaching and learning activity so it makes the students harder to explore what are in their minds. Furthermore, memorizing the rules is important so they are forced to memorize some rules.

2.2.6. Teaching Grammar

This part discusses about general concept of grammar, grammatical features cause difficulties in writing, and teaching grammar by using deductive strategy. They are explained below:

2.2.6.1. General Concept of Grammar

In learning a foreign language, especially English, the use of grammar is the important rules in the part of language. It needs to know that the word of grammar itself has several meanings from different experts. Moreover, there is no definition of grammar itself accepted universally because every expert has his own opinion about grammar according to his mind.

Basically, according to Cook and Suter (1980:1) that grammar is a set of rules by which people speak and write. From their statement, grammar is related to the rules which are used in spoken and written areas. However, Palmer in Alwasilah (1993:16) states that the grammar of language is found only in the written language, spoken languages have no grammar or at least fluctuate so much that they are only partially grammatical. It is clear that Palmer in Alwasilah (1993) denies the usage of grammar in spoken area. He believes that the application of grammar rules is suitable for written area. That fact can happen because in writing something learners are easier to apply the grammar rules carefully in order to express their ideas in the form of formal written language. It can be different if learners apply the grammar rules in

the form of spoken language in order to express their feeling and ideas. Spoken language sometimes does not use grammar because when someone speaks in a language, especially English, he or she sometimes does not pay attention on the usage of grammar.

It cannot be denied that the grammar is related to words and sentences or we can say that grammar is linked to the study of words and sentences. Gerot and Wignell (1994:2) say that grammar is a theory of language, of how language is put together and how it works. More particularly, it is the study of wordings. Here, grammar is the study of language which is about learning how to make sentences, to make and arrange paragraph, to write down a text, and learning rules and parts which are used to make language itself.

Not only Gerot and Wignell, but also Thornbury has the same view with them. He (1999:1) states that traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. It means that actually studying grammar is focused more on analyzing the form of sentences.

On the one hand, grammar is related to the study of words and sentences, on the other hand, it also cannot be separated with the description of that rules in mastering English as a foreign language. That explanation is supported by Cook and Suter in his book (1980:2) that a grammar is a written description of the rules of a language. It means that grammar is the form of rules which are used to describe a written language.

Then, Cook and Suter idea is added by Thornbury (1999:1) that thus a grammar is a description of the rules that govern how a language's sentences are formed. From the explanation, it can be inferred that grammar consists of descriptions of grammar rules which are used to create, arrange, and organize the words into the sentences well.

From some experts above, it can be said that grammar is a theory of language which consists of a set of rules used to study how to arrange words, how to make sentences, how to form and make good language, and how to construct and analyze the words, the sentences, and the language itself.

Leech, Deuchar, and Hoogenraad have the different opinions with some experts in above. He gives a long explanation in his book (1982:3) that grammar as something in reference to the mechanism according to which language works when it is used to communicate with other people. We cannot see this mechanism concretely, because it is represented rather abstractly in the human mind, but we know it is there because it works. One way of describing this mechanism is as a set of rules which allow us to put words together in certain ways, but which do not allow others.

From Leech's explanation, we know that grammar is the mechanism which consists of the rules which are utilized to create and relate one word to another word and even sentences in order to express feelings and ideas which they are in the human mind through written language or spoken language.

For many years, foreign language learners, especially English language learners, only know grammar as the English grammar. However, Gerot and Wignell (1994:5) state that there are three grammars which have had a major influence on schools in the western world in this century. These are as follows:

1) Traditional Grammar

Traditional grammar aims to describe the grammar of standard English by comparing it with Latin. As such, it is prescriptive. Students learn the names of parts of speech (nouns, verbs, prepositions, adverbs, adjectives), parse textbook sentences and learn to correct so-called bad grammar. In addition, traditional grammar focuses on rules for producing correct sentences.

2) Formal Grammar

Formal grammars are concerned to describe the structure of individual sentences. Such grammars view language as a set of rules which allow or disallow certain sentence structures. Knowledge of these rules is seen as being carried around inside the mind.

3) Functional Grammar

Functional grammars view language as a resource for making meaning. These grammars attempt to describe language in actual use and so focus on texts and their contexts. They are concerned not only with the structures but also with how those structures construct meaning.

From the long explanations above, actually grammar is divided into three parts, such as traditional grammar, formal grammar, and functional grammar. They have their own characteristics. Traditional grammar uses the system of prescriptive which is focused on rules for producing correct sentences. Prescriptive here is that the teacher presents and explains the rules to the learners and then she or he applies them into the examples. Actually, this grammar is also used in order to describe and compare between the structure of one language and the structure of another language, such as between standard English and Latin. Formal grammars are concerned to describe the structure of individual sentences. In this case, grammar is used to create sentences orderly by considering the given rules in human's minds. Therefore, in creating sentences by using formal grammar, learners must be careful and they must pay attention how to construct the sentences correctly. Here, they are used to create the language which is easier to be accepted by the common people in the world. Functional grammars are concerned not only with the structures but also with how those structures construct meaning. They are focused on contexts and texts.

2.2.6.2. The Grammatical Features

Talking about grammatical features themselves, it is sure that they cannot be separated to the grammar. Automatically, if we talk and discuss about grammatical features, so we have included the grammar itself. Even, building, creating, constructing and analyzing sentences need to use grammar. As stated by Leech, Deuchar and Hoogenraad (1982:23) that grammar can be briefly described as a set of

rules for constructing and for analyzing sentences. Then, they (1982) add that the process of analyzing sentences into their parts or constituents is known as parsing.

Leech, Deuchar and Hoogenraad (1982:23) still add that if parsing seems at first a negative process of taking things to pieces, remember that by taking a machine to pieces one learns how it works.

From their explanations, it can be seen that in constructing and analyzing sentences, learners can use parsing as a better way to do which knowing and understanding every parts of a sentence itself is important.

It goes without saying that knowing the units of a sentence is essential to do. When people make a sentence, so they must arrange from the smaller unit until the largest unit. It means that they must master vocabularies, in this case they are words, until the clause units. If they have been mastered, so it can be said that they are able to create a sentence or even sentences. Therefore, mastering vocabularies or words, phrases, and clauses are needed to construct and create a sentence or even sentences. As explained by Leech and his friends that the sentence is the largest unit of language. A sentence is composed of smaller units, clauses, phrases and words (Leech, et al, 1982:26).

It means that in order to construct, to create , and to analyze the language, some experts above suggest us to know and understand that a sentence consists of words, phrases, and clauses. A sentence can be created by arranging and constructing words to be phrases and phrases to be clauses.

On the one hand, it needs to identify words or vocabularies, phrases, and clauses in order to explain how sentences are constructed, on the other hand, it is not enough to identify. In this case, it also needs to identify these as belonging to various classes. Leech, Deuchar and Hoogenraad (1982:32) classify classes here into form classes and function classes. They explain that words are divided into word classes, such as noun (N), verb (V), adjective (Aj), adverb (Av). Similarly, phrases are subdivided into noun phrase (NP), verb phrase (VP), adjective phrase (AjP), adverb phrase (AvP), genitive phrase (GP), and prepositional phrase (PP). They can be grouped into form classes. Then, the next is function classes. In this matter, the clauses are included into the function classes which they use Subject (S), Predicate (P), Object (O), Compliment (C), and Adverb (A) to create, construct and analyze a sentence or even sentences. The following long explanations can make it all clear as stated by Leech, Deuchar and Hoogenraad in his book (1982 : 23-82).

1) Words

Words are lower units in a sentence. In the units of sentences, words need little introduction which are represented in the writing system. Actually, as stated before that words consists of some classes, such as noun (N), verb (V), adjective (Aj), adverb (Av). In this matter, they are used to analyze the words or vocabularies. It is better to know about them so that we can differ them each other. Leech, Deuchar, and Hoogenraad in his book (1982:24) try to explain them one by one:

- a. A noun is a naming word. It refers to a thing, person, substance, etc.
- b. A verb is a doing word. It refers to an action.
- c. An adjective is a word which describes or qualifies a noun.
- d. An adverb is a word which describes or qualifies other types of words, such as verbs, adjectives, and adverbs.

2) Phrases

Phrases are units intermediate between clause and word. It can be said that a phrase consists of one or more words. Like words, phrases belong to a number of different classes, such as noun phrase (NP), verb phrase (VP), adjective phrase (AjP), adverb phrase (AvP), genitive phrase (GP), and prepositional phrase (PP). In this matter, they are used to analyze the phrases. Leech, Deuchar, and Hoogenraad define them one by one in his book (1982:57-67). Furthermore, the researcher will summarize them based on their book as the following explanation:

a. Noun Phrase (NP)

If we see from the function side that in the clause, noun phrases act as subject (S), as object (O), or as Compliment (C). It needs to remember that pronouns, such as I, we, you, he, she, it, they, me, us, them, myself, yourself, himself, and herself are not included into noun phrases, but they can also become subject (S) and object (O).

Structurally, the structures of NPs are very diverse, however, in many cases, there is usually a noun which semantically is understood to be the head.

b. Verb Phrase (VP)

Functionally, the VP always acts as predicator (P) in the clause. Furthermore, structurally, the structure of VP in terms of two kinds of element: the main verb (Mv) and auxiliaries (Aux). The auxiliaries are optional, and precede the main verb. At the most general level the structure of the VP is: {Aux} {Aux} {Aux} {Aux} Mv.

c. Adjective Phrase (AjP)

Functionally, in the clause, AjPs function as complement (C). Moreover, in the phrase, AjPs can function as premodifiers in NPs. Structurally, the head of an adjective phrase is an adjective.

d. Adverb Phrase (AvP)

Functionally, AvPs function in the clause as adverbials (A). Then, structurally, the head of an adverb phrase is an adverb (Av). Otherwise, the structure of AvPs is the same as that of AjPs.

e. Genitive Phrase (GP)

Functionally, GPs function either as premodifiers (M) or as heads (H) in NPs. Moreover, structurally, GPs are just like NPs except that they end with the particle 's (') (i.e. GP = NP's), which is not, however, always separately pronounced. Some possessive pronouns are irregular, in that they function as GPs, but do not end in 's, e.g. my, mine.

f. Prepositional Phrase (PP)

Functionally, in the clause, PPs act as adverbials (A). Then, structurally, PPs have exactly the same structures as NPs, except that they are introduced by a preposition, i.e. PP = pNP. Normally, prepositions are inseparable from the head (and modifiers) which follow them. There are, however, various circumstances in which a preposition can be separated from its following NP.

3) Clauses

Clauses are the principal units of which sentences are composed. A sentence may consist of one or more clauses. It needs to understand that the clause has five principal elements, such as subject (S), predicator (P), object (O), compliment (C), and adverbial (A). They can be used to analyze clauses or sentences. Leech, Deuchar, and Hoogenraad define them one by one in his book (1982:57-67). Furthermore, the writer will summarize them based on their book as the following explanation:

a. Subject

In this case, the subject normally precedes the predicator, and there is concord between the subject and predicator as regards number and person.

b. Predicator

In this case, the predicator is the only element which is a verb phrase.

c. Object

In this case, the object is very closely tied to the predicator in terms of meaning, and typically denotes the person or thing most intimately affected by the action or state, etc., denoted by the P.

d. Compliment

In this case, the compliment can look superficially like an object (both can be NPs), but in terms of meaning, it provides a definition or characterization of the S or O. Moreover, objects and compliments normally follow the P.

e. Adverbial

Adverbials fill out the clause by adding extra circumstantial information of various kinds, ranging from time and location to the speaker's attitude. The first point about adverbials is that there is no fixed number of them in a clause; in this they are rather like modifiers in the NP. It needs to know that adverbials are generally much more mobile in the clause than the other clause elements we have met. So, mobile are certain adverbials that they can be placed in the middle of the P, interrupting its elements. Adverbials are also optional in most clause types. They can normally be omitted from the clause.

4) Sentences

Sentences are the largest unit of language. A sentence consists of one or more clauses. Related to the procedure text, sentences here are useful to arrange steps of a procedure text. Sentences which are used in writing steps of a procedure text are simple present sentences and imperative sentences. In this matter, simple

present sentences absolutely apply the formula of simple present tense. As we know that the formula of simple present tense itself is S + V₁ + O + Aor S + P + O + A or even S + tobe + C. However, the imperative sentences are often used in arranging and writing steps of a procedure text. It is crystal clear that the imperative has a non-finite P and no S. It means that the imperative is created by deleting subject (S) and it only uses predicator (P), object (O), and even adverbial (A).

Actually, after mastering writing of sentences, it is clear that one has to continue in mastering conjunctions or connectives, in this case is temporal conjunction, a paragraph and the text itself. According to the book of English On Sky 1 for Junior High School Students Year VII (Mukarto, et.al., 2007:184) that temporal conjunctions or connectives are certain words used to show a sequence of actions or activities. They also add in their book (2007:195) that we use conjunctions to connect clauses, sentences, or ideas. As the examples of them are like numbers, such as first, second, third, fourth, fifth, etc. Not only that, they can be shown as the linking words just like then, next, after that, now, finally, etc.

The next is mastering and writing a paragraph. According to introduction to academic writing book (Oshima and Hogue,2006:4) that a paragraph is a group of sentences that works together to develop a main idea. Paragraphs are organized differently depending on their purpose.

The last is writing a text. In this case, when you want to write down a text, you are free to write down something based on your purpose. Basically, we can say that a text is a group of paragraphs which it consists of three or more sentences which are put in order and linked together to create a coherent form.

From the long explanations above, it can be deduced that in mastering writing text especially here is procedure text, learners must master writing vocabularies, writing phrases, writing sentences, writing conjunctions, writing paragraph, and writing text itself. In this case, mastering writing sentences well is needed. Therefore, in order to help learners construct and create sentences, Leech and his friends classify classes here into form classes and function classes to know the parts of a sentence. They explain that words are divided into word classes, such as noun (N), verb (V), adjective (Aj), adverb (Av). Similarly, phrases are sub-divided into noun phrase (NP), verb phrase (VP), adjective phrase (AjP), adverb phrase (AvP), genitive phrase (GP), and prepositional phrase (PP). They can be grouped into form classes. At the same time, the next is function classes. In this matter, the clauses are included into the function classes which they use Subject (S), Predicate (P), Object (O), Compliment (C), and Adverb (A) to create, construct and analyze a sentence or even sentences.

From their explanation, it can be deduced that in making, arranging, constructing and analyzing, learners can utilize between form classes which consist of noun (N), verb (V), adjective (Aj), adverb (Av), noun phrase (NP), verb phrase (VP), adjective phrase (AjP), adverb phrase (AvP), genitive phrase (GP), and prepositional

phrase (PP) and function classes which consist of Subject (S), Predicate (P), Object (O), Compliment (C), and Adverb (A).

2.2.6.3. Grammatical Features Cause Difficulties in Writing

Studying grammar rules is not easy for many learners who learn English as a foreign language. It can happen because English as a foreign language is not the native language for them, so that they do not know the grammar of its language. Not only the foreign language learners, but also the native speakers of English sometimes do not know the rules of grammar which are used to communicate every day. As stated by Palmer in Alwasilah (1993:15) that some people know the grammar of their language, others do not. It means that there are some people who know and understand what kinds of grammar of language they use and also there are some people who do not know and understand about them.

As we know that English as a foreign language has grammar which must be followed to make right meanings and sentences. However, most foreign language learners often make mistakes and make errors in applying it into writing or even speaking. Levenston in James (1998:255) proposes that we are not only correcting the errors into what learners want to say but also correcting the errors into what the native speakers would have said or written. Levenston in James (1998) explains that it is crystal clear that most learners have ever made errors and mistakes in speaking and writing. However, it is necessary for teachers to correct errors and mistakes which the learners have done in order to get the right forms.

Therefore, we can say that learning and writing other language as a foreign language, in this case is English, become difficult since the target language has different system from the native language. This difference sometimes makes the learners make errors and mistakes especially in applying grammar.

It is crystal clear that mastering grammar is important to do because it can be used to construct words in a sentence or even analyze words and sentences. As stated by Leech, Deuchar, and Hoogenraad (1982:113) that we defined grammar, roughly, as a set of rules for constructing and for analyzing sentences. From that explanation, we know that grammar is used to construct and analyze sentences which every sentence is built from some parts.

Therefore, mastering vocabularies or words, phrases, and clauses are needed to construct and create a sentence or even sentences. As explained by Leech and his friends that the sentence is the largest unit of language. A sentence is composed of smaller units, clauses, phrases and words (Leech, et al, 1982:26). That is true that in creating a sentence is necessary to arrange and organize units from the smaller one until the bigger one. A sentence can be created by putting words into phrases, putting phrases into a clause, and putting a clause to be a sentence.

In a line with the explanations above, Frodesen in Celce-Murcia (2001:233) states that grammar in writing emphasizes that a focus on form in composition can help writers develop rich linguistic resources needed to express ideas effectively in addition to providing assistance in error correction. Here, Frodesen in Celce-Murcia

(2001) claims that focusing on form and structure, here is grammar rules, is needed to help learners in guiding them to avoid errors in writing.

On the one hand, mastering grammatical features in a foreign language is useful for writing, on the other hand, it could make cause of difficulties in writing sentences for foreign language learners who are confused with grammatical features itself. As Celce-Murcia and Olshtain (2000:130) explain clearly that every language has some linguistic features at the sentence-level that can be perceived as difficult. In this matter, Celce-Murcia and Olshtain (2003) deduce that errors in writing here are often done by learners in writing sentences. According them that writing sentences are difficult to master.

In order to produce well-formed sentences, many learners are confused to begin it. They could be afraid of producing well-formed sentences in English. It can happen because they are afraid of making errors and mistakes in applying grammar when they write down words and sentences in English as a foreign language. Thornbury adds statement in his book (1999:114) as follows:

“Once an error has been identified, the next step is to classify it. Learners may make mistakes at the level of individual words, in the way they put sentences together, or at the level of whole texts. At the word level, learners make mistakes either because they have chosen the wrong word for the meaning they want to express (*My brother was stopping in the door* instead of *standing*), or they have chosen the wrong form of the word (*lower* instead of *lawyer*, *thinks* instead of *things*). These are lexical errors. Lexical errors also include mistakes in the way words are combined: *the Sundaynight past* instead of *last Sunday night*. Grammar errors, on the other hand, cover such things as mistakes in verb form and tense (*the doorbell rangs*, *we speaked*), and in sentence structure: *was the four o'clock*, where the subject of the clause (*it*) has

been left out. There is also a category of errors called discourse errors which relate to the way sentences are organized and linked in order to make whole texts. For example, in the student extract above *at last* suggests that what follows is the solution to a problem: *eventually* would have been better in this context.”

From the explanations above, it is clear that learners often make the mistakes and errors in the word level, in the lexical area, the grammar area and discourse area. In making errors at the word level, learners choose the wrong word for the meaning which they want to express. In the lexical errors, they do mistakes when they combine two or more words. In grammar area, they do mistakes in verbs and tenses. In discourse errors, they are difficult to organize and link sentences in order to make good whole texts.

After understanding about why many foreign learners have difficulties in writing words and well-formed sentences, we can conclude that there is an important relationship between grammatical features and writing words and well-formed sentences. It can be proven when learners produce well-formed sentences which need the master of grammatical features and also grammar rules, there is an influence each other in order to create well-formed sentences.

In addition, the ability of recognizing and producing well-formed sentences formany learners is an essential part of learning a second language and a foreign language. However, that ability does not always happen as they want and they hope. There are probably problems which make them feel doubt to begin and create a

sentence or even well-formed sentences in English as a foreign language or even a second language. Thornbury (1999:3) mentions the problems above as follows:

“From a learner’s perspective, the ability both to recognize and to produce well-formed sentences is an essential part of learning a second language. But there are a number of problems. First, as we shall see, there is a great deal of debate as to how this ability is best developed. Second, it is not entirely clear what ‘well-formed’ really means, when a lot of naturally occurring speech seems to violate strict grammatical rules. For example, in many English-speaking contexts *We ain’t at home* would be preferred to *We are not at home* yet only the latter has made it into the grammar books. Third, an exclusive focus on sentences, rather than on texts or on words, risks under-equipping the learner for real language use. There is more to language learning than the ability to produce well-formed sentences. Texts and words also have grammar, in the sense that there are rules governing how both texts and words are organized, but it is not always clear where sentence grammar ends and either word grammar or text grammar begins.”

From the explanation above, it is clear that many foreign language learners have difficulties in applying grammar and grammatical features into writing. Becoming confused when they have to start writing sentences is one of the problems which is faced by them. They usually do not know what well-formed sentence look like . Therefore, there is only learning language in studying foreign language than creating well-formed sentences. That fact can happen because the learners always study about the meanings of sentences, texts and words than they study how to make well-formed sentences. Furthermore, they are afraid of applying grammar rules when they want to start writing and to end writing.

2.2.6.4. Teaching Grammar By Using Deductive Strategy

Although grammar rules are easy enough to be memorized by learners, they are not easy to be applied into writing sentences. Therefore, it cannot be denied that grammar rules are very important to be learnt in order to master English as a foreign language. In this case, actually learners should learn some patterns or rules to enable them to generate new sentences. Therefore, they need grammar as the basic material to study a language and to create sentences.

Celce-Murcia and Freeman explain in their book about the importance of learning grammar as the following explanation:

“Grammar is important to be taught because it affects students’ performance in all four skills – listening, speaking, reading, and writing.” (Celce-Murcia and Freeman, 1999:2)

From the explanations of Celce-Murcia and Freeman above, it can be said that teaching grammar is necessary because it can help learners to master listening, speaking, reading and writing. Not only that, but also it can guide the learners to write down sentences.

On the one side, grammar rules are essential part in learning language, on the other side, they are not easy to be learnt and to be applied into writing for many learners. It can occur because they could be confused in applying grammar rules into sentences and even they could be afraid of making errors and mistakes in beginning writing sentences. Nevertheless, no one can say that grammar is not important and

useful since grammar tells us how to use the language. That goes without saying that learners need to know about grammar as stated by Gerot and Wignell (1994:3) that we need a theory of grammar or language which helps us understand how texts work. It means that it is clear that grammar can help learners to understand how to make sentences and even texts.

Even, for Thornbury, grammar is described as a kind of sentence-making machine. This is the statement of Thornbury in his book (1999:15) that grammar is a kind of sentence-making machine. It follows that the teaching of grammar offers the learner the means for potentially limitless linguistic creativity.

If we see the Thornbury's explanation above closely, so we will catch that Thornbury mentions about grammar and teaching of grammar. In the matter above, it can be said that grammar is used to create sentences. Here, teaching grammar can help learners to avoid making mistakes and errors in creating sentences. In this case, limitless linguistic creativity means avoiding learners to make wrong sentences.

Basically, teaching grammar cannot be separately done in isolation from the four basic skills of learning language. Those are listening, speaking, reading, and writing. By the way, it is better to teach grammar in order to improve writing skill first than others. Teaching grammar can be done continuously from a teacher to the students or the learners. It is pretty clear that in teaching grammar especially in the classroom, it needs a teacher to guide and help them explicitly. As mentioned by

Gerot and Wignell (1994:3) that as teachers we need to know how texts work so we can explicitly help learners learn how to understand and produce texts – spoken and written in various contexts for various purposes. It means that in teaching grammar, the teachers must know grammar itself deeper so she or he can teach the learners explicitly. If the teacher has explained grammar clearly, the students will understand how to write something in the target language and how to speak in the target language.

It can be said that learners who get instructions from the teacher or get explanation explicitly from the teacher are better than those who do not get it from the teacher. Research suggests that learners who receive no instruction seem to be at risk of fossilizing sooner than those who do receive instruction (Thornbury, 1999:16). It means that learners who get instructions or knowledge continuously will not lose the knowledge in their minds. Even, their knowledge will increase step by step.

From the statements above, we can know that in teaching and learning activities, a teacher has the important role to make learners understand the materials. Delivering and explaining the materials explicitly from the teacher to the learners are good to do because if they are not taught by the teacher so they will experience fossilizing. It means that they will not get knowledge and they cannot develop their minds because they do not accept knowledge from the teacher.

In teaching grammar in the classroom, the existence of a teacher is needed in order to achieve the expectation. Whether that learners are highly motivated learners or even they are not, it is, by no means, that they need the role of teacher as an expert to make them understand about grammar in the classroom. Students or learners have right to expect that teachers of the English language can explain straightforward grammar concepts, including how and when they are used. Consequently, it is important to know that the roles of teacher can be a controller, a prompter, a feedback provider or an assessor, and a resource. Harmer (2007:25) explains the teacher roles as follows:

1. The teacher always acts as a controller, standing at the front of the class, dictating everything that happens and being the focus of attention, there will be little chance for students to take much responsibility for their own learning, in other words, for them to have agency. Being a controller may work for grammar explanations and other information presentation, for instance, but it is less effective for activities where students are working together cooperatively on a project, for example. Here, teacher is a controller which he or she focuses and pays attention more on the students. The characteristic of this teacher is suitable when she or he presents and explains grammar in the classroom.
2. Teachers can be prompters who encourage students, push them to achieve more, feed in a bit of information or language to help them proceed. It means that the teacher is a helper and a motivator for the learners. She or he always helps the

students and even motivates them in doing the better exercises and the better assignments.

3. Teachers can be feedback providers (helping students to evaluate their performance) or be assessors (telling students how well they have done or giving them grades, etc). It means that the teacher is a corrector which she or he always check the students' mistakes and then corrects them into the right forms. In addition, she or he also gives the value for each students based on their skills.
4. Teachers can be resources (for language information, etc) when students need to consult us and, at times. It means that the teacher can be a informer for the students which she or he explains the materials to the students and answers the students' answers as long as she or he knows the answers.
5. Teachers can be language tutors (advisors who respond to what the student is doing and advises them on what to do next). It means that the teacher can give suggestions for the students in order that they will know what they will do next and what they should do next.

In this matter, it is crystal clear that the roles of a teacher are important. There are five roles of a teacher which are applied into the teaching and learning activity. They are the teachers as controllers, teachers as prompters, teachers as feedback providers or as assessors, teachers as resources, and teachers as tutors.

In this case, when a teacher wants to teach grammar, she or he must know what kind of strategy will be used. One of teaching strategies which can be applied in

this matter in order to give rules explanations first is a traditional strategy which is a part of GTM characteristics. Thornbury (1999:11) tries to prove that giving grammar explanation is suitable to be learnt by using traditional strategy. He (1999) says that for many people, grammar instruction is traditionally associated with the teaching of the first type of rules-that is, prescriptions as to what should be said (or written). It can be said that presenting and explaining grammar to the students are related to the traditional teaching grammar which we can call it as deductive strategy.

Moreover, deductive strategy needs the role of teacher to be active in presenting and explaining grammar rules. According to Nunan and Lamb (1996:14-15) that the role of learner which uses a traditional strategy is organism that can be directed by skilled training techniques to produce correct responses, and the role of teacher is central and active; teacher-dominated method. Provides model; controls direction and pace. In this matter, the role of teacher which is needed to teach grammar rules to the students by using deductive strategy is the teacher who is active in explaining materials in front of class and who dominates and controls the students in the class in order that the students pay attention more on the teacher's explanations.

As we know that teaching grammar by applying deductive strategy is not easy to be done. When a teacher wants to deliver the knowledge of grammar rules by applying deductive strategy, it is important to follow the criteria of rules which are offered by Michael Swan in Thornbury (1999:32) as the following criteria:

1. Truth: Rules should be true. While truthfulness may need to be compromised in the interests of clarity and simplicity, the rule must bear some resemblance to the reality it is describing. It means that the given rules should be clear and simple and they can be applied into examples. Therefore, the students can study and understand them easier.
2. Limitation: Rules should show clearly what the limits are on the use of a given form. For example, to say simply that we use *will* to talk about the future is of little use to the learner since it does not show how *will* is different from other ways of talking about the future (e.g. *going to*). It means that the given rules should give the limits which one is necessary to learn and which one is not.
3. Clarity: Rules should be clear. Lack of clarity is often caused by ambiguity or obscure terminology. For example: 'Use *will* for spontaneous decisions; use *going to* for premeditated decisions.' To which a student responded. 'All my decisions are premeditated.' It means that the given rules must be clear so that they do not appear the ambiguity. If the given rules are clear to remember so the students will be easier to understand the given rules.
4. Simplicity: Rules should be simple. Lack of simplicity is caused by overburdening the rule with sub-categories and sub-sub-categories in order to cover all possible instances and account for all possible exceptions. There is a limit to the amount of exceptions a learner can remember. It means that the given rules must not be oversimplified so the students can memorize them easier.

5. Familiarity: An explanation should try to make use of concepts already familiar to the learner. Few learners have specialized knowledge of grammar, although they may well be familiar with some basic terminology used to describe the grammar of their own language (e.g. conditional, infinitive, gerund). Most learners have a concept of tense (past, present, future), but will be less at home with concepts such as deontic and epistemic modality, for example. It means that the given rules must be familiar to the students' view. Therefore, the presentation and explanation of rules are delivered to the students based on their own language.
6. Relevance: A rule should answer only those questions that the student needs to answer. These questions may vary according to the mother tongue of the learner. For example, Arabic speakers, who do not have an equivalent to the present perfect, may need a different treatment of this form than, say, French speakers, who have a similar structure to the English present perfect, but who use it slightly differently. It means that the given rules must be relevant with the students' language. The given rules must be relevant with the questions which the students need to answer by using the given rules.

In delivering, presenting and explaining the rules, a teacher must follow the criteria which are regarded as the basic directions in achieving the target. Here, rules should be true, rules should show clearly what the limits are on the use of a given form, rules should be clear, rules should be simple, an explanation of rules should try

to make use of concepts already familiar to the learner, and a rule should answer only those questions that the student needs answered.

In the same time, Thornbury also gives notes that a teacher who applies deductive approach in teaching grammar should pay attention more to his or her presentation of rules in the classroom. He mentions in his book (1999:48) about the features of an effective rule presentation as follows:

“A lot also depends on the teacher’s presentation of the rule. An effective rule presentation will include the following features: it will be illustrated by examples, it will be short, students’ understanding will be checked, and students will have an opportunity to personalize the rule.”

From the explanation above, Thornbury claims that teaching grammar by applying deductive strategy needs the characteristics of the teacher-fronted which teacher must give the effective rules presentation which consists of presenting and explaining the rules clearly and giving examples by applying the rules into the examples. Then, she or he asks them to give other examples by using other words in order to check the understanding of students about the given rules.

It goes without saying that it is important to know about teacher’s role and student’s role when deductive strategy is applied in the classroom. It is common when a teacher uses deductive strategy in teaching grammar, he or she will follow the teacher’s role and the student’s role when he or she is in the classroom. In this case, absolutely the teacher has the authority in the classroom.

2.2.7. General Concept of Writing

This part shows about the notion of writing, the purpose of writing, and the process of writing. All of these will be explained below:

2.2.7.1. The Notion of Writing

Some people think that writing is an easy job to do. They sit down and start writing down something. If they have many ideas in his or her mind, so they will not stop writing until they finish. At a glance, it is easier than speaking. Nevertheless, it will be different that they start writing in English as a foreign language. Most people have experienced at least a mild case of nervousness and even the fear of making mistakes when they begin a writing assignment.

Therefore, it can be concluded that writing is a hard job, especially writing sentences in English. Although it is something difficult to practice, but writing is actually one of the most demanding of skills. Through writing someone can deliver what he or she wants and thinks in his or her mind. As stated by Lado (1964:143) that to write is to put down the graphic symbols that represent a language one understands, so that other can read these graphic symbols if they know the language and the graphic representation. It means that through writing someone can deliver what he or she wants and thinks in his or her mind.

In a line with the explanation above, Finocchiro (1973:130) says that writing has been characterized as written thinking. Here, writing is about graphic symbols to

represent and express what is in someone's mind, such as expressing ideas, experiences, thoughts, and feelings. Therefore, it is suggested that students should be encouraged to express their ideas, experiences, thoughts, and feeling into writing.

After seeing Lado and Finocchiro explanations above, it can be said that they agree if writing is about graphic symbols to represent and express what is in someone's mind.

The opinions above are different from the view of experts many years ago which is explained in Brown. Brown (2001:335) states that a simplistic view of writing would assume that written language is simply the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals. Fortunately, no one holds this view today.

From that statement above, we can know that people in many years ago thought that writing is almost same with speaking, but the difference is in the performance. For today, it can be rejected because it is crystal clear that speaking and writing are different each other.

Many experts give the idea that writing is different from speaking as swimming is different from walking. One of them is Nagaraj. Nagaraj (1996:134) assumes that writing has to be deliberately cultivated. Unlike listening and speaking, it is not something which is natural to humans – it is a skill which has been developed

in civilized society to pass on knowledge or messages beyond the constraints of here and now.

Nagaraj assumes that between speaking and writing, by no means, are different. According to him that listening and speaking are something natural which does not pay attention more on grammar. However, writing needs to be developed which pays attention more on grammar.

Another opinion comes from Harmer. He analyzes the definition of writing itself based on its function. He (2007:112) analyzes that writing is used as an aide-mémoire or practice tool to help students practice and work with language they have been studying. Here, Harmer assumes that writing is a tool which is used to help students with their practices or works.

And also, Celce-Murcia in her book (2001:207) views that writing as an act of communication suggests an interactive process which takes place between the writer and the reader via the text. It means that writing is a communication tool between the writer and the reader by using texts.

As we know that writing is not something natural for humans because writing needs time to think and sometimes needs time to revise to be a better written language. In order to make someone be able to write down something better so that students should be trained systemically. As mentioned by Rivers (1971:245) that in order to be able to write in the foreign language, the students must be trained

systemically through student stages of development: copying, reproduction, recombination, guided writing, and composition.

Rivers in the explanation above assumes that in mastering writing foreign languages, copying, reproduction, recombination, guided writing and composition must be given to the students. They must experience the five stages of development in achieving the target in writing.

2.2.7.2. The Purpose of Writing

One word which most people can say if they try to write down something which has a certain quality is difficult. Although writing looks like not an easy job, but by using writing someone has an opportunity to convey about anything or even about people themselves, to communicate his or her ideas to other people, and to learn something they have not know yet, especially in this case is for second or even foreign language students. Celce-Murcia (2001:205) notes that the ability to express one's ideas in writing in a second or foreign language and to do so with reasonable coherence and accuracy is a major achievement; many native speakers of English never truly master this skill (writing).

It goes without saying that Celce-Murcia assumes that the goal of writing is expressing what are in the learners' mind. In expressing something in mind through writing, learners must pay attention on coherence and accuracy in writing something.

Nagaraj (1996:134) also gives the opinion about it that all writing aims at clear and efficient communication. Here, Nagaraj emphasizes that writing can be used as a communication tool to deliver what is in someone's mind undirectly in order to achieve clear and efficient explanations.

In a line with that, Celce-Murcia (2001:207) adds Nagaraj's idea as follows ".....the skill of writing enjoys special status – it is via writing that a person can communicate a variety of messages to a close or distant, known or unknown reader or readers. Such communication is extremely important in the modern world, whether the interaction takes the form of traditional paper-and-pencil writing or the most technologically advanced electronic mail."

She shows that writing to communicate a variety of messages in someone's mind to others can be done by using a piece of a paper and even using modern tools today, such as electronic mail, facebook, short messages in mobile phone, etc.

Nagaraj agrees that in writing something, it should be clear, efficient, and fluent. Moreover, in order to make written language become clear, so that someone must follow and pay attention to the requirements of producing a piece of writing. Raimes (1983) in Nagaraj (1996:134) mentions the requirements of producing a piece of writing which need to be paid attention are syntax (sentence structure, sentence boundaries stylistic choice, etc); grammar (rules for verb agreement, articles, pronoun, etc); mechanics (handwriting, spelling, punctuation, etc); organization

(paragraphs, topic and support, cohesion and unity); word choice (vocabulary, idiom, tone); purpose (the reason for writing); audience (the reader/s); the writing process (getting ideas, getting started, writing drafts, revising); and contents (relevance, clarity, originality, logic, etc).

Based on Nagaraj's idea that when learners want to produce a piece of writing, they must also focus on syntax (sentence structure, sentence boundaries stylistic choice, etc), grammar (rules for verb agreement, articles, pronoun, etc); mechanics (handwriting, spelling, punctuation, etc), organization (paragraphs, topic and support, cohesion and unity), word choice (vocabulary, idiom, tone), purpose (the reason for writing), audience (the reader/s), the writing process (getting ideas, getting started, writing drafts, revising), and contents (relevance, clarity, originality, logic, etc). After paying attention about the requirements of producing a piece of writing above, learners are expected to be able to write down text well. Here, it means that if learners want to make a piece of writing, so they must pay attention more on the usage of syntax and grammar which they will choose. In this case, learners must also pay attention on organization of writing and on spelling and punctuations. In addition, learners must consider the purpose of writing, the words which will be used in writing, the readers who will read the product of writing itself, and the contents of product of writing. They must also follow the process of writing itself which will yield the better written.

Writing is considered as a means of communication. Communication in writing tends to involve a thinking process because writing requires the process of selecting and recognizing ideas into coherent and logical. Therefore, paying attention to writing process which considers about the components of its sentences is needed to do in order to reach a clear and good written language. Further, most teachers agree that in writing something, there are at least five general components to get more attention. Harris (1969:68-69) says that the components are: (1) content, the substance of the writing, the ideas expressed, (2) form, the organization of content, (3) grammar, the employment of the grammatical forms and syntactic patterns, (4) style, the choice of the structures lexical items to give a particular tone or flavor on writing, (5) mechanic, the use of graphic conventions of the language.

Actually, Harmer supports Nagaraj's idea about the requirements of producing a piece of writing. However, he only mentions five requirements which must be paid attention more in writing something well. They are content, the organization of content, grammar, the choices of style and vocabulary in expressing the idea, and mechanics.

2.2.8. Definition of Practice

It is common that after the English teacher delivers and explains the materials, he or she will give the practices to the students. The goal of giving

practices itself is to improve students' skill related to the lesson materials which have given and explained by the teacher.

According to Hornby in Oxford dictionary (1995: 905) that practice is 1) the actual doing of something as contrasted with ideas. It means that the practice is an action to do something which is related to the given ideas. 2) regularly repeated exercise or training done in order to improve one's skill at something. It is sure that in order to make the improvement of students' skill, teacher must give practices continuously until she or he reaches what she or he hopes. If the practices themselves are given to the students and the teacher gives feedback and corrections, it will be believed that students will know what their problems and mistakes are. After that, they will show the improvements in the form of scoring. 3) a way of doing something that is common, habitual or expected. It means that the practice is an action which is done as what someone expects to do. 4) a thing done regularly. Here, practice is something which is done and given regularly. 5) the work or bussines of a business of a doctor, lawyer, etc,. It means that practice is an action which is related to the profession of a job.

The definition of practice in this research is suitable for the first, second, third, and fourth definitions, but the best definition of practice itself for this research is the second one. Practice is regularly repeated exercise or training which is done in order to improve one's skill at something. It is sure that in order to make the improvement of students' skill, teacher must give practices continuously until she or he reaches

what she or he hopes. If the practices themselves are given to the students and the teacher gives feedback and corrections, it will be believed that students will know what their problems and mistakes. After that, they will show the progress in understanding the materials and the improvement in the form of scoring.

Actually, if we see from the four skills of English teaching and learning process, there are also four kinds of practice form, such as speaking practice, writing practice, listening practice and reading practice. The first is speaking practice which is used to improve especially in speaking skill. The next is writing practice which is used to improve especially in writing skill. The third one is listening practice which is used to improve especially in listening skill. The last is reading practice which is used to improve especially in reading skill.

In this case, the writing practices become the main focused practices. The researcher hopes that deductive strategy can improve the practice of writing steps in procedure text which the practices are given to the students by the teacher and they are discussed and corrected by the teacher regularly.

2.2.9. General Knowledge of Procedure Text

From years to years, it can be said that the beginners are easier to learn English by studying text types. One of text types which it still uses easier grammar is procedure text. According to Hammond, et al (1992:86) that a procedure is to describe how something is accomplished through a sequence of actions or steps.

It can be deduced that a procedure text is a text which is used to explain the process how to do something, how something can work, how something can happen, and how to make something through steps.

Then, in a procedure text must have some elements which make it become a better text. According to Depdiknas (2003:49) the elements of procedure text are: (1) goal; (2) materials; and (3) steps1-n. Moreover, the steps on how to create a procedure are: (1) begin with a statement of the purpose and importance of the specific task; (2) present a step by step description of “how to proceed”; (3) express the steps in a positive “what to do” way rather than a long list of “don’t”; and (4) print the procedure in a simple and clear format, making it correct and complete. In this case, procedure text consists of three elements which they are goal or purpose of writing a procedure text, the materials which will be used, and the steps which will be done. In writing a procedure text, it is important to know that the learners must know the goal or the purpose which they want to write down. Then, they start to write down the steps and to express what will do step by step orderly. It is necessary to use clear and simple sentences completely.

Not only focusing on elements of procedure, but also focusing on language features in making a procedure text is necessary. Anderson and Anderson (1997:50) point out that the purpose of a procedure text type is to explain how to something can be done. Furthermore, the procedure has the following language features:

- a. Simple present tense. It is used in this genre because the procedure text explains something true in general and tells that something happens all the time or repeatedly.
- b. Imperative verb action is stated as command.
- c. Temporal conjunction (numbers). That is to indicate sequence of steps.
- d. The word “if” is used to indicate alternative paths of action.
- e. Adverbs are used to tell how the action should be done.

From the definitions above, it can be inferred that a procedure text consists of the goal, the materials and the steps. Here, it is a text which consisted of some steps about how something can be done by applying simple present tense and imperatives, and paying attention on the temporal conjunction and adverbs.

In a line with the explanation above, Gerot and Wignell (1994:206) also agree with the language features of a procedure text above. They mentions in their book that the significant lexicogrammatical features of a procedure text can be seen as follows:

- a. Focus on generalized human agents
- b. Use of simple present tense, often imperative
- c. Use mainly of temporal conjunctions (or numbering to indicate sequence)
- d. Use mainly of material processes

From some experts above, it can be inferred that a procedure text describes how something is happened through a sequence of actions or steps. Procedure text is built by three important parts, such as goal or purpose, materials, and steps. In creating the steps, someone must master the language features of a procedure text. They are using simple present tense or imperatives, using temporal conjunctions and adverbs, applying the actions or the works which are still related to the human's activities and using material processes.

2.3. Action Research

This part discusses about definition of action research and the steps in action research which are explained as follows:

2.3.1. Definition of Action Research

In the education world, it is usual that teachers always find the problems and the difficulties with the students in teaching and learning activity. On the one hand, they hope that the lesson materials can be achieved and can be easily understood by the students, on the other hand, the students are often confused with the lesson materials themselves. Because of that fact, teachers should do the observations and then they should do a research in order to solve the problems.

One of the researches which is suitable for the teachers is an action research. It is important to know that an action research is a research which is conducted by the people who want to improve the teaching and learning process. The action

researchers undertake this study because they want to know whether they can do something in a better way.

Not only that, but also they add in Nunan (1992:17) that an action research has been defined in a number of different ways. They argue that the three defining characteristics of action research are that it is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers; secondly, that it is collaborative; and thirdly, that it is aimed at changing things. 'A distinctive feature of action research is that those affected by planned changes have the primary responsibility for deciding on courses of critically informed action which seem likely to lead to improvement, and for evaluating the results of strategies tried out in practice. Action research is a group activity'. For them, the essential impetus for carrying out action research is to change the system.

From the long explanations above, Nunan (1992) explains that an action research is suitable to be done by the researcher who has known the condition and situation of the students and the classroom. Because of that reasons, he or she can know the problems which are faced by the students in the teaching and learning activities. Therefore, the classroom action researcher is proposed to the classroom teacher. It means that a classroom action research is done by a classroom teacher which has known the condition, the situation and the problems of the class and students. Here, a classroom teacher collaborates with the researcher and the observer to observe the students' difficulties in teaching and learning activities. In this

research, it is important to know that action research is used to improve the teaching and learning activity to be better. Not only that, but also it is used to improve the students' understanding in a material which it is indicated through the progress of students' understanding.

In this study, because the classroom action researcher and the observer is the classroom teacher so she will try to find out the solution to solve the students' problems in the teaching and learning activities. Here, solving the problems here is done by changing the systems of teaching and learning activities which has been applied by the teacher before this study. This action is done to make the progress in understanding and even in scores. It is crystal clear that there is collaboration between the teacher, the researcher, the observer and the students to overcome the problems of the teaching and learning activities in order to get the better change and the better progress.

In the same line, Greenwood and Morten (1998:4) state that an action research is a social research which is carried out by a team encompassing a professional action researcher and members of an organization or community seeking to improve their situation. It means that a classroom action research is done by a classroom teacher which has known the condition, the situation and the problems of the class and students. Here, a classroom teacher collaborates with the researcher and the observer to observe the students' difficulties in teaching and learning activities. In this research, it is important to know that action research is used to improve the teaching and

learning activity to be better. Not only that, but also it is used to improve the students' understanding in a material which it is indicated through the progress of students' understanding.

From the definitions above, it can be said that action research is aimed to improve the teaching and learning process by changing the system which is done by especially a classroom teacher when she or he finds out and faces the students' problems in the teaching and learning activity. It means that teachers often find the problems and the difficulties when she or he delivers the lesson materials to the students. It is important to know that it cannot be said that the ways of their teaching are bad, but it could be caused that there is a gap what is actually happening in their teaching situation and what they will ideally like to see happening. Therefore, they need to improve the students' understanding and need to change the system before by doing action research. As stated by Burns (2010:2):

“Action research involves taking a self-reflective, critical, and systematic approach to exploring your teaching context. By critical, I don't mean being negative and derogatory about the way you teach, but taking a questioning and ‘problematizing’ stance toward your teaching. My term, problematizing, doesn't imply looking at your teaching as if it is ineffective and full of problems. Rather, it means taking an area you feel could be done better, subjecting it to questioning, and then developing new ideas and alternatives....So, one of the main aim of action research is to identify a problematic situation or issue that the participants - who may include teachers, students, managers, administrators, or even parents – consider worth looking into more deeply and systematically. Again, the term problematic doesn't mean that the teacher is an incompetent teacher. The point is that, as teachers, we often see gaps between what is actually happening in our teaching situation and what we would ideally like to see happening”.

From the long explanation above, it can be known that an action research is done to solve the problems which appeared in teaching and learning activity. This research is used to improve the teaching learning activity. In this case, it does not mean that the teacher is an incompetent teacher, but often there are gaps between a teacher and students when teaching and learning activity happens. Therefore, an action research is expected to identify the problems and then, it can solve the problems.

2.3.2. The Steps in Action Research

Talking about the steps in action research means that discussing how to do an action research. According to Strickland in Allwright and Bailey (1991:44) that the steps in action research are (1) to identify an issue, interest or problems; (2) to seek knowledge; (3) to plan an action; (4) to implement the action; (5) to observe the action; (6) to reflect on your observation, and (7) to revise the plan.

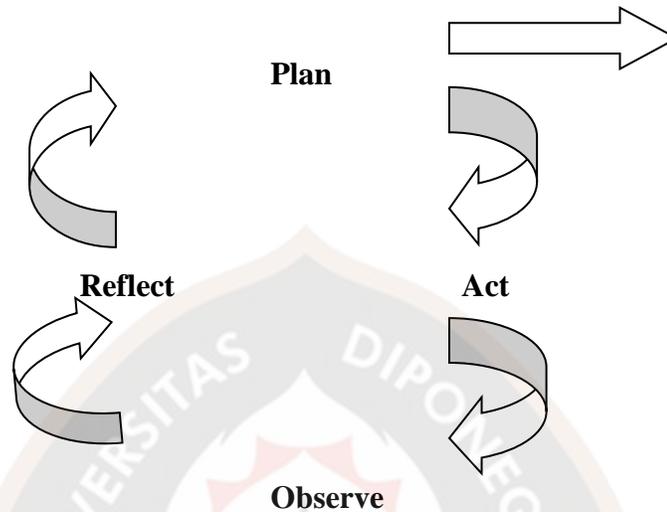
In order to support Strickland's explanation, Allwright (1991:49) suggests the procedure on conducting an action research, such as (1) collecting the initial data; (2) planning an action; (3) carrying out the plan; (4) observing implementation; (5) reflecting; and (6) revising the plan.

From the explanation above, a classroom action research has some steps which must be done by the researcher. First, the researcher must identify the problems which appear in the classroom. Here, the researcher finds out the problems

which are faced by the students in teaching and learning activities. Second, she or he searches the method or the approach or even the strategy to be used to solve the problems. Third, she or he plans the actions which will be applied into the teaching and learning activities by using such method or such approach or even such strategy. Then, it is time to implement the plans into the teaching and learning activities. Next, after implementing the lesson plans, the observer does evaluation of everything which has happened during classroom activity. Sixth, the researcher analyzes, checks, and evaluates the result during teaching and learning activities. This phase is aimed to know the strengths and weaknesses of applying such method or such approach or even such strategy in teaching and learning activities. It also identifies what is reached during teaching and learning activities and what is not. The last, it will become the consideration to make correction or revision in order to get the better result in the next steps. Actually, if they cannot meet the indicator of success as the researcher hopes, the steps can be started from planning actions again. The steps can be done continuously until the researcher feels satisfied as the indicator of success which he or she hopes before.

According to Kurt Lewin (2006:92) that the cycle of action research is based on the following stages: initial reflection to identify an issue or problem, planning, acting, observing and reflecting.

Figure 1
Phases of Action Research by Kurt Lewin



From the explanations of some experts above, it is crystal clear that in doing action research, it goes without saying that a researcher must follow the phases in cycles. They consist of four phases which must be done by a action researcher. They are planning which consist of identifying a problem or doing pre-observation and planning what the researcher will do the next, acting or implementing, observing and reflecting. They can be shown as follows:

1) Planning

Plan means identifying the problem area. Here, the researcher should narrow it down, so it is manageable. Then, she or he has to investigate the problem. He thinks about what might be causing the problem and then tries to find the solution by talking to other teacher to get idea.

2) Acting

Building the frame work for action research is accomplished by developing an action research plan. In fact, reality can be messy and unpredictable. In carrying out the plan, things will rarely go precisely as expected. Furthermore, in this phase the new insights are likely to arise. These can either be more incorporate into current project or be recorded future research.

3) Observing

It is the time to gather evidence, at which the result is analyzed to decide whether the solution is successful or not. It is done by observer.

4) Reflecting

The researcher has to check and analyze the evidences which have been gathered. She or he can analyze whether the problems has been solved or not. If not, she or he must think what steps will be done for the next. If yes, she or he can analyze what problems will be tried to solve. In the end of the period of reflection, ideas will usually arise for further cycle of action research. If in the first cycle or in the first action plan, there are no significant improvements of the result of the research, the researcher can renew the lesson plans by doing the second cycle to get the better result until she or he gets the satisfied one.

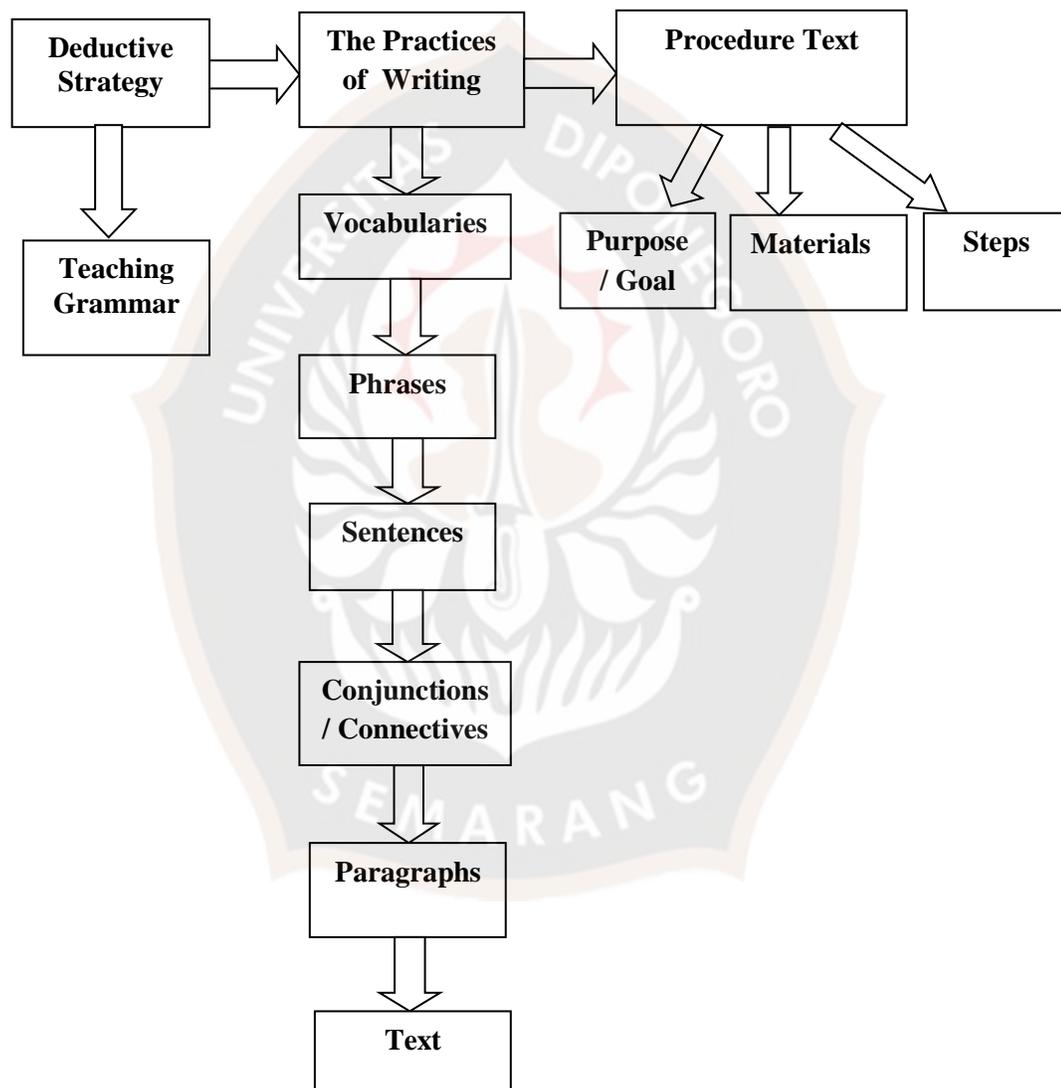
2.4. Theoretical framework

In this research, deductive strategy is used to improve the practice of writing steps. The researcher presents and explains grammar rules and applies them into examples. After teaching grammar rules, the practices of writing are given to the students. Furthermore, deductive strategy is the part of GTM which focuses on sentences. However, in order to master writing steps, the researcher does not give the practices of writing sentences to the students directly. Here, the researcher gives the practices of writing steps from the basic one to the complex and harder one in order and continuously. In this case, orderly here means that the researcher gives the practices of writing vocabularies, phrases, sentences, conjunctions / connectives, paragraph, and text.

Actually, before giving the practices of writing sentences, the researcher will give the practices of writing vocabularies and phrases. After that, the practices of writing sentences are given. Meanwhile, the practices of writing conjunctions, paragraph, and text will be given after mastering the practices of writing vocabularies, phrases, and sentences. These continuous and orderly practices are aimed to master writing vocabularies, writing phrases, writing sentences or imperative sentences, writing temporal conjunctions or connectives, writing paragraphs, and writing text. In this case, the practices of writing are started from writing vocabularies, writing phrases, writing sentences or imperative sentences, writing temporal conjunctions or connectives, writing paragraphs, and writing text.

In order to make them become clearer, the theoretical framework of this study can be seen in the following framework below:

Figure 2
The Theoretical Framework



CHAPTER III

RESEARCH METHOD

This chapter describes the research method which is divided into five parts. The first is research design. It describes and explains the kind of method and the procedure of this research which are used in this research. The second is subject of the study. It tells us about the research subject. The next is instruments which are used to measure the given practices and the students' achievement in writing steps of a procedure text. The last is data collection.

The research method consists of research design and research procedure which are explained as follows:

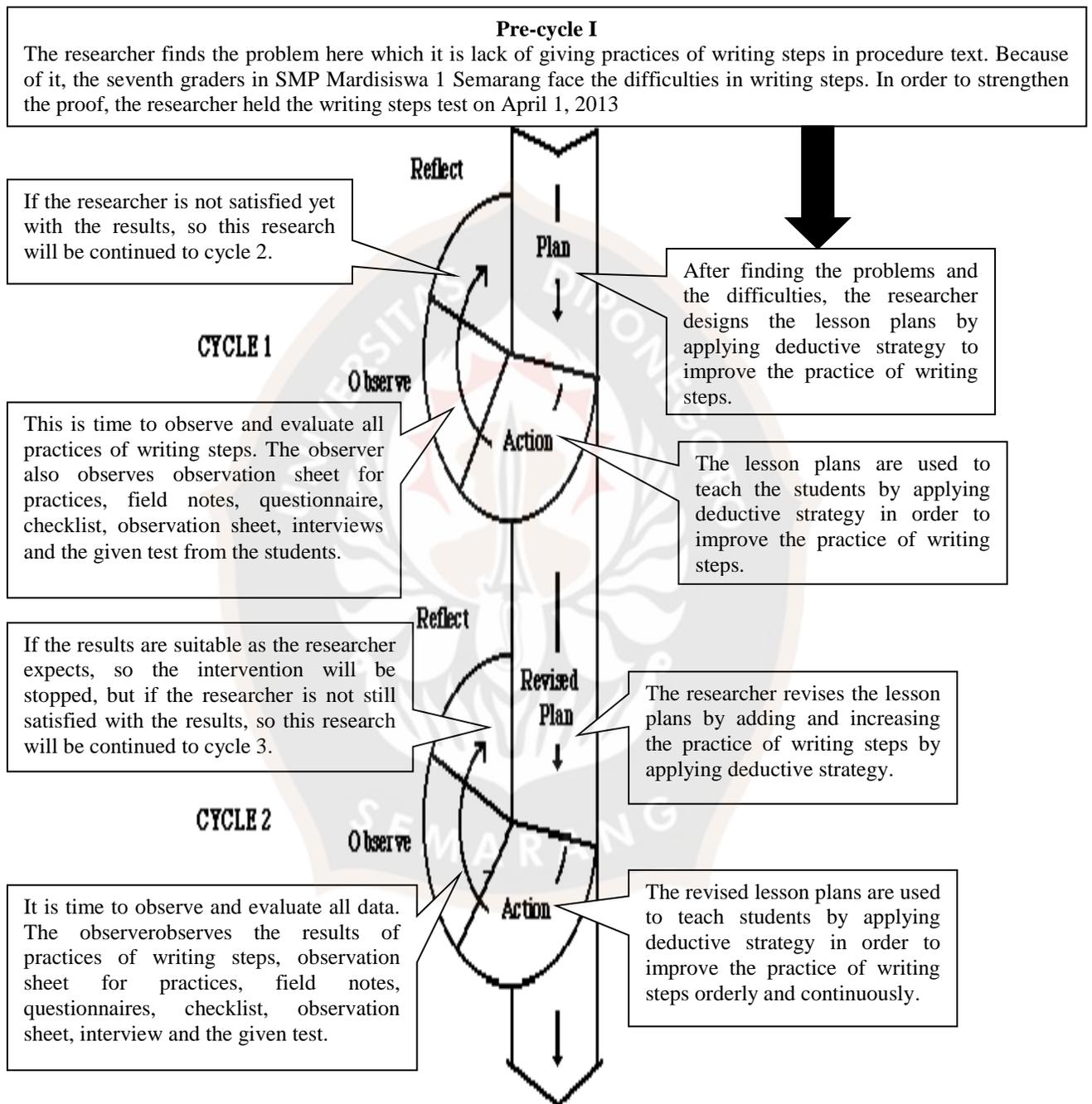
3.1. Research Design

This research is carried out under a Classroom Action Research. Classroom Action Research is social research carried out by a team encompassing a professional Classroom Action researcher and members of an organization or community seeking to improve their situation (Greenwood and Morten, 1998:4). It means that a classroom action research is done by a professional researcher or even a teacher which has known the condition and situation of the class, the students and their problems in teaching and learning activities. Here, she or he observes his or her students which face the difficulties in teaching and learning activities. In this

research, it is important to know that action research will be used to improve the teaching and learning activity to be better. Not only that, but also it can be used to improve the students' understanding in a material which is indicated through the progress of students' understanding. Furthermore, the researcher joins with the teacher and the observer to define the problems and the difficulties which the students face in teaching and learning process. The researcher looks for a relevant knowledge in order to solve the problems and the difficulties in teaching and learning activity. After that, she or he takes actions, and interprets the results of actions based on what the professional teacher and students have learned.

As we know that a Classroom Action Research has four steps in conducting a research. The first one is planning. The second is acting or the implementation. The third is observing. The last is reflecting. Furthermore, if they cannot meet the indicator of success as the researcher hopes, the steps can be started from the beginning again. The steps can be done continuously until the researcher feels satisfied as the indicator of success which he or she hopes before. The following figure is a simple model of the cyclical nature of Classroom Action Research process which is adapted from Stephen Kemmis (Accessed June 2, 2013 from <http://www.google.com>).

Figure 3
Research Design of the Study



3.2. Research Procedure

The action research procedure is conducted as follows:

Pre-cycle I

The researcher does pre-observation in this cycle. She looks for the problems which are faced by the English teacher. After doing classroom - observation and interview, the researcher finds that the seventh graders have lack of practices of writing steps of procedure text. Therefore, because of lack of practices, the seventh graders face the difficulties in writing steps. These difficulties can influence the results of writing steps.

Cycle I

This cycle consists of four phases. The first is planning. The next is acting. The third is observing. The last is reflecting. The explanations of them can be seen below:

1) Planning

Based on the problem and the difficulties, the researcher designs the lesson plans by applying deductive strategy to improve the practice of writing steps. Next, the researcher prepares indicators for practices, observation sheet for practice, field notes, questionnaire, checklist, observation sheet, and interview sheet to know psychological feeling related to deductive strategy and the given practices.

2) Acting or Implementation

The next phase is acting. In this phase, the researcher does what she has planned before. The researcher implements the lesson plans in teaching writing steps of procedure text by applying deductive strategy which the researcher presents and explains grammar rules, in this case is simple present tense and imperatives, and then she gives examples by applying the rules into examples. After that, the practices of writing are given by the researcher from the practice of writing vocabularies, phrases, sentences, conjunctions or connectives, paragraph, and text.

3) Observing

Having done teaching and learning process in cycle I, the observer does evaluation of everything which has happened during classroom activity. Then, all results above are compared by field notes, questionnaires, checklist, observation sheet, interviews, and the practices of writing steps. The researcher gives a test to measure the progress of writing ability of seventh graders after treatments. The observer also evaluates the results of the given test.

4) Reflecting

In this phase, the researcher analyzes, checks, and evaluates the results of actions in cycle I. This phase is aimed to know the strengths and weaknesses of applying deductive strategy to improve the practice of writing steps in teaching and learning activities for the seventh graders. It also identifies what is reached by this cycle and what is not. Then, it becomes the consideration to make correction or revision in order to get the better result in the next cycle.

Cycle II

This cycle consists of four phases. The first is planning. The next is acting. The third is observing. The last is reflecting. The explanations of them can be seen below:

1) Planning

Based on the results of questionnaire, field notes, checklist, observation sheet, interview, the problems and the difficulties in cycle I, the researcher revises the lesson plans by applying deductive strategy to improve the practice of writing steps. Next, the researcher prepares indicators for practices, observation sheet for practice, questionnaire, field notes, checklist, observation sheet, and interview sheet to know psychological feeling related to deductive strategy and the given practices.

2) Acting or Implementation

The next phase is acting. In this phase, the researcher does what she has planned before. In cycle II, the researcher implements the revised lesson plans by applying deductive strategy which the researcher presents and explains grammar rules, in this case is simple present tense and imperatives, and then she give examples by applying the rules into examples. After that, the practices of writing are given by the researcher from the practice of writing vocabularies, phrases, sentences, conjunctions or connectives, paragraph, and text.

3) Observing

Having done teaching and learning process in cycle II, the observer does evaluation of everything which has happened during classroom activity. Then, all

results above are compared by field notes, questionnaires, checklist, observation sheet, interviews, and the practices of writing steps. The researcher gives a test to measure the progress of writing ability of seventh graders after treatments.

4) Reflecting

In this phase, the researcher analyzes, checks, and evaluates the results of actions in cycle II. This phase is aimed to know the strengths and weaknesses of applying deductive strategy to improve the practice of writing steps in teaching and learning activities. It also identifies what is reached by this cycle and what is not. If the results are not suitable as the researcher expects, so this research is continued to cycle III.

3.3. Subjects of the Study

The subjects of study consist of population and sample which will be used in this research. They are explained in detail as follows:

3.3.1. Population

A population is any group of individual that have one or more characteristics in common that are of interest to the researcher (Brown, 1981:8). Here, population is related to the group of people which is used to take a part in the research as the object of the research.

The research is conducted at SMP Mardisiswa 1 Semarang in. It is located in Jalan Sukun Raya No. 45 Semarang and the phone number is (024) 70777106. It is one of the private schools in Semarang which is built under an institution of Yayasan

Catur Praya Tunggal. SMP Mardisiswa 1 Semarang consists of 12 classes which are distributed into 4 classes for seventh grade, 4 classes for eighth grade, and 4 classes for ninth grade. Moreover, every grade is grouped into A, B, C, and D classes. The sum of all students in that school is 370 students.

This research is focused on the seventh graders in the academic year of 2012/2013. The students of seventh grade get English lesson 200 minutes in a week. Every meeting, they study English for 40 minutes.

Actually, there are some reasons why the researcher chooses this school. The researcher chooses this because she is one of English teachers in SMP Mardisiswa 1 Semarang. Therefore, the researcher will not throw the chance away to do a research in it. Then, based on the teacher's experiences, she was concerned when she asked the students of seventh grade to make the example of a procedure text based on their experience, and then the teacher saw the students of seventh grade could do nothing in writing steps of a procedure text. On the other side, writing steps of a procedure text is included into the Competence-Based Curriculum of 2006. Therefore, the researcher has a big desire to know the problems and to solve the problems here why the students are difficult to write down the steps of procedure text.

3.3.2. Sample

Based on Tuckman (1978:226) adds that sample is the representative group from this population to serve as respondents. Here, sample is a part of population which is used as the representative of a group to be observed in a research.

The sample of this research is the students of 7D class in the academic year of 2012/2013 which the sum of students in that class is 31 students. It consists of 16 males and 15 females. Nevertheless, because of a disease, one of the 7D students cannot follow this research. Therefore, the students who follow this research are 30 students which consist of 15 males and 15 females.

Actually, I choose this class, in this case is 7D, because there are some aspects, such as 1) the 7D class is a conducive class which is easier to be taught, 2) the students of 7D class has big interest, spirit, and motivation in learning English because it can be proven when the English teacher explains the materials, most of them listen her explanation carefully and seriously, and 3) the most students of 7D class still make many mistakes in arranging and writing steps of a procedure text.

3.4. Instruments of the Study

The instruments which will be used in this research are intended to measure the students' improvement and the students' achievement in doing practices of writing steps of a procedure text. The instruments in this research are indicators for practices, observation sheet for practices, field notes, questionnaire, checklist, observation sheet, interview, and practices.

3.4.1. Indicators for practices

The indicators for practices are based on the researcher's ideas and the teacher's experiences. This indicator is used as the guidance to measure the given practices. By using indicators for practices, the researcher and the observer can know

which one is included into the poor practice, which one is included into the fair practice, and which one is included into the good practice.

3.4.2. Observation sheet for practices

This observation sheet is used to measure the given practices to the students in every cycle based on the indicators for practices. By using observation sheet for practices, the researcher and the observer can know whether each cycle is categorized into the poor practice, the fair practice or even the good practice.

3.4.3. Field notes

The field notes in this research are used to know the classroom situation and students' opinion about how the teacher carries out the materials before giving treatments, how the researcher carries out the materials during teaching and learning process in this research, and students' responses toward the written practices during teaching and learning process. In using field notes, the researcher asks the students directly before giving treatments and after giving the treatments. Then, she writes down in field notes.

3.4.4. Questionnaire

A questionnaire is a list of questions which is answered by a group of people to get information. Questionnaire is collected data from the students based on their knowledge, like and dislike, and achievement before and after this research.

3.4.5. Checklist

Checklist is the point of views about the way of teacher in teaching students, the researcher's technique, writing practices from the researcher, the students' understanding and the students' progress in this research. Checklist is filled by both researcher's knowledge and opinion.

3.4.6. Observation sheet

Observation sheet is the description about the students' attitude, progress and activeness toward the practices, and students' attention and spirit when the teacher teaches the materials. This observation sheet is filled by the researcher.

3.4.7. Interview

Interview is questions about the students' opinion during teaching and learning process in this research. It includes about the students' opinion in writing steps of a procedure text before getting treatments, students' difficulties, the teaching and learning process, teacher and researcher explanations, the written practices from the teacher and the researcher, teacher and researcher feedback, the strengths and the weaknesses of this research and the advantages and disadvantages of this teaching and learning process.

3.4.8. Tests

In this research, tests are used to measure the students' improvement, the students' understanding, and the students' result before this classroom action research and during this classroom action research. Actually, these tests are only utilized to

support the results of writing steps practices and to strengthen the proof of the students' improvement and understanding.

In this matter, tests are divided into three tests, such as pre-cycle I-test, post-cycle I-test, and post-cycle II-test. Pre-cycle I-test is given before the students get treatments in this research. This is done to measure how far the students' understanding about writing steps of a procedure text is and also to strengthen the proof about the students' difficulties.

Meanwhile, post-cycle I-test is given at the end of cycle I, and post-cycle II test is given at the end of cycle II. They are given to the students after they get treatments in every cycle during this classroom action research. They are done in order to measure the students' improvement or the students' progress, the students' understanding, and the students' achievement in writing steps of a procedure text.

3.5. Data Collection

There is a main data which the researcher collects. It is qualitative data. Qualitative data are taken from classroom observations before and after treatments and during teaching and learning process through indicators for practices, observation sheet for practices, questionnaire, checklist, observation sheet and field notes, and interviews.

The supporting data is quantitative data. It is used to support qualitative data. It refers to numerical data which show students' writing steps scores which consist of

five categories of scoring, such as organization (introduction, body and conclusion), logical development of ideas (content), grammar, mechanics (punctuation and spelling), and style and quality of expression. The researcher uses the analytic scale for rating composition tasks in Brown and Bailey (Brown, 2004: 244 – 255) to classify the score with criteria of scoring in each categories.

1. Qualitative Data

Qualitative data are analyzed by using Constant Comparative Method. Glaser and Strauss (1980:103) state that Constant Comparative Method is designed to aid the analyst who posses these abilities in generating a theory that is integrated, consistent, plausible, close to the data. Moreover, Glaser and Strauss describe four stages Constant Comparative Method as follows:

a. Comparing incidents applicable to each category

This process is also similar to specify the nature and dimensions of the concepts arising from the data. The researcher expresses the result of the performance assessment, observation sheet, checklist, interview, and recording in the form of field note. The researcher takes the appropriate information in order to answer the statement of the problem.

b. Integrating categories and their properties

In the second step, the researcher makes information categories based on the similar characteristics.

c. Delimiting the theory

At this step, the researcher determines the relation between one category and the others to be labeled again.

d. Writing the theory

Finally, the researcher develops the findings into sentences to be shared with others. At this stage, the researcher develops the theory based on the relationship among categories in order to express the phenomenon occurs.

2. Quantitative Data

Quantitative data are taken from students' writing steps test. Quantitative data are just supporting data for this research. These data are used to know the progress of writing steps of the students based on each aspect of writing competence, such as organization (introduction, body and conclusion), logical development of ideas (content), grammar, mechanics (punctuation and spelling), and style and quality of expression. Here, the researcher uses Brown (2004:244-245) to measure the students' progress based on each category.

Figure 4
Table of Brown's Scoring

Brown (2004:244-245)

I. Organization: Introduction, Body, and Conclusion	20 – 18 Excellent to Good	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusion logical and complete.
	17 – 15 Good to Adequate	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expressions may be absent or misused.
	14 – 12 Adequate to Fair	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.
	11 – 6 Unacceptable	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
	5 – 1 Not college-levelwork	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).

II. Logical development of ideas: Content	20 – 18 Excellent to Good	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.
	17 – 15 Good to Adequate	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present.
	14 – 12 Adequate to Fair	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right.
	11 – 6 Unacceptable	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.
	5 – 1 Not college-levelwork	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully.
III. Grammar	20 – 18 Excellent to Good	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentence.
	17 – 15 Good to Adequate	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences.
	14 – 12 Adequate to Fair	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present.
	11 – 6 Unacceptable	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences.
	5 – 1 Not college-levelwork	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure.

IV. Punctuation, spelling, and mechanics	20 – 18 Excellent to Good	Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat.
	17 – 15 Good to Adequate	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.
	14 – 12 Adequate to Fair	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas.
	11 – 6 Unacceptable	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers.
	5 – 1 Not college-levelwork	Complete disregard for English writing conventions; paper illegible; obvious capitals missing no margins, severe spelling problems.

V. Style and quality of expression	20 – 18 Excellent to Good	Precise vocabulary usage; use of parallel structures; concise; register good.
	17 – 15 Good to Adequate	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
	14 – 12 Adequate to Fair	Some vocabulary misused; lacks awareness of register; may be too wordy.
	11 – 6 Unacceptable	Poor expression of ideas; problems in vocabulary; lacks variety of structure.
	5 – 1 Not college-levelwork	Inappropriate use of vocabulary; no concept of register or sentence variety.

CHAPTER IV

DATA ANALYSIS, RESULTS AND INTERPRETATION

This chapter presents the reports and the results after the researcher did this action research. It discusses the difficulties which were faced by the seventh grade students in SMP Mardiswita 1 Semarang in writing steps of a procedure text because of lack of practice, the implementation of deductive strategy in writing steps of procedure text, and the description of how deductive strategy could improve the practice of writing steps of procedure text.

4.1. Analysis of problems and difficulties found in pre-cycle I because of lack of practices

This part discusses the problems and the difficulties which were found out in pre-cycle I. They are discussed as follows:

4.1.1. Analysis of problems in pre-cycle I

Here, the researcher used the indicators for practices and the observation sheet for practices to find out the main problem here. The indicators for practices were based on the researcher's ideas and the teacher's experiences. The researcher also found out the difficulties which appeared in writing procedure steps because of lack of practices. From the observation sheet for practices, the researcher found out that there was only a little bit of practices in the text book. The teacher did not give additional practices in the teaching and learning process. It seems that the practices

jumped from one competence to the other. There were not detail practices. There was the low teacher's role in discussing, checking and correcting the practices. The teacher seldom gave the feedback to the students after discussing and checking the practice.

The difficulties in writing steps could be seen from the bad results in organization of writing, contents, grammar, punctuation, spellings and mechanics, and also style and quality of expressions (vocabulary usage). Most of them made many mistakes. From the results of the practice in writing steps of procedure text in pre-cycle I and interview, the researcher summarized that the seventh grade students of SMP Mardisiswa 1 Semarang had lack of practices of writing steps of procedure text. Because they had lack of giving practices, so they faced the difficulties in writing steps. The difficulties which they faced were organization of writing, content, grammar, punctuation, spelling and mechanics, and style and quality of expression (vocabulary usage). That fact could happen because they could not arrange the steps well from introduction, body and conclusion, they could not develop the content of the steps to be the better steps, most seventh graders were difficult to arrange the words into good imperative sentences, they did not pay attention to their writing, especially spelling and punctuation, they were difficult to choose and to decide Indonesian words which would be translated into English.

4.1.2. Analysis of students' difficulties of writing steps in pre-cycle I because of lack of practice

The researcher saw that because of lack of practices, the results of writing steps of the seventh grade students were bad in organization of writing, content, grammar, punctuation, spelling and mechanics, and also style and quality of expression. The mistakes which were made by the seventh graders can be seen as follows:

1) Organization of writing

Based on the results, in arranging steps of a procedure text, they had difficulties to arrange the steps orderly. The arrangement of steps was not complete because there were still the gaps between one step into another step and between introduction and conclusion. Furthermore, they made mistakes in using temporal conjunctions or connectives. The examples can be seen below:

Result 1

The Results of Organization of Writing of the Students in Pre-cycle I

- First, input water in the pail. Then, put detergent with water in the pail. Next, give softener in the water. Fourth, take a dirty clothes and input to the water. Then, to rub dirty clothes to arrive clean. Next, wash of dirty clothes to arrive foam be lost. Then, to sit in the sun dirty cloth. (From the result of S 9)
- Frist, write the letter in the paper. Next, write the letter with pen. last, put the paper in the envelope. Then, take the glue. Next, patch stamp in the envelope. After that, patch the letter. Send the letter in the something. (From the result of S 2)
- First, to put water into the pan. Second, turn on the fire to cook instant noodle. Third, wait until 2 minutes in order to boil. Fourth, put instant noodle and wait until 2 minutes. Five, fold instant noodle and wait until 2 minutes. Six, add seasoning and oil. Seven, fold until smooth. Eight, wait until cooked. Finally, instant noodle is ready to serve. (From the result of S 5)

- First, to take to pot. Then, input sun flower seeds into pot. Next, to give a dirt into pot. Fourth, to order dirt with sun flower seeds in this way neat. Then, poured water into pot sun flower seeds. After that, waited sun flower seeds one day to the sun. Finally, friend pot sun flower seeds is ready to serve. (From the result of S 24)

2) Logical development of ideas (content)

According to the data, the content of steps needed to be developed into better steps. Most of them made the steps unclearly because the meaning of the imperative sentences could not be read and could not be understood. The relationship between one imperative sentence and another imperative sentences in the steps had the gaps which made the steps became strange to be read. There were also the results of students' steps which were not related to the given topic. Even, there were students who could not write the steps and could not develop their ideas because they were confused to apply their knowledge of grammar. The examples can be seen below:

Result 2

The Results of Content of the Students in Pre-cycle I

- First, take a paper. Then, write the message to and from. Third, write the central message. Fourth, put the paper in envelope. Next, close the envelope. Then, stick a stamp. Third, write the message to. Fourth, sent or delivered by post. Finally, send a letter succes. (From the result of S 14)
- First, take the land. Then, come the pot. Next, give dirt the pot. Fourth, come sun flower seeds the pot. Then, close return dirt the pot. After that, put water the sun flower seeds the pot. Then, put sun flower seeds the garden. Finally, it is ready to serve. (From the result of S 3)
- How to plant sun flower seeds in the pot

First, put dirt into pot. Then, to take flower put into pot. Next, to shut flower with dirt. Fourth, then to give vitamin in flower. Then, to give dung in pot. After that, to water in flower. Next, to put flower under sun. Finally, the flower is ready to serve. (From the result of S 7)

3) Grammar

Most students made mistakes in the area of verbs. Apparently, they were still confused in applying them into the steps. Most students used past form (V_2), infinitive + s / es (V -s), present progressive (V -ing), and to + infinitive or to + V_1 to begin imperative sentences in arranging the steps. There were some students in beginning the imperative sentences using adjectives and nouns which they should use infinitive (V_1). Furthermore, they also made mistakes in applying prepositions, articles for plural and singular, and noun phrases. The examples can be seen below:

Result 3

The Results of Grammar of the Students in Pre-cycle I

- First, prepared water in the pail. (From the result of S19)
- First, contents pail with water. (From the result of S 4)
- Next, going into office post. (From the result of S 25)
- Third, to rub with the hands. (From the result of S 20)
- First, ready dirty clothes in bathroom. (From the result of S 17)
- Then, into seasoning and oil in the bowl. (From the result of S 29)
- Then, to into a letter in the envelope. (From the result of S 25)
- First, the write a letter in the paper use a pen. Second, preparation a envelope. (From the result of S 26)
- Next, the write the name direction in the envelope front. (From the result of S 25)
- Last, put the paper in the envelope. (From the result of S 2)
- Fourth, to order dirt with sun flower seeds in this way neat. Then, poured water into pot sun flower seeds. (From the result of S 24)
- Next, input dirty clothes into bucket with water clean. (From the result of S 27)
- Then, put detergent and mixed with water in pail. Next, mix up detergent and water to foamed. (From the result of S4)

4) Punctuation, spelling, and mechanics

The students often ignored their existence in writing steps. The seventh grade students did the mistakes in this area because they were careless in arranging and writing the steps. They often made mistakes in spelling and punctuation. The examples can be seen below:

Result 4

The Results of Punctuation, Spelling and Mechanics of the Students in Pre-cycle I

- Firs, (From the result of S 29)
- Then, put detergen and water. (From the result of S 20)
- Then, give an instant nodle. (From the result of S 12)
- Next, sunbate clothes in beack home to dry. (From the result of S 17)
- Secont, write a letter in the paper. (From the result of S 25)

5) Style and quality of expression (vocabulary usage)

In expressing what the students thought and wanted in Indonesian language, they often used the wrong vocabularies in English. It could happen since they were difficult to choose and decide the Indonesian words which would be translated into English. Therefore, the vocabularies which were used in arranging the steps were not suitable enough. As the impact of it, the meaning of the imperative sentences became weird. The examples can be seen below:

Result 5

The Results of Style and Quality of Expression of the Students in Pre-cycle I

- Then, bathe the dirty clothes with softener. (From the result of S 19)
- Then, intimate stamp with glue. (From the result of S 25)
- Fourth, leak through instant nodle. (From the result of S 29)
- Next, patch stamp in the envelope. (From the result of S 2)

- Then, come the pot. (From the result of S 3)
- Seventh, shut the envelope. (From the result of S 15)
- Then, to move in the bowl seasoning and oil. (From the result of S 29)
- Seventh, to bathe with clean water. (From the result of S 20)
- Next, to sun bathe in sun tight. (From the result of S 20)

4.1.3. Analysis of the scores' result in pre-cycle I-test

The complete results of the students in pre-cycle I-test which was held on April 1, 2013 can be shown in the following table:

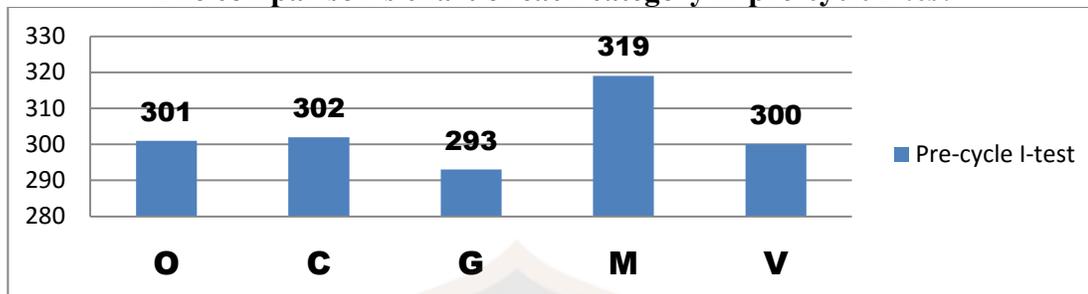
Table 1
The table of scores' analysis in pre-cycle I-test

No.	Subjects	Organi- zation	Content	Grammar	Mechanics	Vocabulary	Total
1.	S 1	6	6	6	6	6	30
2.	S 2	11	11	12	11	12	57
3.	S 3	10	11	11	11	10	53
4.	S 4	11	11	10	12	11	55
5.	S 5	13	13	12	13	14	65
6.	S 6	10	10	11	11	11	53
7.	S 7	11	10	10	12	10	53
8.	S 8	9	10	10	10	9	48
9.	S 9	11	11	11	12	11	56
10.	S 10	11	12	11	13	12	59
11.	S 11	11	11	10	10	11	53
12.	S 12	12	12	11	11	12	58
13.	S 13	9	10	9	10	9	47
14.	S 14	13	12	13	13	13	64
15.	S 15	15	15	16	15	15	76
16.	S 16	6	6	5	9	6	32
17.	S 17	11	12	12	13	11	59
18.	S 18	8	7	6	7	6	34

19.	S 19	13	12	12	14	13	64
20.	S 20	11	11	10	12	11	55
21.	S 21	6	6	5	5	5	27
22.	S 22	6	6	5	6	6	29
23.	S 23	6	6	6	6	6	30
24.	S 24	10	11	11	13	12	57
25.	S 25	12	11	10	12	11	56
26.	S 26	11	11	11	13	11	57
27.	S 27	11	11	12	12	12	58
28.	S 28	7	7	5	6	5	30
29.	S 29	10	10	10	11	9	50
30.	S 30	10	10	10	10	10	50
Total		301	302	293	319	300	1515

From the results above, the researcher gets the points that the students got low scores in every category of scoring rubric. From the scoring scale in Brown (2004: 244-245), it can be known that every category of five categories above was included into not college-level work, unacceptable, and adequate to fair. However, there was only one student who had high score in every category and got the level of good to adequate. Therefore, the researcher regarded that the seventh graders got difficulties to write down steps of procedure text from the organization until the vocabulary usage. In order to compare the sum of each category, the researcher shows the comparison of them in the table of chart below:

Table 2
The comparison's chart of each category in pre-cycle I-test



From the chart above, it is assumed that the highest sum is the category of punctuation, spelling and mechanics. It is 309. The lowest sum is the category of grammar. It is 293. The sum of organization's category is 301, and the sum of content's category is 302. The sum of vocabulary usage's category is 300. That fact made the researcher feel sad because the sum of grammar's category and the sum of vocabulary usage's category were low. At the same time, grammar and vocabulary usage are very important in making the steps. From the results, it can be said that the seventh graders faced the biggest difficulties in grammar and vocabulary usage.

$$\text{The average mark for the pre-cycle I-test} = \frac{\sum NX}{\sum N} = \frac{1515}{30} = 50.5$$

From the average mark above, it was true that the results were low which the mean was 50.50. The average mark of pre-cycle I-test was still far away from the researcher's expectation.

4.2. Analysis of treatments in cycle I

This part explains treatments which were given to the seventh graders in cycle I. The treatments consisted of planning, acting or implementing, observing and reflecting which are explained below:

Cycle I

1) Planning

Based on the students' problems and the students' difficulties in writing steps of procedure text, the researcher made the lesson plans. These lesson plans used deductive strategy in order to improve the practices in writing steps of procedure text.

The researcher taught the students by applying deductive strategy. Here, the researcher presented and explained simple present tense and imperatives and then, she applied simple present tense and imperatives into the examples. Deductive strategy is the part of GTM which focuses on sentences. Therefore, it needs to give the practices of writing sentences to the students. However, the researcher did not give the practices of writing sentences to the students suddenly. In this case, the students had to be given the practices of writing by the researcher orderly and continuously. Orderly here meant that the researcher gave the practices from the practices of writing vocabularies, the practices of writing phrases, the practices of writing sentences, the practices of writing conjunctions or connectives, the practices of writing paragraph, and the practices of writing text.

2) Acting or Implementation

The next phase was acting. In this phase, the researcher did what she had planned before. The researcher implemented the lesson plans in teaching writing steps of procedure text by applying deductive strategy in order to improve the practices of writing steps.

In this implementation, the researcher divided every teaching and learning activity into four steps, such as Building Knowledge of the Field (BKoF), Modeling of the Text (MoT), Joint Construction of The Text (JCoT), and Individual Construction of the Text (ICoT) (Feez and Joyce, 1998: 28-31). The points of them can be seen as follows:

a) Building Knowledge of the Field (BKoF)

First of all, the researcher gave the explanations of the basic materials which would be taught in every teaching and learning activity. In this cycle, the researcher always reminded the students about what the procedure text is, what the general structures of a procedure text are, and what language features of procedure are. Moreover, the researcher introduced and explained the basic knowledge in each material from writing vocabularies, writing phrases, writing sentences (simple present tense sentences and imperative sentences), writing conjunctions or connectives, writing paragraph, and writing text to the students before giving practices of writing.

b) Modeling of the Text (MoT)

After giving the basic knowledge and the basic explanations about procedure text, procedure steps, and the material which would be taught in every teaching and

learning activity, the researcher gave more explanations deeply step by step from explanations of vocabularies until explanations of phrases. For the next, the researcher presented and explained grammar rules (in this case was simple present tense and imperatives) by comparing both formula of simple present tense and imperatives, such as the formula of pronoun + VP + NP + PP + AvP for simple present tense and the formula of VP + NP + PP + AvP for imperatives which would be used to write down steps and to do the practice of writing sentence, paragraph, and text. After explaining above, she always gave the examples by applying the rules (simple present tense and imperatives) to guide them in order to make them easier to do the next practices from writing sentences, conjunctions or connectives, paragraphs, and text.

c) Joint Construction of The Text (JCoT)

Having given the explanations and the examples, the researcher asked the students to discuss and do the practices of writing vocabularies, writing phrases, writing sentences, writing conjunctions or connectives, writing paragraph, and the practice of writing text in groups.

d) Individual Construction of the Text (ICoT)

After discussing and doing the writing practices in groups, the researcher asked them to do and write down the results of the discussions about the writing practices above individually. After finishing the practices, the researcher gave corrections and feedback to the students.

3) Observing

Having done teaching and learning process in this cycle, the observer also did evaluation of everything which happened during classroom activity. It was based on the observer's notes on predictable and unpredictable events which flourished in teaching and learning process in this cycle. Moreover, the observer also monitored students' responses and problems which also appeared in it.

The observer also used the results of the writing practices whether there were improvements or not. After that, the results of the practices of writing were compared with the indicators for practices, the observation sheet for practices, the questionnaires, field notes, checklist, observation sheet and interviews. Then, the researcher gave a test. Then, the observer also observed the results of the test.

4) Reflecting

In this phase, the researcher analyzed, checked, and evaluated overall data in cycle I. Reflecting was also time to know the strengths and weaknesses of deductive strategy to improve the practice of writing steps of procedure text for the seventh graders.

After checking and analyzing the practices of writing of the students, the researcher found out that the students had given the progress in understanding how to write down steps well. However, they still needed more practices to do. Therefore, the researcher considered to make corrections and then, the researcher revised the

next lesson plans in order to get the better change and the better progress. Therefore, this research was continued to cycle II.

4.2.1. Analysis of students' progress found in practices of writing steps of procedure text in cycle I

There are six practices of writing which were given to the seventh graders. They are the practice of writing vocabularies, the practice of writing phrases, the practice of writing sentences, the practice of writing conjunctions or connectives, the practice of writing paragraph, and the practice of writing text. The students' progress which appeared during giving the practices of writing steps can be shown as follows:

a) The practice of writing vocabularies

The researcher gave this practice on April 6, 2013. This practice consisted of spelling practice and writing vocabularies practice. Although the students made mistakes in spelling letters and in placing vocabularies into verb, noun, and adverb when the researcher gave the examples, but they showed the progress when the researcher gave the practice of writing vocabularies. Here, the researcher spelled the letters one by one and the students wrote down the letters what they heard. From the results, they could arrange the letters to be good vocabularies and they could put them into the blanks in the given text with the title "How to make sweet breads". The examples can be seen below:

Result 6
The Results of Practice of Writing Vocabularies of the Students in Cycle I

T-a-k-e	p-u-t	s-p-r-e-a-d	c-u-t	B-r-e-a-d
S-l-i-c-e-s	p-l-a-t-e	c-h-e-e-s-e	p-a-r-t	s-w-e-e-t-b-r-e-a-d-s
S-l-i-c-e	b-r-e-a-d-s	s-p-o-o-n	c-o-v-e-r	s-e-r-v-e

(From the result of S 26)

Steps :

First, we **take** two **slices** of breads. Then, **put** a slice of bread on a **plate**. Next, **take** peanut jam with **a spoon**. After that, **spread** it on a bread. Fifth, put a slice of **bread** on that peanut jam. Sixth, **cover** it with a **slice** of bread. Then, **cut** it into two parts. Finally, **sweet breads** are ready to **serve**. (From the result of S26)

b) The practice of writing phrases

The researcher gave this practice on April 8, 2013. This practice consisted of writing vocabularies and grouping them into the table of verb phrase (VP), noun phrase (NP), prepositional phrase (PP), and adverb phrase (AvP). In this matter, the mistake which was made by the students was feeling confused when they had to group the words or vocabularies in the given text with the title “How to make fried rice” into the table. However, after the researcher gave corrections, they showed the progress in filling vocabularies in the blanks of “how to plant sunflower seeds” and in grouping them into the table of VP, NP, PP, and AvP. It means that they could differ which one was VP, NP, PP, and AvP.

Result 7
The Results of Practice of Writing Phrases of the Students in Cycle I

No.	VERB PHRASES	NOUN PHRASES	PREPOSITIONAL PHRASES	ADVERB PHRASES
1.	Put	some dirt	into the pot	
2.	Make	five holes	with your finger	
3.	Put	sun flower seeds	in each hole	
4.	Cover	the seeds	with dirt	
5.	Put	the pot	in a place with enough sunshine	
6.	Water	seeds	in every two days	

(From the result of S 26)

c) The practice of writing sentences

The researcher gave this practice on April 11, 2013, on April 13, 2013, and on April 15, 2013. This practice consisted of vocabularies which were given by the researcher and the students grouped them into VP, NP, PP, and AvP. After that, they made imperative sentences by using that vocabularies and made the imperative sentences by arranging the jumbled words. Here, they could make imperative sentences by arranging vocabularies in the table of VP, NP, PP, AvP. It means that they showed the progress in writing imperative sentences well. In making imperative sentences by arranging the jumbled words with the title of “How to send a message through mobile phone”, the students showed the progress in arranging verb phrases, prepositional phrases and adverb phrases into good imperative sentences. Meanwhile,

there were some students who still made mistakes in noun phrases (“the box message and “key send or ok”). After getting corrections from the researcher, they could arrange verb phrases, noun phrases, prepositional phrases and adverb phrases in arranging the jumbled words with the title of “How to make a glass of mango juice”.

The examples can be seen below:

Result 8
The Results of Practice of Writing Phrases and Sentences of the Students
in Cycle I

No.	VERB PHRASES	NOUN PHRASES	PREPOSITIONAL PHRASES	ADVERB PHRASES
1.	Hold	the paper	in the blender	clearly
2.	Draw	the book	into two parts	correctly
3.	Cut	a big animal	into some pieces	slowly
4.	Fold	the beautiful kite	with a plastic	carefully
5.	Press	the number	with the pencil	tightly
6.	Cover	a piece of paper	on the table	
7.	Speak	the white eraser	into the blender	
8.	Clean	plastic	to the paper	
9.	Rub			
10.	Use			
11.	Press			

1. Draw a big animal with the pencil.
2. Cut the paper into some pieces.
3. Fold a piece of paper on the table.
4. Press the number in the blender.
5. Draw a big animal on the table.
6. Clean a big animal slowly.

(From the result of S 15)

Result 9

The Results of Practice of Writing Sentences of the Students in Cycle I

Steps :

- First, mango – peel – the. Second, clean – it. Third, into – mango – cut - some – the – pieces. Fourth, pieces – blender – the – into – the – put. Fifth, and – sufficiently – into – put - sugar - the – water - blender – ice. Sixth, two – blend – minutes – for. Seventh, a – into – the - pour – glass – mixture. Finally, to – ready – it – serve – is.
- First, peel the mango. Second, clean it. Third, cut the mango into some pieces. Fourth, put the pieces into the blender. Fifth, put ice, sugar and water into the blender sufficiently. Sixth, blend for two minutes. Seventh, pour the mixture into a glass. Finally, it is ready to serve. (From the result of S 15)

d) The practice of writing conjunctions or connectives

The researcher gave this practice on April 18, 2013. In this matter, the students did good job in writing temporal conjunctions. Here, the researcher asked the students to fill the blanks which the students had to fill them with correct temporal conjunctions. For overall, they could arrange the steps orderly from the first until the last in the given texts of “How to make a glass of tomato juice” and “How to make a glass of lemon tea”. The examples can be seen below:

Result 10

The Results of Practice of Writing Conjunctions or Connectives of the Students in Cycle I

First,..Second...Third,...Fourth,...Sixth,...Seventh,..Eighth,...Then,..Next,..Finally,...

(From the result of S 15)

e) The practice of writing paragraphs

The researcher gave this practice on April 20, 2013. This practice consisted of writing paragraphs by arranging the jumbled imperative sentences in the given texts of “How to use a pay phone” and “How to plant papaya’s seeds in the pot” into good paragraphs. In this matter, the students could arrange the good paragraphs. It means that they could arrange the steps well from the first step until the last step. The examples can be seen below:

Result 11

The Results of Practice of Writing Paragraph of the Students in Cycle I

Steps

- | | |
|--|--|
| ➤ Finally hang up phone | → First, find a payphone. |
| ➤ Sixth talk something clearly | → After that, pick up a receiver. |
| ➤ Third insert a coin into the coin slot | → Third, insert a coin into the coin slot. |
| ➤ First find a pay phone | → Next, dial number. |
| ➤ Next dial number | → Next, wait phone to ring. |
| ➤ After that pick up a receiver | → Sixth, talk something clearly. |
| ➤ Next wait phone to ring | → Finally, hang up phone. |

(From the result of S 15)

f) The practice of writing text

The researcher gave this practice on April 26, 2013. She asked the students to arrange and write down steps of “how to make a delicious sandwich”. In this case, most of them showed the good progress in writing steps which they began the imperative sentences by using V₁. They could arrange the good vocabularies into VP,

NP, and PP. Therefore, it means that they had understood about the application of VP and they could differ which one was VP, NP, and PP. In this matter, they still made mistakes in prepositional phrases and noun phrases. It means that there were some students who did not include prepositional phrases into the steps. Furthermore, there were also some students who made mistakes in noun phrases which they wrote, such as “bread that”, “tomato that”, etc. However, after getting corrections from the researcher, they could repair their steps into the better steps. The organization of writing from the students showed the good progress which they could arrange the better steps from introduction, body and conclusion. They were acceptable and logical enough to read. The vocabulary usage of the students was appropriate enough. They also had the progress in their writing, especially in punctuation. The examples can be seen below:

Result 12

The Results of Practice of Writing Text of the Students in Cycle I

Steps:

- First, cut tomato and cucumber into some parts. Second, put a slice of breads on a plate. Next, put a lettuce on that bread. Then, put a fried egg on that lettuce. After that, put a slice of cheese on that fried egg. Sixth, put two pieces of tomato on that slice. Seventh, put a lettuce on that cheese. Eighth, put two pieces of cucumber on that lettuce. Then, cover them with the bread. Finally, it is ready to serve. (From the result of S 15)

4.2.2. Observation sheet for practices

Based on the indicators for practices which were based on the researcher’s ideas and the teacher’s experiences, the researcher found out the results in cycle I that

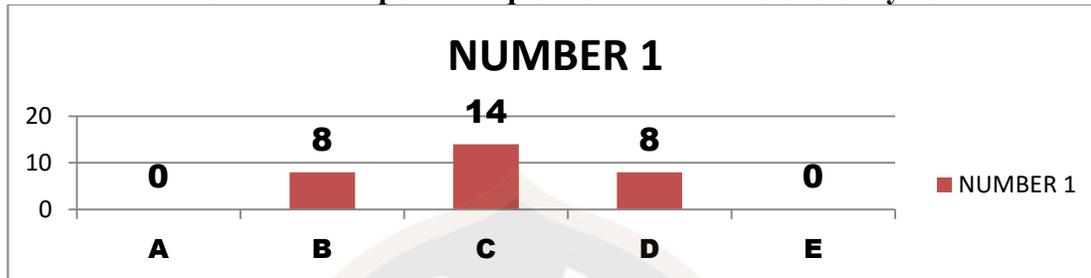
there was good enough of giving practices orderly and continuously. There was good enough in giving additional practices in the teaching and learning process. It seems that the practices did not jump from one competence to the other. The practices were given orderly from the basic one until the complex one. There was good enough of the teacher's role in discussing, checking and correcting the practices. There was good enough in giving the feedback to the students after discussing and checking the practice. The researcher gave the practices of writing steps of procedure text orderly and continuously. The given practices consisted of the basic practices until the complex practices. They were the practices of writing vocabularies, phrases, sentences, conjunctions or connectives, paragraphs, and text.

4.2.3. Analysis of students' responses after getting treatments incycle I

This analysis shows about the students' answers in questionnaire which consisted of five choices. This action was done to measure whether deductive strategy was successful or not in teaching writing of the steps of procedure text and in improving the practice of writing steps. The questions of questionnaire which would be shown were number 1, 2, 3, 11, 12, 13, and 14. The questions and the result of the students' responses can be seen as follows:

1. *Apakah menulis steps sebuah teks prosedur sukar untuk dikerjakan?*
 - a. *Tidak sama sekali; b. Sedikit; c. Cukup; d. Sukar; e. Sangat sukar*

Table 3
The students' response of question no. 1 at the end of cycle I



From the result above, there were only 8 students who answered the choice of “B”. It means that writing steps was easy enough to do although they still found the difficulties in it. Meanwhile, there were 14 students who regarded that writing the steps was difficult enough to do although most of them showed the good progress in writing steps after getting treatments in cycle I. In addition, there were 8 students who still regarded that writing steps was hard to do. They could state that writing steps was difficult because they did not pay attention to the researcher’s explanations and they did not have confidence to do the practices of writing steps.

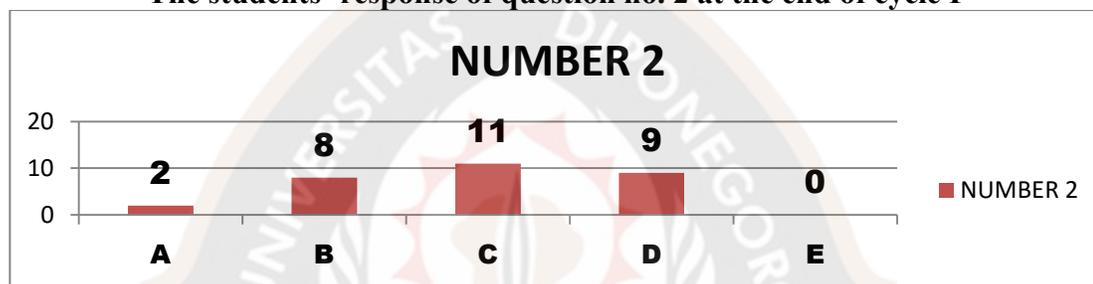
After comparing the answers in questionnaire with field notes, checklist, observation sheet and interview, it goes without saying that after getting treatments in cycle I, the seventh graders still felt difficult and confused enough to master the given explanations by using deductive strategy. Therefore, that fact would give the bad impact in the practice of writing steps which the students sometimes made mistakes in grammar rules and in vocabulary usage because they still confused in applying

grammar rules into the practices and in choosing and deciding the appropriate vocabularies.

2. *Apakah anda paham bagaimana menyusun dan menulis steps sebuah teks prosedur setelah guru menjelaskan materi selama proses belajar mengajar berlangsung?*

a. *Tidak sama sekali; b. Sedikit; c. Cukup; d. Paham; e. Sangat paham*

Table 4
The students' response of question no. 2 at the end of cycle I



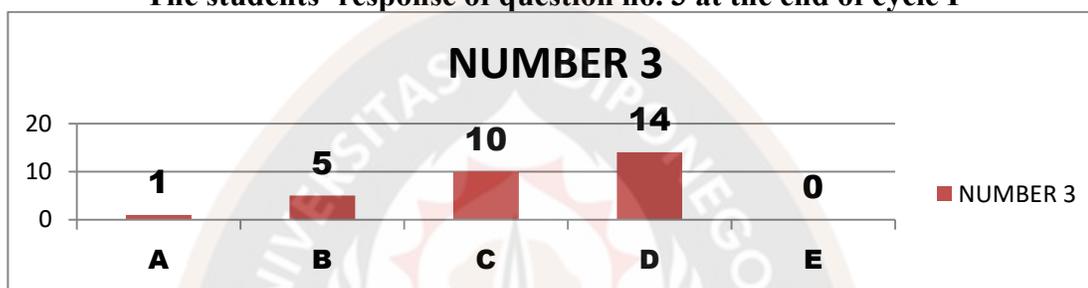
From the result above, there were only 9 students who understood about how to write down steps well. It means that they listened to the researcher's explanations and they paid attention when the researcher gave corrections toward their practices and gave feedback to them. In addition, there were 11 students who were still confused in doing the practice of writing steps. Actually, they had followed and paid attention what the researcher explained and what the researcher asked to do. However, they had low motivation in doing practices of writing steps. Meanwhile, there were 10 students who had not understood yet. It could happen because they were not serious in following the teaching and learning activities.

After comparing the answers in questionnaire with field notes, checklist, observation sheet and interview, it goes without saying that after getting treatments in cycle I, most seventh graders felt difficult enough to master the given explanations by

using deductive strategy. Therefore, that fact would give the bad impact in the practice of writing steps.

3. *Apakah anda setuju apabila penjelasan yang diberikan oleh guru jelas dan menambah pengetahuan anda menyusun dan menulis steps pada teks prosedur?*
 a. *Tidak setuju*; b. *Sedikit*; c. *Cukup setuju*; d. *Setuju*; e. *Sangat setuju*

Table 5
The students' response of question no. 3 at the end of cycle I



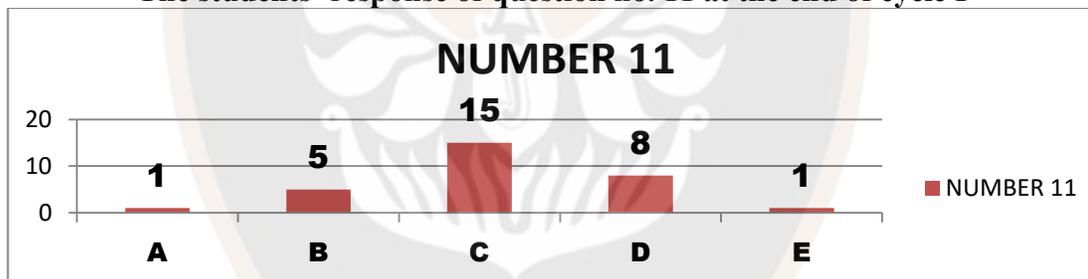
From the result above, there were 14 students who agreed that the presentation and explanation of the teacher about grammar rules by using deductive strategy could improve their understanding about how to write down steps well. Meanwhile, there were 10 students who regarded that the presentation and explanation of the teacher about grammar rules were clear enough to remember. In addition, there were 6 students who did not agree that the presentation and explanation of the teacher about grammar rules by using deductive strategy could improve their understanding about how to write down steps well. From the researcher's observations, that fact could happen because they did not listen when the teacher presented and explained the materials, they were lazy to follow the teaching and learning activities, they did not have the big motivation in writing steps, and they did not pay attention more on the teacher's explanations and the practices of writing steps. After comparing the

answers in questionnaire with field notes, checklist, observation sheet and interview, it goes without saying that after getting treatments in cycle I, most of seventh graders still faced difficulties to master the given material by using deductive strategy because of their mistakes, such as they did not listen when the teacher presented and explained the materials, they were lazy to follow the teaching and learning activities, they did not have the big motivation in writing steps, and they did not pay attention more on the teacher's explanations and the practices of writing steps .

11. *Apakah penjelasan, pemberian latihan-latihan menulis dan pembahasan kesalahan penulisan yang disampaikan oleh guru sudah sesuai dengan harapan anda?*

a. *Tidak sama sekali*; b. *Sedikit*; c. *Cukup*; d. *Sesuai*; e. *Sangat sesuai*

Table 6
The students' response of question no. 11 at the end of cycle I



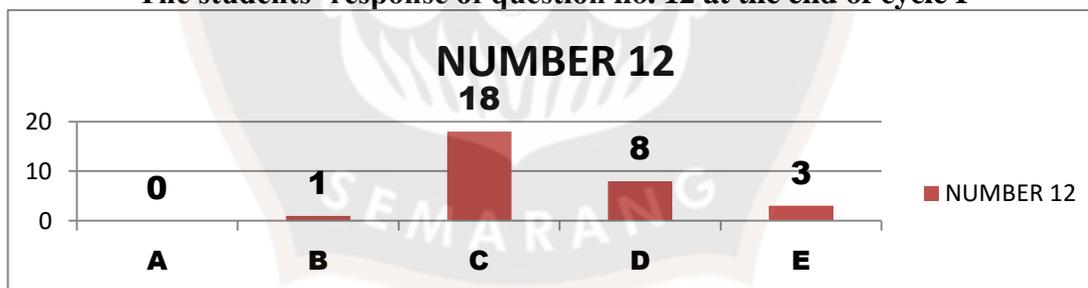
From the results above, it is crystal clear that the researcher's explanations, the researcher's practices of writing and the feedback and corrections of the researcher had been given by the researcher to the students. It means that deductive strategy could improve the practices of writing steps and also automatically feedback and corrections of the researcher were useful and important in doing the practices. There were only 9 students who said that the presentations and explanations of the researcher about grammar rules by using deductive strategy, the practices of writing

steps orderly, and the feedback and corrections of the researcher were suitable as they expected. Meanwhile, there were 15 students who said that the presentations and explanations of the teacher about grammar rules by using deductive strategy the practices of writing steps orderly, and the feedback and corrections of the researcher were enough suitable as they expected. At the same time, there were 6 students who felt that the presentations and explanations of the researcher about grammar rules by using deductive strategy, the practices of writing steps orderly, and the feedback and corrections of the researcher were not suitable as they expected.

12. *Apakah semua penjelasan dan pemberian serta pembahasan latihan-latihan menulis membantu anda untuk lebih mudah menyusun, menulis dan membuat steps pada sebuah teks prosedur?*

- a. *Tidak sama sekali*; b. *Sedikit membantu*; c. *Cukup membantu*; d. *Membantu*; e. *Sangat membantu*

Table 7
The students' response of question no. 12 at the end of cycle I

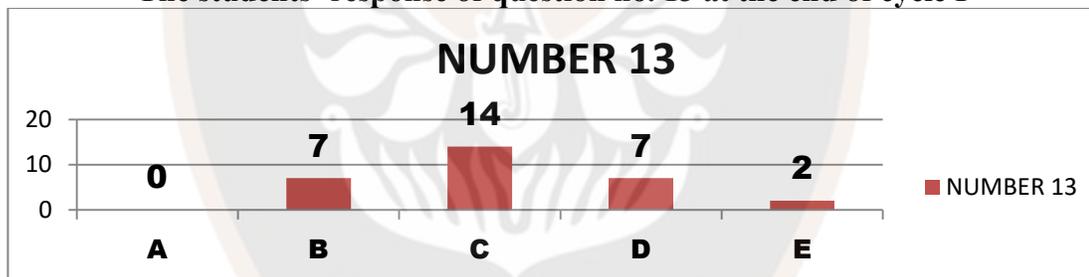


From the result above, there were only 11 students who claimed that the application of deductive strategy to improve the practice of writing steps could help them in arranging and in writing steps well. At the same time, there were 18 students who answered that the application of deductive strategy to improve the practice of writing steps were good enough to help them in arranging and in writing steps well.

Only 1 student who claimed that deductive strategy to improve the practice of writing steps was failed. After comparing the answers in questionnaire with field notes, checklist, observation sheet and interview, it goes without saying that after getting treatments in cycle I, most of seventh graders started to understand how to arrange and write down steps well after getting explanations, practices of writing orderly, corrections and feedback from the researcher. It means that the researcher's treatments could help them in writing steps better.

13. *Apakah semua penjelasan dan latihan-latihan menulis dari guru dapat meningkatkan kemampuan menulis steps sebuah teks prosedur?*
 a. *Tidak sama sekali*; b. *Sedikit*; c. *Cukup*; d. *Dapat meningkatkan*; e. *Sangat dapat*

Table 8
The students' response of question no. 13 at the end of cycle I



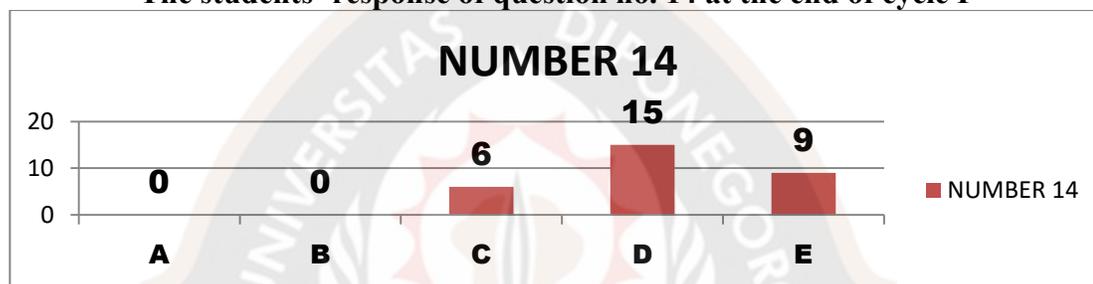
From the result above, there were only 9 students who claimed that the application of deductive strategy to improve the practice of writing steps could help them in improving their writing ability and their understanding to write down steps. At the same time, there were 21 students who answered that the application of deductive strategy to improve the practices were good enough to help them in improving their writing ability to write down steps. That fact could happen because

they did not listened to the researcher's presentations and explanations and they paid attention just a little on the researcher's feedback and corrections.

14. Apakah anda setuju jika penyertaan guru dalam menjelaskan tata bahasa, memberikan dan memperbanyak latihan-latihan menulis serta membahas kesalahan penulisan siswa sejauh ini sudah cukup diberikan?

a. Tidak sama sekali; b. Sedikit; c. Cukup; d. Setuju; e. Sangat setuju

Table 9
The students' response of question no. 14 at the end of cycle I



From the results above, there were 24 students who agreed that the roles of the teacher here in presenting and explaining grammar rules, in applying them into examples, in giving practices of writing, and giving feedback and corrections were given enough to them. Meanwhile, there were 6 students who did not agree that the roles of the teacher here in presenting and explaining grammar rules by using deductive strategy, in applying them into examples, in giving practices of writing, and giving feedback were given enough to them. From the researcher's observations, as stated before that that fact could happen because they did not listen when the teacher presented and explained the materials, they were lazy to follow the teaching and learning activities, and they did not pay attention more in the teacher's explanations and the practices of writing steps.

4.2.4. Analysis of the results of observation sheet in cycle I

The next instrument is observation sheet which was filled by the researcher based on the observations during teaching and learning activities in cycle I. There were seven questions in observation sheet. In this case, the researcher gave the mark of tick (√) which the lowest value is a tick and the highest value is five ticks in each question. Therefore, the more the seventh graders got the ticks so the more they showed the good progress of activeness, seriousness, and enthusiasm in following the teaching and learning activities. In cycle I, most students got between three ticks until four ticks in each given question in observation sheet. It means that the seventh graders started to have motivation in following teaching and learning activities in cycle I. It could happen because they started to understand how to write down steps well after the researcher applied deductive strategy to improve the practice of writing steps. Therefore, they started to have spirit to do the practices of writing steps. That facts could be proven by seeing their activeness, their seriousness, and their enthusiasm in observation sheet during teaching and learning activities in cycle I.

Based on the results of the observation sheet, the researcher found out the students' good progress in showing their activeness in following the teaching and learning activities, in showing their seriousness in listening to the researcher's explanations, in understanding the researcher's explanations, and in showing their activeness in doing the practices, in showing their seriousness in applying what the

researcher had presented and explained into the practices of writing, in showing their enthusiasm when the researcher gave the practices of writing to them, and in showing their activeness in doing homework. It means that the students started to be interested in writing steps correctly. Here, deductive strategy was successful to improve the practice of writing steps which made students become curious how to write down steps correctly. Therefore, that fact could help them to make steps better.

4.2.5. Analysis of the results of checklist in cycle I

The next instrument is checklist which was filled by the researcher based on the observations during teaching and learning activities in cycle I. There were twenty questions in checklist. In this case, the researcher just gave the mark of tick (✓) to answer in each question. Here, the researcher chose the correct answer based on the researcher's observation by giving the mark of tick on the answer of "ya", "cukup" and "tidak". Based on the results of checklist, the researcher could summarize that the researcher had explained the materials clearly, materials and explanations which were given by the researcher to the students were easy enough to understand, the researcher presented and explained grammar rules and applied them into the examples clearly, simply and easily to understand, the researcher often gave the practices of writing, the researcher had given the practices of writing to master writing vocabularies, students could write down and translate the given vocabularies after getting the explanation, feedback and correction from the researcher, the researcher was enough in giving the practices of writing to differ between nouns, verbs, adjectives, and adverbs, students were enough in writing, differing, and

translating, nouns, verbs, adjectives, and adverbs, the researcher had given the practices to arrange and write down imperative sentences, students were enough to write down imperative sentences, the researcher had given the practices of writing which were focused on punctuations, students could write down and give the punctuations in the procedure text, the researcher had given the practices to arrange, write down, and make the steps in a procedure text, students could write down and arrange the steps in a paragraph of the procedure text orderly, students could make the steps of a procedure text orderly and completely, the researcher gave corrections and feedback toward the results of the students' practices, the researcher explained the students' mistakes clearly and easily to understand, students were enough to write down steps after getting the explanations and the practices, students were still confused enough when the researcher gave the practice of writing steps to the students, and students considered that the researcher's explanations, practices, feedback, and corrections during the teaching and learning activities could help them to write down steps well. It means that deductive strategy was successful to improve the practice of writing steps. By improving the practices of writing steps orderly, the students started to be able to write steps well.

4.2.6. Analysis of post-cycle I-test

Here is the results of a test which was held on April 27, 2013. This test was used to measure whether the students had the progress or not after the researcher applied deductive strategy to improve the practice of writing steps of procedure text. The examples can be seen as follows:

Result 13
The Results of the Student's Writing Steps of a Procedure Text
in Post-Cycle I-Test

How to be fresh and healthy everyday

First, after you wake up, don't forget wash your face. Second, you must drink a pure water. Next, you must eat healthy and nutritious food. Then, drink a honey. After that, drink a glass of milk. Sixth, take a bath. Seventh, take a toothbrush. Eighth, take a toothpaste and put it on the toothbrush. Then, water your hair and use shampoo. Next, use a soap and water your body until clean. After that, napkin your body with towel. Finally, do it every day. (From the result of S 15)

1) Organization of writing

The organization of writing from the students showed the good progress which they could arrange the better steps. Although there were still few students who made the gaps between one step into another step in arranging the steps, but actually the overall steps had consisted of introduction, body and conclusion which could be acceptable and logical enough to read. They could write down the steps by using correct temporal conjunctions orderly.

2) Logical development of ideas (content)

Here, the students had the ability to develop the given topic itself. Although there were few students who made the gaps between one step into another step, but they could arrange the steps related to the given topic. The ideas which the seventh graders had developed were complete enough. It means that they had reflected the careful thinking in arranging steps related to the given topic.

3) Grammar

Based on the results, almost all seventh graders could apply imperatives which they started the imperative sentences by using infinitive (V₁). They did not apply present progressive (V-ing) and past form (V₂) in writing steps. They showed the good progress in using prepositional phrases and adverb phrases when they arranged the steps.

4) Punctuation, spelling, and mechanics

In these points, the students did not make mistakes in mechanics and punctuations. They paid attention more on punctuations and mechanics.

5) Style and quality of expression (vocabulary usage)

The vocabulary usage of the seventh graders was appropriate enough. They were able to choose and decide the vocabularies which would be used in arranging the steps. The meanings of imperative sentences in the steps could be read clearer by the researcher. That fact happened because they did not use the strange vocabularies in arranging steps.

4.2.7. Analysis of the scores' result in post-cycle I-test

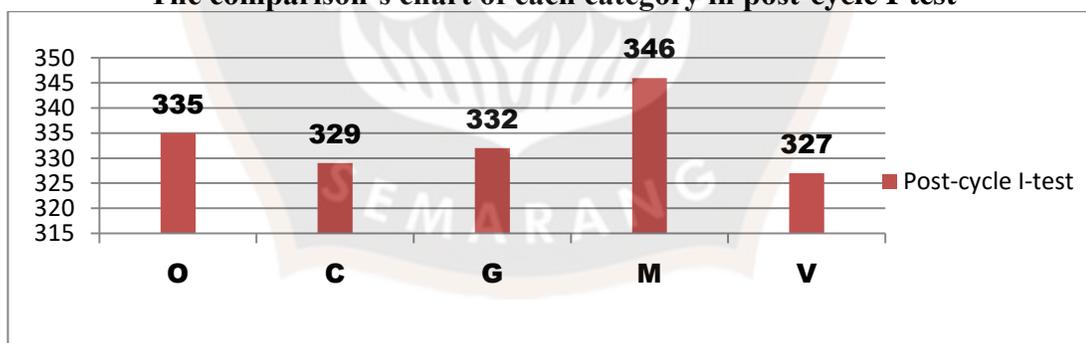
The complete scores of each category in post-cycle I-test can be seen below:

Table 10
The table of scores' analysis in post-cycle I-test

No.	Subjects	Organi- zation	Content	Grammar	Mechanics	Vocabulary	Total
1.	S 1	7	7	6	6	7	33
2.	S 2	14	13	13	13	13	66
3.	S 3	12	12	12	12	11	59
4.	S 4	13	13	13	12	13	64
5.	S 5	14	13	13	13	14	67
6.	S 6	11	12	11	12	12	58
7.	S 7	11	11	11	13	11	57
8.	S 8	10	10	10	11	10	51
9.	S 9	12	12	13	13	12	62
10.	S 10	12	12	12	13	12	61
11.	S 11	11	11	10	10	11	53
12.	S 12	12	12	12	12	12	60
13.	S 13	10	11	12	11	10	54
14.	S 14	14	14	14	13	14	69
15.	S 15	16	16	16	17	16	81
16.	S 16	7	6	5	9	6	33
17.	S 17	14	13	13	14	12	66
18.	S 18	9	9	9	7	8	42
19.	S 19	14	13	13	15	14	69
20.	S 20	14	13	13	12	14	66
21.	S 21	8	8	5	8	6	35
22.	S 22	5	5	12	12	8	42
23.	S 23	6	6	7	6	6	31
24.	S 24	12	12	12	13	12	61
25.	S 25	13	12	12	13	12	62
26.	S 26	12	12	13	13	12	62
27.	S 27	13	12	13	13	13	64
28.	S 28	7	7	5	7	5	31
29.	S 29	11	11	11	12	11	56
30.	S 30	11	11	11	11	10	54
	Total	335	329	332	346	327	1669

From the results above, the researcher finds out that the students got better scores than the scores of pre-cycle I-test in each category of scoring rubric. From the scoring scale in Brown, it can be known that every category of five categories above experienced the good progress. Most of each category above was included into adequate to fair. Few students got the level of unacceptable. However, there was still only one student who had high score in every category and got the level of good to adequate. Therefore, the researcher regarded that the seventh graders got the good progress of writing ability after applying deductive strategy to improve the practice of writing steps of procedure text. It can be proved through the scores' improvement of each category. In order to compare the sum of each category, the researcher shows the comparison of them in the table of chart below:

Table 11
The comparison's chart of each category in post-cycle I-test



From the chart above, it is assumed that in post-cycle I-test the highest sum was still the category of punctuation, spelling and mechanics. The sum of this category in post-cycle I-test increased from 319 in pre-cycle I-test to 346. The lowest sum was the category of vocabulary usage. The sum of this category in post-cycle I-

test increased from 300 in pre-cycle I-test to 327. The sum of organization's category increased from 301 in pre-cycle I-test to 335, and the sum of content's category also increased from 302 to 329. The sum of grammar's category increased from 293 to 332. That fact made the researcher felt excited enough. It happened because the sum of grammar's category and the sum of vocabulary usage's category increased. It means that the seventh graders began to be able to write the good steps.

The average mark for the post-cycle I-test $= \frac{\sum NX}{\sum N} = \frac{1669}{30} = 55.63$

From the average mark above, it was true that the results experienced the improvement which the mean was 55.63. The average mark and the percentage of post-cycle I-test were better than the average mark and percentage of pre-cycle I-test.

4.3. Analysis of treatments in cycle II

This part discusses treatments which were given to the seventh graders in cycle II. The treatments consisted of planning, acting or implementing, observing, and reflecting which are explained below:

Cycle II

1) Planning

By checking and analysing questionnaires, field notes, checklist, observation sheet, interviews and practices, the researcher found the problems and the causes of

their difficulties which were faced by the seventh graders in writing steps in cycle I. The students' problems and the students' difficulties which were found by the researcher during teaching and learning activities in cycle I would be utilized as considerations to make the lesson plans for cycle II.

Based on the overall data which were got from cycle I, the researcher revised the lesson plans. These lesson plans still used deductive strategy in order to improve the practices in writing steps of procedure text. From the results in cycle I, the researcher found that most of seventh graders showed the good progress in arranging the steps well from introduction, body and conclusion by using temporal conjunctions, in developing the ideas and the content related to the given topic and in paying attention to their writing, especially punctuation and mechanics. However, they still had the difficulty of searching, choosing and deciding the appropriate vocabulary items to arrange the steps and some of them still had the difficulty in grammar which they did not make imperative sentences by using infinitive (V_1) but by using to + infinitive (to + V_1). In addition, there were some students who began the imperative sentences by using nouns. Therefore, in cycle II, the researcher focused on giving more and more for the practices of writing vocabularies and the practices of writing imperative sentences. Here, the researcher tried to differ the given vocabularies based on their class, such as action verbs, nouns, adjectives, prepositions, and adverbs. Meanwhile, in order to master writing sentences, the researcher gave the practices of writing sentences which the students used the given

vocabularies in the practices of writing vocabularies to make simple present tense sentences and imperative sentences.

The researcher taught the students by applying deductive strategy. Here, the researcher presented and explained simple present tense and imperatives and then, she applied simple present tense and imperatives into the examples. In this case, the students were given the practices of writing by the researcher orderly and continuously. Orderly here meant that the researcher gave the practices from the practices of writing vocabularies, the practices of writing phrases, the practices of writing sentences, the practices of writing conjunctions or connectives, the practices of writing paragraph, and the practices of writing text.

2) Acting or Implementation

The next phase was acting. In this phase, the researcher did what she had planned before. The researcher implemented the lesson plans in teaching writing steps in procedure text. In this cycle, the lesson plans were focused more on mastering writing vocabularies and mastering writing imperative sentences.

In this implementation, the researcher divided every teaching and learning activity into four steps, such as Building Knowledge of the Field (BKoF), Modeling of the Text (MoT), Joint Construction of The Text (JCoT), and Individual Construction of the Text (ICoT) (Feez and Joyce, 1998: 28-31). The points of them can be seen as follows:

a) Building Knowledge of the Field (BKoF)

First of all, the researcher discussed and mentioned the mistakes which were still made by the students in cycle I. The researcher kept always reminding the students about what the procedure text is, what the general structures of a procedure text are, and what language features of procedure steps are. Moreover, the researcher introduced and explained the basic knowledge in each material from writing vocabularies, writing phrases, writing sentences (simple present tense sentences and imperative sentences), writing conjunctions or connectives, writing paragraph, and writing text to the students before giving practices of writing.

b) Modeling of the Text (MoT)

After giving the basic knowledge and the basic explanations about procedure text, procedure steps, and the material which would be taught in every teaching and learning activity, the researcher gave more explanations deeply step by step from explanations of vocabularies until explanations of phrases. For the next, the researcher presented and explained grammar rules (in this case was simple present tense and imperatives) by comparing between the formula of pronoun + VP + NP + PP + AvP and the formula of S+ P + O + A for simple present tense and the formula of P + O + A for imperatives which would be used to write down the steps and to do the practice of writing sentence, paragraph, and text. After explaining above, she always gave the examples by applying the rules (simple present tense and imperatives) to guide them in order to make them easier to do the next practices from writing sentences, conjunctions or connectives, paragraphs, and text. Here, the

researcher focused on giving more practices of writing vocabularies and writing sentences.

c) Joint Construction of The Text (JCoT)

Having given the explanations and the examples, the researcher asked the students to discuss and do the practices of writing vocabularies, phrases, sentences, conjunctions or connectives, paragraph, and text in groups.

d) Individual Construction of the Text (ICoT)

After discussing and doing the practices of writing in groups, the researcher asked them to do and write down the results of the discussions about the practices of writing above individually. After finishing the practices, the researcher gave corrections and feedback together to the students.

3) Observing

Having done teaching and learning process in this cycle, the observer did evaluation of everything which happened during classroom activity. Then, the observer compared the results of practices of writing steps with the indicators for practices, the observation sheet for practices, questionnaires, field notes, checklist, observation sheet and interviews. In order to measure how far the influence of giving more practices of writing steps orderly for students to master writing steps, so the researcher gave a test.

4) Reflecting

In this phase, the researcher analyzed, checked, and evaluated overall data in the cycle II. After checking and analyzing practices of writing steps and the test in cycle II, the researcher found out that there was the better progress and the better understanding in cycle II. Therefore, the intervention stopped. From overall data in cycle II, the researcher could say that the application of deductive strategy was successful to improve the practice of writing steps in procedure text and to make the better progress in writing steps.

4.3.1. Analysis of students' progress found in practices of writing steps of procedure text

There are six practices of writing which were given to the seventh grade students. They are the practice of writing vocabularies, the practice of writing phrases, the practice of writing sentences, the practice of writing conjunctions or connectives, the practice of writing paragraph, and the practice of writing text. The students' progress which appeared during giving the practices of writing can be shown as follows:

1) The practice of writing vocabularies

The researcher gave this practice on May 4, 2013 and May 6, 2013. This practice consisted of jumbled letters practice, filling the blanks practice, and writing vocabularies practice. In these practices, the given vocabularies were grouped into verbs, nouns, adjectives, prepositions, and adverbs. In doing these practices, the better progress was shown by the students. They could arrange the letters to be good words and they could translate the words from English into Indonesian language. They also

could differ verbs, nouns, adjectives, and adverbs and they could master to memorize the given vocabulary items and their meanings. The examples can be seen below:

Result 14

The Results of Practice of Writing Vocabularies of the Students in Cycle II

Action verbs

1. e - r - p - e - a - p - r = prepare
2. t - e - g = get
3. k - t - e - a = take
4. t - u - c = cut
5. k - m - e - a = make

Nouns

1. p _ t = pot
2. f _ _ _ _ r = flower
3. s _ _ d = seed
4. w _ t _ _ = water
5. m _ _ g _ = mango

Adjectives

1. h _ _ = hot
2. r _ _ = red
3. g _ _ _ _ = green
4. r _ _ _ t = right

Prepositions

1. ke dalam = into
2. di dalam = in
3. di bawah = under
4. dari = from
5. sebelum = before
6. pada = on
7. sampai = until
8. dengan = with

Adverbs

1. c _ _ _ _ _ l y = completely
2. s _ _ _ _ _ l y = sufficiently
3. c _ _ _ _ l y = carefully
4. s _ _ _ l y = slowly

5. q _ _ _ _ ly = quickly

(From the result of S 5)

2) The practice of writing phrases

The researcher gave this practice on May 7, 2013. This practice was time to group and put the given vocabularies in the practice of writing vocabularies into the table of pronoun or subject, verb phrase (VP) or predicator, noun phrase (NP) or object, prepositional phrase (PP) or adverbial, and adverb phrase (AvP) or adverbial. In this matter, the seventh graders did not make mistake. It meant that they understood the teacher's explanations. They could differ pronoun or subject, verb phrase or predicator, noun phrase or object, prepositional phrase or adverbial, and adverb phrase or adverbial. Therefore, they could group the given vocabularies into the table according to their category correctly. Furthermore, they could make good noun phrases or good objects and good prepositional phrases or good adverbial by arranging the given vocabularies into good noun phrases and good prepositional phrases. The examples can be seen below:

Result 15
The Results of Practice of Writing Phrases of the Students in Cycle II

No.	Pronoun (Subject)	Verb Phrases (Predicator)	Noun Phrases (Object)	Prepositional Phrases (Adverbial)	Adverb Phrases (Adverbial)
1.	We	Put	water	Into the blender	Completely
2.	You	Pour	Sugar	With a knife	Sufficiently
3.		Cut	Mango	Into the bucket	Carefully
4.		Prepare	Rope	Into the bowl	Tightly
5.		Bind	Egg	On the plate	During five
6.		Add	Big pot	Into the pot	minutes
7.		Peel	Pepper	With spoon	
8.		Take	Blender	With glue	
9.		Grind	Flower	On the paper	
10.		Mix	pot		

(From the result of S5)

3) The practice of writing sentences

The researcher gave this practice on May 10, 2013 and on May 11, 2013. In this practice, the researcher asked the students to make imperative sentences and simple present tense sentences by using the given vocabularies in the practice of writing phrases which had been put into the table of pronoun or subject, verb phrase (VP) or predicator, noun phrase (NP) or object, prepositional phrase (PP) or adverbial, and adverb phrase (AvP) or adverbial. In this practice of writing sentences, the students could arrange the given vocabularies in the practice of writing phrases to be good imperative sentences and good simple present tense sentences well. Even, the meanings of that imperative sentences and simple present tense sentences were not

weird to listen and to read by the reader. The sentences were logical and they could be understood by the researcher. For overall, it is crystal clear that the students had the better progress in making sentences correctly. The examples can be shown below:

Result 16
The Results of Practice of Writing Sentences of the Students in Cycle II

- We cut the mango with a knife carefully.
- Pour the water into the blender sufficiently.
- Bind the rope tightly.
- We prepare a big pot.
- Put the egg into the bowl.
- Put the flower into the pot
- Add pepper sufficiently.
- We take the mango sufficiently
- Mix the egg carefully. (From the result of S 5)

4) The practice of writing conjunctions or connectives

The researcher gave this practice on May 13, 2013. Here, the practice of writing conjunctions or connectives was united with the practice of writing paragraph. This practice consisted of jumbled sentences and jumbled connectives with the title of “How to transplant a mango tree”. The researcher asked the students to arrange the steps of “how to transplant a mango tree” orderly. The students had done better job in writing temporal conjunctions. They could arrange the steps correctly based on the given temporal conjunctions in the text. They were able to arrange the steps from introduction, body and conclusion. They wrote down temporal conjunctions correctly. The examples can be shown below:

Result 17
**The Results of Practice of Writing Conjunctions or Connectives of the Students
 in Cycle II**

First,...Second,....Then,.....After that,....Fifth,...Sixth,....Next,....Then, ...Ninth, ...,
 Next,...Eleventh, After that,Then,...Next,....Fifteenth,...Sixteenth,...Finally,....

(From the result of S 5, 23, 28, 30)

5) The practice of writing paragraph

The researcher gave this practice on May 13, 2013. As said before that the practice of writing paragraph here was united with the practice of writing conjunctions or connectives. This practice consisted of jumbled sentences and jumbled connectives with the title of “How to transplant a mango tree”. Then, they chose the correct imperative sentences and the correct temporal conjunctions which the choices of jumbled imperative sentences consisted of infinitive (V₁), past form (V₂), present progressive (V-ing), to + infinitive (to + V₁), S + to be + infinitive (V₁), and S + infinitive (V₁), cut the papers of correct imperative sentences, arranged them to be a good paragraph or good steps, and stuck them on the paper with glue. Most students had the better progress in arranging jumbled imperative sentences to be good steps. Although there were some students who still made mistakes in choosing verbs, but they finally knew what mistakes they had made and remembered how to begin imperative sentences correctly after getting feedback and correction from the researcher. The examples can be shown below:

Result 18

The Results of Practice of Writing Paragraph of the Students in Cycle II

First, prepare all materials. Second, choose a good mango tree. Then, measure that mango stalk about 5-7 cm with a rule correctly. After that, peel that mango stalk with a knife carefully. Fifth, cover that mango stalk with a plastic. Sixth, fill the plastic with dirt sufficiently. Next, bind the plastic with a rope in the right and in the left side tightly. Then, wait three months. Ninth, don't forget to water dirt in the plastic every two days. Next, after three months, open the rope and the plastic. Eleventh, cut that mango stalk with a knife. After that, move that mango stalk into the pot slowly. Then, fill the pot with dirt sufficiently. Next, give fertilizer sufficiently. Fifteenth, cover it with dirt. Sixteenth, water it sufficiently. Finally, put the pot in the place of enough sunshine. (From the result of S 26)

6) The practice of writing text

The researcher gave this practice on May 16, 2013. She asked the students to arrange and write down steps of "how to get the information about the biography of SBY from Wikipedia". In this case, most of them showed the better progress in writing steps which they began the imperative sentences by using infinitive (V₁). They could also write down correct prepositional phrases, noun phrases, and articles. They could also arrange the steps orderly from introduction, body and conclusion. They could use the correct temporal conjunctions in arranging steps. Moreover, they could develop the content of the steps to be logical and easy to read. In addition, they showed that there were the good plans when they arranged the steps. The used vocabularies in the steps were appropriate. They were clearer to read and they did not appear the weird meanings in arranging steps. The examples can be shown below:

Result 19

The Results of Practice of Writing Text of the Students in Cycle II

First, turn on the computer. Second, insert the modem. Third, choose and press / click Mozilla firefox picture. Next, write "the biography of SBY from

Wikipedia” in under column “Google”. After that, click / press “search”. Then, wait for few seconds. Next, choose “the biography of SBY from Wikipedia”. Eight, block the text from upper side until lower side. Ninth, click “mouse” in right side. Tenth, choose “copy” and click / press “mouse”. Next, choose “start” and click / press “mouse”. After that, choose “Ms. Office word” and click. Then, click “mouse” in right side. Then, choose “paste” and click. Then, you will see the text and choose “save” and click. Next, choose “My document” and click. Then, write your title in column “file name”. Then, click / press “save”. Finally, the text is ready to print. (From the result of S15)

4.3.2. Observation sheet for practices

In cycle II, through the indicators for practices which were based on the researcher’s ideas and the teacher’s experiences, the researcher found out that there was better of giving practices orderly completely and continuously. There was better in giving additional practices in the teaching and learning process. It seems that the practices were better which were given orderly and continuously. There were more detail practices. There was good teacher’s role in discussing, checking and correcting the practices. There was better of giving the feedback to the students after discussing and checking the practice. Here, the researcher kept giving the practices of writing steps from writing vocabularies until writing the text orderly and continuously. However, she focused on giving more practices of writing vocabularies and practices of writing sentences.

4.3.3. Analysis of students’ responses after getting treatments in cycle II

The important data which were used to measure whether the application of deductive strategy could improve writing steps in procedure text or not and whether deductive strategy was successful or not in teaching writing steps were questionnaire,

observation sheet, checklist and interview. In order to know the students' response after getting treatments, the researcher wanted to compare the seven answers of 14 questions in questionnaire. The seven questions of questionnaire are the number of 1, 2, 3, 11, 12, 13 and 14. The results can be shown as follows:

1. *Apakah menulis steps sebuah teks prosedur sukar untuk dikerjakan?*
 - a. *Tidak sama sekali*; b. *Sedikit*; c. *Cukup*; d. *Sukar*; e. *Sangat sukar*

Table 12
The students' response of question no. 1 at the end of cycle II

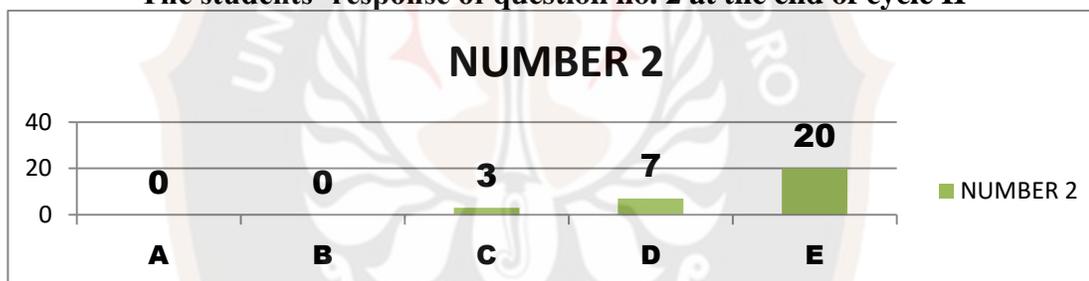


From the result above, there were 11 students who answered the choice of "A". It means that after getting treatments in cycle II, writing steps of procedure text was easier to do. In addition, there were also 12 students who answered the choice of "B". It means that writing steps was easy to do although they still found the difficulties in it. Meanwhile, there were 7 students who regarded that writing steps was easy enough to do and it was difficult enough to do although most of them showed the improvement in understanding than the results in cycle I. After comparing the answers in questionnaire with field notes, checklist, observation sheet and interview, it goes without saying that after getting treatments in cycle II, most of seventh graders did not feel difficult and confused to master the given material by

using deductive strategy. After doing the practices, getting feedback and corrections in cycle II, they felt confident in writing steps and they understood how to write down the steps well. It means that the application of deductive strategy to improve the practice of writing steps was successful to improve the writing ability of seventh graders.

2. *Apakah anda paham bagaimana menyusun dan menulis steps sebuah teks prosedur setelah guru menjelaskan materi selama proses belajar mengajar berlangsung?*
 a. *Tidak sama sekali*; b. *Sedikit*; c. *Cukup*; d. *Paham*; e. *Sangat paham*

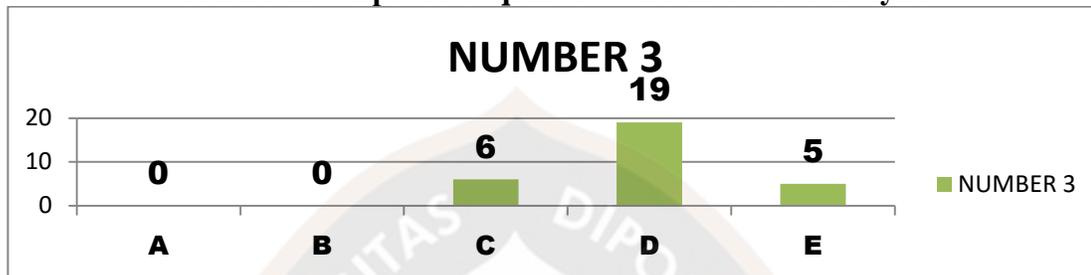
Table 13
The students' response of question no. 2 at the end of cycle II



From the result above, there were 27 students who understood about how to write down the steps well. In addition, their understanding of writing steps got the better progress. They had understood and mastered the given material by applying deductive strategy. Therefore, they could do the practices of writing steps in procedure text easier. Meanwhile, there were only 3 students who understood enough in mastering the given material. After comparing the answers in questionnaire with field notes, checklist, observation sheet and interview, it goes without saying that after getting treatments in cycle II, most of seventh graders showed that they were not confused again in mastering and doing the practices of writing steps.

3. *Apakah anda setuju apabila penjelasan yang diberikan oleh guru jelas dan menambah pengetahuan anda menyusun dan menulis steps pada teks prosedur?*
 a. *Tidak setuju; b. Sedikit; c. Cukup setuju; d. Setuju; e. Sangat setuju*

Table 14
The students' response of question no. 3 at the end of cycle II

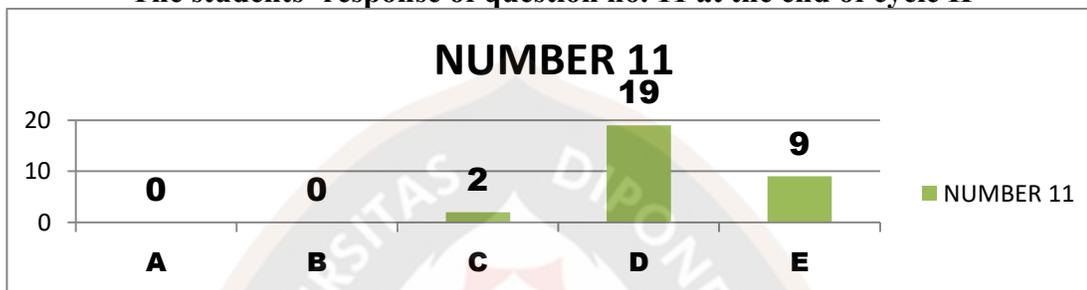


From the result above, there were 24 students who agreed that the presentation and explanation of the teacher about grammar rules by using deductive strategy could improve their understanding about how to write down steps well. Meanwhile, there were 6 students who regarded that the presentation and explanation of the teacher about grammar rules were clear enough to remember. From the researcher's observations, that fact proved that they listened to the teacher's presentations and explanations, they followed the teaching and learning activities, they had big motivation in writing steps, and they paid attention more on the teacher's explanations and the practices of writing steps. After comparing the answers in questionnaire with field notes, checklist, observation sheet and interview, it goes without saying that after getting treatments in cycle II, most of seventh graders did not face the difficulties to master the given material by applying deductive strategy, so that they could do the practices easier.

11. Apakah penjelasan, pemberian latihan-latihan menulis dan pembahasan kesalahan penulisan yang disampaikan oleh guru sudah sesuai dengan harapan anda?

a. Tidak sama sekali; b. Sedikit; c. Cukup; d. Sesuai; e. Sangat sesuai

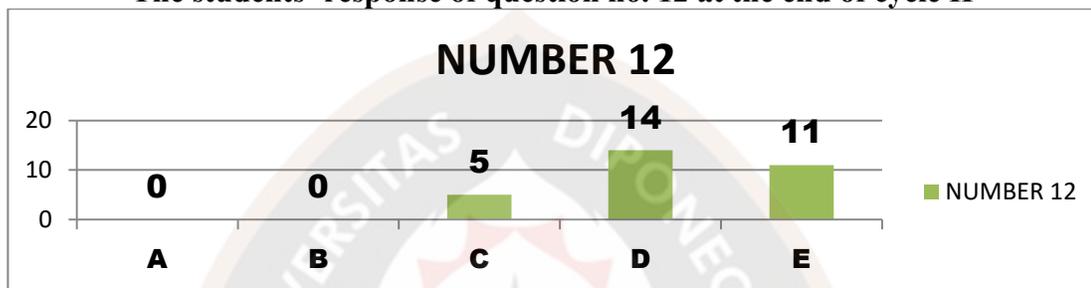
Table 15
The students' response of question no. 11 at the end of cycle II



From the results above, it is crystal clear that the researcher's explanations, the researcher's practices of writing and the feedback and corrections of the researcher had been given by the researcher to the students. It means that deductive strategy could improve the practices of writing steps and also automatically feedback and corrections of the researcher were useful and important in doing the practices. There were 28 students who said that the presentations and explanations of the researcher about grammar rules by using deductive strategy, the practices of writing steps orderly, and the feedback and corrections of the researcher were suitable as they expected. Meanwhile, there were only 2 students who said that the presentations and explanations of the teacher about grammar rules by using deductive strategy the practices of writing steps orderly, and the feedback and corrections of the researcher were enough suitable as they expected.

12. Apakah semua penjelasan dan pemberian serta pembahasan latihan-latihan menulis membantu anda untuk lebih mudah menyusun, menulis dan membuat steps pada sebuah teks prosedur?
 a. Tidak sama sekali; b. Sedikit membantu; c. Cukup membantu; d. Membantu; e. Sangat membantu

Table 16
The students' response of question no. 12 at the end of cycle II

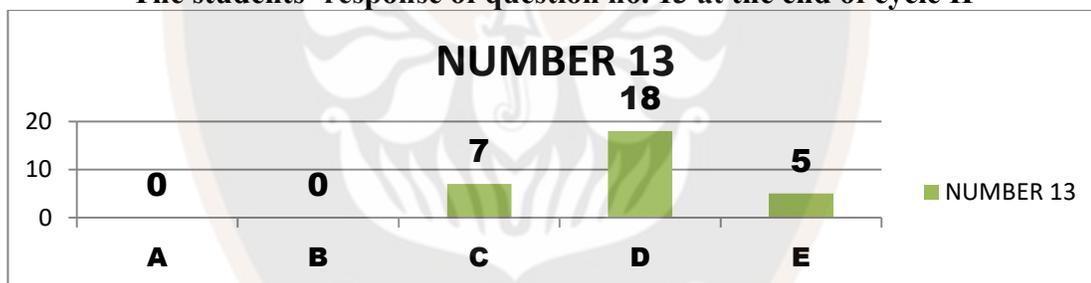


From the results above, it is crystal clear that the researcher's explanations, the researcher's practices of writing and the feedback and corrections of the researcher had been given by the researcher to the students. It means that deductive strategy could improve the practices of writing steps and also automatically feedback and corrections of the researcher were useful and important in doing the practices. There were 25 students who said that the presentations and explanations of the researcher about grammar rules by using deductive strategy, the practices of writing steps orderly, and the feedback and corrections of the researcher were suitable as they expected. Therefore, the application of deductive strategy to improve the practice of writing steps could help them in arranging and in writing steps well. Meanwhile, there were 5 students who said that the application of deductive strategy to improve the practice of writing steps were good enough to help them in arranging and in writing steps well. After comparing the answers in questionnaire with field notes,

checklist, observation sheet and interview, it goes without saying that most of seventh graders showed that they had the high confident in writing steps well. Therefore, the students' understanding in writing steps got the better progress. After getting treatments in cycle II, most of seventh graders had understood how to arrange and write down steps well after getting explanations, practices of writing orderly, corrections and feedback from the researcher. It means that the researcher's treatments could help them in writing steps better.

13. *Apakah semua penjelasan dan latihan-latihan menulis dari guru dapat meningkatkan kemampuan menulis steps sebuah teks prosedur?*
 a. *Tidak sama sekali; b. Sedikit; c. Cukup; d. Dapat meningkatkan; e. Sangat dapat*

Table 17
The students' response of question no. 13 at the end of cycle II



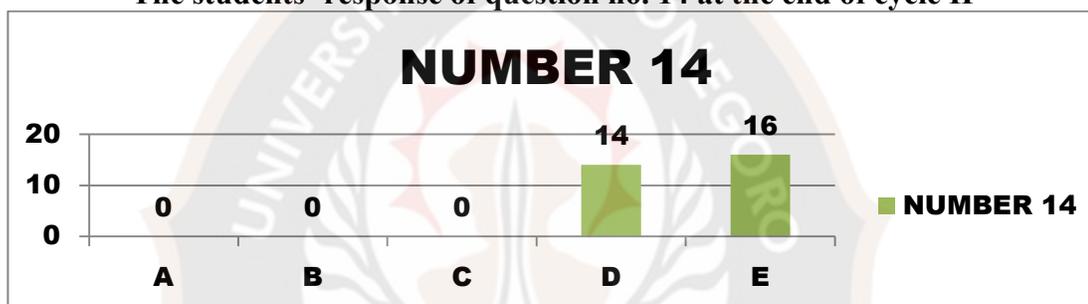
From the result above, there were 23 students who claimed that the application of deductive strategy to improve the practice of writing steps could help them in improving their writing ability and their understanding to write down steps. At the same time, there were 7 students who answered that the application of deductive strategy to improve the practices were good enough to help them in improving their writing ability to write down steps. Here, the writing ability of seventh graders showed the better progress after the researcher applied the deductive

strategy to improve the practice of writing steps of procedure text. That fact happened because they got the researcher's explanations, the practices of writing steps orderly and continuously, the researcher's feedback and corrections.

14. *Apakah anda setuju jika penyertaan guru dalam menjelaskan tata bahasa, memberikan dan memperbanyak latihan-latihan menulis serta membahas kesalahan penulisan siswa sejauh ini sudah cukup diberikan?*

a. *Tidak sama sekali; b. Sedikit; c. Cukup; d. Setuju; e. Sangat setuju*

Table 18
The students' response of question no. 14 at the end of cycle II



From the results above, there were 30 students who agreed that the roles of the teacher here in presenting and explaining grammar rules, in applying them into examples, in giving practices of writing, and giving feedback and corrections had been given to them. From the researcher's observations, the effects of them were that they had been motivated to follow the teaching and learning activities, and they paid attention more on the teacher's explanations and the practices of writing steps. The influence of them was that the seventh graders showed the better progress in their writing ability.

4.3.4. Analysis of the results of observation sheet in cycle II

The next instrument is observation sheet which was filled by the researcher based on the observations during teaching and learning activities in cycle II. There were seven questions in observation sheet. In this case, the researcher gave the mark of tick (√) which the lowest value is a tick and the highest value is five ticks in each question. Therefore, the more the seventh graders got the ticks so the more they showed the good progress of activeness, seriousness, and enthusiasm in following the teaching and learning activities. In cycle II, most students got five ticks in each given question in observation sheet. It means that the seventh graders had had the bigger motivation in following teaching and learning activities in cycle II. Based on the results of the observation sheet, the researcher found out the better progress of the students in showing their activeness in following the teaching and learning activities, in showing their seriousness in listening to the researcher's explanations, in understanding the researcher's explanations, and in showing their activeness in doing the practices, in showing their seriousness in applying what the researcher had presented and explained into the practices of writing, in showing their enthusiasm when the researcher gave the practices of writing to them, and in showing their activeness in doing homework. It means that the students' enthusiasm experienced the better progress in following the teaching and learning activities, in paying attention the teacher's explanations and in doing practices of writing. It could happen because they understood how to write down steps well after getting explanations

about grammar rules and getting more practices of writing orderly. Therefore, they had more desire to do the practices of writing steps well.

4.3.5. Analysis of the results of checklist in cycle II

The next instrument is checklist which was filled by the researcher based on the observations during teaching and learning activities in cycle II. There were twenty questions in checklist. In this case, the researcher just gave the mark of tick (√) to answer in each question. Here, the researcher chose the correct answer based on the researcher's observation by giving the mark of tick on the answer of "ya", "cukup" and "tidak". Based on the results of checklist, the researcher could summarize that the researcher had explained the materials clearer, materials and explanations which were given by the researcher to the students were easier to understand, the researcher presented and explained grammar rules and applied them into the examples clearer, simpler and easier to understand, the researcher often gave the practices of writing, the researcher had given the practices of writing to master writing vocabularies, students could write down and translate the given vocabularies correctly after getting the explanation, feedback and correction from the researcher, the researcher had given the practices of writing orderly and clearly to differ between nouns, verbs, adjectives, and adverbs, students had the better progress in writing, differing, and translating, nouns, verbs, adjectives, and adverbs, the researcher had given the practices to arrange and write down imperative sentences, students could write down imperative sentences correctly, the researcher had given the practices of writing which were focused on punctuations, students could write down and give the

punctuations in the procedure text, the researcher had given the practices to arrange, write down, and make the steps in a procedure text, students could write down and arrange the steps in a paragraph of the procedure text orderly and correctly, students could make the steps of a procedure text orderly, completely and clearer, the researcher gave corrections and feedback toward the results of the students' practices, the researcher explained the students' mistakes clearly and easily to understand, students could write down steps clearer and correctly after getting the explanations and the practices, students were not confused when the researcher gave the practice of writing steps to the students because they had understood how to write down steps well, and students considered that the researcher's explanations, practices, feedback, and corrections during the teaching and learning activities could help them to write down steps well. It means that deductive strategy was successful to improve practices of writing orderly which made students easier to write down steps correctly and completely. The results of checklist proved that the students could do the practices of writing after getting explanations, feedback and corrections from the researcher.

4.3.6. Analysis of post-cycle II-test

Here is the results of a test which was held on May 18, 2013. This test was used to measure whether the students had the progress or not after the researcher applied deductive strategy to improve the practice of writing steps in procedure text. The examples can be seen as follows:

Result 20
The Results of the Student's Writing Steps of a Procedure Text
in Post-Cycle II-Test

How to take care fish in the aquarium

First, take the fish from aquarium. Second, move fish into bucket. Then, throw the water until empty. Next, move the little rock into bucket. Fifth, put the detergent into aquarium sufficiently. Sixth, wash the aquarium with sponge. Then, clean with the water. Eighth, dry under the sunshine. Ninth, add water into aquarium. After that, move the fish into aquarium. Next, move the little rock into aquarium. Then, give fish a food sufficiently. Finally, clean it every two days one time.

(From the result of S 2)

The results of each category of students' written can be shown below:

1) Organization of writing

In arranging steps in a procedure text, most of seventh graders showed the better progress in arranging the steps. They could arrange the good steps from introduction until conclusion. The arrangement of steps was complete enough because there were almost no gaps between one step into another step. Furthermore, they could write temporal conjunctions or connectives well.

2) Logical development of ideas (content)

In cycle II, most of seventh graders could develop the content of the steps to be better steps. The steps reflected the careful thinking, so the meaning of the imperative sentences could be read and could be understood. Although there were still some missing steps but they did not annoy the content of the steps itself.

3) Grammar

Most students of seventh graders could apply the formula of simple present tense and imperative sentences in writing steps. Although there were few students

who kept making mistakes in this area, but there were many students who had understood how to apply the simple present tense and imperative sentences in writing steps well. It can be said that the seventh graders had the better progress in applying infinitive (V_1), in using noun phrases, prepositional phrases, and adverb phrases and in using correct articles when they wrote down imperative sentences and simple present tense sentences.

4) Punctuation, spelling, and mechanics

In this area, the seventh graders were careful enough in writing the steps. They had paid attention about the punctuations, spelling and mechanics.

5) Style and quality of expression (vocabulary usage)

Most of the students were able to express what the students thought and wanted in Indonesian language and in English language. They could use good and appropriate vocabularies in arranging the steps, so the meanings of the steps were clear to read.

4.3.7. Analysis of the scores' result in post-cycle II-test

The scores of each category from the post-cycle II-test which was held on May 18, 2013 can be seen below:

Table 19
The table of scores' analysis in post-cycle II-test

No.	Subjects	Organi- zation	Content	Grammar	Mechanics	vocabulary	Total
1.	S 1	10	10	9	9	10	48
2.	S 2	19	19	17	15	19	89

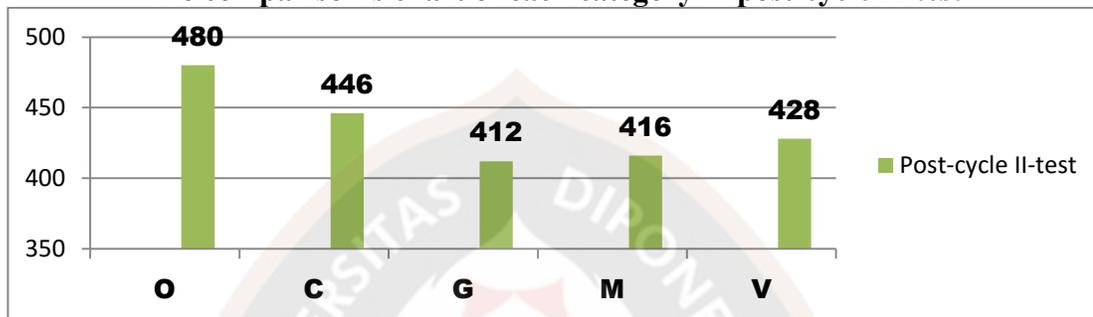
3.	S 3	19	16	15	15	16	81
4.	S 4	17	15	15	14	15	76
5.	S 5	15	14	15	17	14	75
6.	S 6	14	15	14	13	14	70
7.	S 7	17	16	14	14	15	76
8.	S 8	11	11	11	11	11	55
9.	S 9	17	17	15	14	15	78
10.	S 10	19	15	14	14	13	75
11.	S 11	16	14	13	14	13	70
12.	S 12	19	18	17	15	18	87
13.	S 13	19	16	14	15	15	79
14.	S 14	18	16	15	14	15	78
15.	S 15	19	18	19	19	19	94
16.	S 16	18	16	13	14	14	75
17.	S 17	18	16	15	15	16	80
18.	S 18	10	10	10	10	10	50
19.	S 19	19	18	15	17	16	85
20.	S 20	19	16	16	15	17	83
21.	S 21	10	9	6	8	8	41
22.	S 22	15	14	14	15	14	72
23.	S 23	11	12	11	11	11	56

24.	S 24	19	18	15	15	16	83
25.	S 25	17	16	14	15	15	77
26.	S 26	19	19	17	16	17	88
27.	S 27	16	15	14	14	15	74
28.	S 28	9	8	7	9	7	40
29.	S 29	19	17	15	15	16	82
30.	S 30	12	12	13	14	14	65
Total		480	446	412	416	428	2182

From the results above, the researcher found out that the students got better scores than the scores of pre-cycle I-test and post-cycle I-test in each category of scoring rubric. From the scoring rubric in Brown, it can be known that every category of five categories above experienced the better progress. Most of each category above was included into “Excellent to Good” and “Good to Adequate”. Few students got the level of “adequate to fair” and “unacceptable”. Therefore, the researcher regarded that the seventh graders got the better improvement and it can be said that applying deductive strategy to improve the practice of writing steps of procedure text had the effect of writing ability of the students. Here, deductive strategy to improve the practice of writing steps could also influence the progress of writing ability of the seventh graders which it can be proved by the improvements of each category in organization of writing, content, grammar, mechanics, and vocabulary usage. In order

to compare the sum of each category, the researcher shows the comparison of them in the table of chart below:

Table 20
The comparison's chart of each category in post-cycle II-test



From the chart above, it is assumed that in post-cycle II-test the highest sum is the category of organization. The sum of this category in post-cycle II-test increases from 301 in pre-cycle I-test and 335 in post-cycle I-test to be 480 in post-cycle II-test. The lowest sum is the category of grammar. The sum of this category in post-cycle II-test increases from 293 in pre-cycle I-test and 332 in post-cycle I-test to be 412 in post-cycle II-test. The sum of content's category increases from 302 in pre-cycle I-test and 329 in post-cycle I-test to be 446 in post-cycle II-test, and the sum of punctuation, spelling and mechanic's category also increases from 319 and 346 to be 416 in post-cycle II-test. The sum of vocabulary usage's category increases from 300 and 327 to be 428 in post-cycle II-test. It can be seen that the sum of grammar's category and the sum of vocabulary usage's category increased more and more. It means that the seventh graders were able to write down the better steps.

The average mark for post-cycle II-test
$$= \frac{\sum NX}{\sum N} = \frac{2176}{30} = 72.73$$

From the average mark above, it was true that the results experienced the better improvement than the previous cycle which the mean increased from 55.63 to be 72.73. The average mark and the percentage of post-cycle II-test were better than the average mark and percentage of pre-cycle I-test and post-cycle I-test. Therefore, the researcher felt excited and satisfied with the progress in writing the steps and in the scores of each category in Brown's scoring, so the intervention stopped.

4.4. Analysis of the scores' results in pre-cycle I-test, post-cycle I-test, and post-cycle II-test

The improvement which was showed by the seventh graders in every cycle can be seen as follows:

Table 21
The results of scores in pre-cycle I-test, post-cycle I-test, and post-cycle II-test

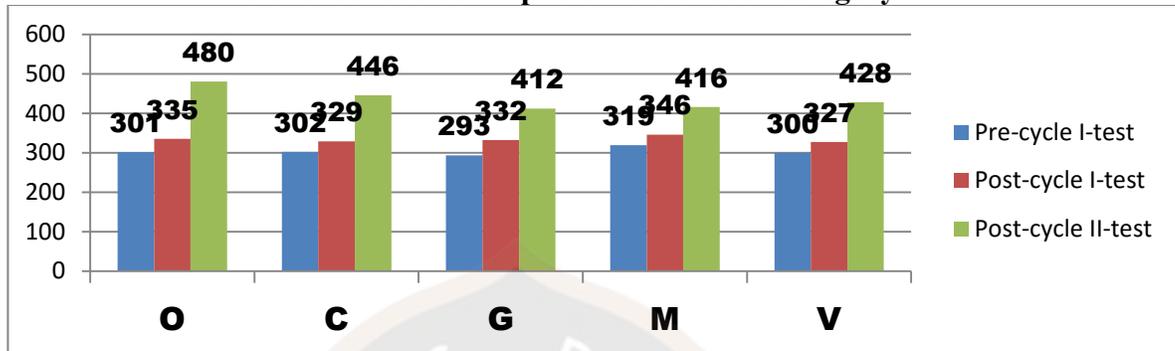
No.	Subjects	Pre-cycle I-test	Post-cycle I-test	Post-cycle II-test
1.	S 1	30	33	48
2.	S 2	57	66	89
3.	S 3	53	59	81
4.	S 4	55	64	76
5.	S 5	65	67	75
6.	S 6	53	58	70
7.	S 7	53	57	76

8.	S 8	48	51	55
9.	S 9	56	62	78
10.	S 10	59	61	75
11.	S 11	53	53	70
12.	S 12	58	60	87
13.	S 13	47	54	79
14.	S 14	64	69	78
15.	S 15	76	81	94
16.	S 16	32	33	75
17.	S 17	59	66	80
18.	S 18	34	42	50
19.	S 19	64	69	85
20.	S 20	55	66	83
21.	S 21	27	35	41
22.	S 22	29	42	72
23.	S 23	30	31	56
24.	S 24	57	61	83
25.	S 25	56	62	77
26.	S 26	57	62	88
27.	S 27	58	64	74
28.	S 28	30	31	40

29.	S 29	50	56	82
30.	S 30	50	54	65
Total		1515	1669	2182

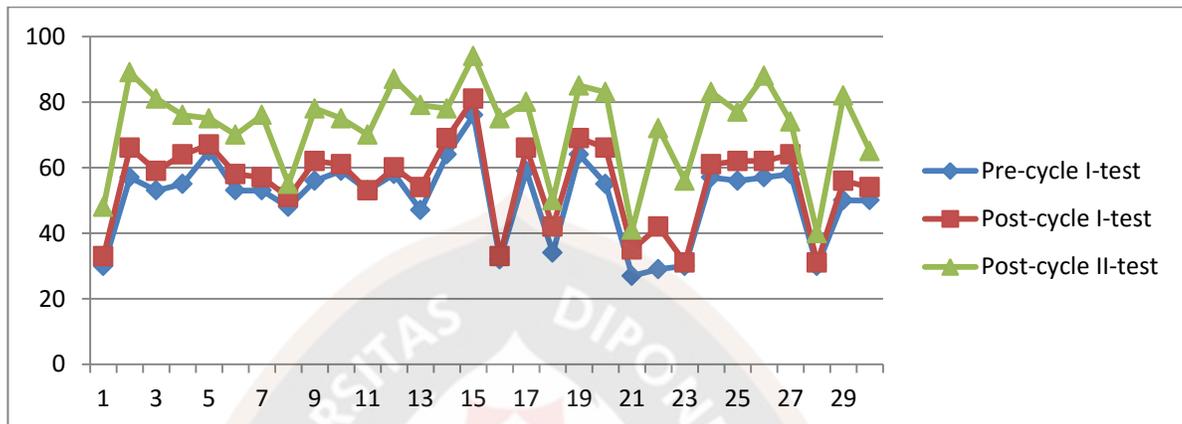
From the results in pre-cycle I-test, post-cycle I-test and post-cycle II-test above. After getting treatments in cycle I, the scores of them experienced the improvement than the results in pre-cycle I-test. Therefore, it could be summarized that they started to be able to write down the steps in procedure text. In addition, the scores in post-cycle II-test were better than the results in pre-cycle I-test and post-cycle I-test. Therefore, the researcher believed that the application of deductive strategy to improve the practice of writing steps could overcome the main problem of this study which the seventh graders had lack of practice so their writing ability was low. It could happen because they had low scores in organization of writing, content, grammar, mechanics and vocabulary usage. From the results above, it is true that deductive strategy could improve the practice of writing steps of procedure text.

Table 22
The chart of scores' improvement of each category



From the comparison of charts above, it can be seen that there were the score's improvements of each category in pre-cycle I-test to post-cycle II-test. In pre-cycle I-test, the seventh graders got low scores of each category because they had lack of practice. It is crystal clear that because of lack of practice, they faced the difficulties in writing steps, such as the difficulties in organization of writing, content, grammar, mechanics, and vocabulary usage. However, after the researcher applied the deductive strategy to improve the practice of writing steps, the seventh graders experienced the scores' improvements of each category in post-cycle I-test and post-cycle II-test. Moreover, the scores' improvement of each category indicated that there was the progress of students' understanding in writing steps. It means that the difficulties of the students in writing steps had been solved by improving practices of writing steps so the writing ability of the students had the better progress which it was showed by the scores of writing ability in post-cycle I-test and post-cycle II-test.

Table 23
The Scores' Improvement



From the results in pre-cycle I-test, post-cycle I-test and post-cycle II-test above, the researcher could say that it goes without saying that the scores of seventh grade – D students in pre-cycle I-test were bad enough and the researcher felt disappointed with the scores. After getting treatments in cycle I, the scores of them experienced the improvement than the results in pre-cycle I-test. Therefore, it could be summarized that they started to be able to write down the steps in procedure text. In addition, the scores in post-cycle II-test were better than the results in pre-cycle I-test and post-cycle I-test. Therefore, the researcher believed that the application of deductive strategy to improve the practice of writing steps of a procedure text could solve the main problem here which it was lack of practice. Therefore, the effect of improving the practices is that the students had the progress of writing ability which was indicated by the improvement of scores in post-cycle I-test and post-cycle II-test.

4.5. The comparison table of practices in pre-cycle I, cycle I, and cycle II

In order to know how far of the progress in the practices of writing steps had been given to the students so the researcher shows the comparison's table of practices between pre-cycle I, cycle I, and cycle II. The comparison can be seen below:

Table 24
The comparison's table of practices in pre-cycle I, cycle I, and cycle II

No.	Pre-cycle I	Cycle I	Cycle II
1.	Before giving treatments in cycle I, the researcher did classroom-observations which they consisted of pre-cycle I-test and interviews. She saw that the seventh graders had lack of practices.	In cycle I, deductive strategy was used to improve the practice of writing steps. The researcher presented and explained grammar rules (simple present tense and imperatives) and then applied them into the examples and exercises. The researcher gave the practices of writing vocabularies, phrases, sentences, conjunctions or connectives, paragraphs, and text.	In cycle II, the researcher kept giving the practices of writing steps from writing vocabularies until writing the text orderly and continuously. However, she focused on giving more practices of writing vocabularies and practices of writing sentences.
2.	Based on the observation sheet for practice, the researcher found out that there was only a little bit of practices in the text book.	In cycle I, the researcher found out that there was good enough of giving practices orderly and continuously.	The researcher found out that there was better of giving practices orderly completely and continuously.
3.	The teacher did not give additional practices in the teaching and learning process.	There is good enough in giving additional practices in the teaching and learning process.	There was better in giving additional practices in the teaching and learning process.

4.	It seems that the practices jumped from one competence to the other. There are not detail practices.	It seems that the practices did not jump from one competence to the other. The practices were given orderly from the basic one until the complex one.	It seems that the practices were better which were given orderly and continuously. There were more detail practices.
5.	There was low teacher's role in discussing, checking and correcting the practices.	There was good enough of the teacher's role in discussing, checking and correcting the practices.	There was good teacher's role in discussing, checking and correcting the practices.
6.	The teacher seldom gave the feedback to the students after discussing and checking the practice.	There was good enough of giving feedback to the students after discussing and checking the practice.	There was better of giving the feedback to the students after discussing and checking the practice.
7.	Because of lack of practice, the students faced the difficulties in organization of writing, content, grammar, punctuations, spelling and mechanics, and style and quality of expression (vocabulary usage when they wrote down the steps of procedure text.	Most of seventh graders showed the good progress in each practice and in writing ability.	In this cycle, the seventh graders experienced the better progress in the practice of writing sentences, in the practice of writing conjunctions, in the practice of writing paragraph, in the practice of writing text and in writing ability.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the data analysis on the previous chapter, the researcher can conclude this research as follows:

- 1) In applying deductive strategy, the researcher gave explanations about grammar rules, such as simple present tense and imperatives and then she gave the examples for the next by applying that grammar rules especially into the sentences. After that, she gave practices from the basic one until the complex one from the practices of writing vocabularies, the practices of writing phrases, the practices of writing sentences, the practices of writing conjunctions or connectives, the practices of writing paragraph, and the practices of writing text.
- 2) Deductive strategy itself is a part of Grammar Translation Method (GTM) which focuses on the sentences. By using deductive strategy, automatically giving more practices of writing steps was done from the practices of writing vocabularies, the practices of writing phrases, the practices of writing sentences, the practices of writing conjunctions or connectives, the practice of writing paragraph, and the practice of writing text.

5.2.Suggestion

Referring to the analysis and conclusions above, the researcher offers some suggestions as follows:

- 1) Deductive strategy is a traditional strategy in teaching and learning activity which has been applied by many English teachers in Indonesia for many years. Therefore, it is better for the English teacher to keep using it in delivering the grammar rules, especially in teaching writing the steps in procedure text. As we know that studying grammar rules is difficult to be mastered; therefore, in order to make the students understand easier, so the English teacher should be more creative and innovative in delivering materials, in this case is grammar rules and writing steps of procedure text, through deductive strategy.
- 2) Deductive strategy is a potential solution to improve the practice of writing steps. If the English teachers have problems in mastering writing steps, so it is better for them to use deductive strategy. By applying deductive strategy, automatically giving more practices orderly is done from the practice of writing vocabularies until the practice of writing the text.
- 3) Giving more practices of writing the steps in procedure text orderly and continuously is important to do for the English teachers. In order to master writing steps, the English teacher should give the practices from the basic one until the complex and harder one, such as from the practice of writing vocabularies until the practice of writing the text. Basically, the students are afraid of making mistakes because of their low confident. Therefore, in doing this

action the English teachers must be more patient and more creative in explaining, in guiding, in discussing, in giving feedback and in giving corrections, so the students have high confident and high motivation in doing the practices.



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INDICATORS FOR PRACTICE

No.	Poor / Lack	Fair	Good
1.	There is only a little bit of practices in the text book.	There is good enough of giving practices orderly and continuously.	There is better of giving practices orderly completely and continuously.
2.	The teacher does not give additional practices in the teaching and learning process.	The teacher is good enough in giving additional practices in the teaching and learning process.	The teacher is better in giving additional practices in the teaching and learning process.
3.	It seems that the practices jump from one competence to the other. There are not detail practices.	It seems that the practices do not jump from one competence to the other. The practices are given orderly from the basic one until the complex one. .	It seems that the practices are better which are given orderly and continuously. There are detail practices.
4.	There is the low teacher's role in discussing, checking and correcting the practices.	There is good enough of the teacher's role in discussing, checking and correcting the practices.	There is good teacher's role in discussing, checking and correcting the practices.
5.	The teacher seldom gives the feedback to the students after discussing and checking the practice.	The teacher often gives the feedback to the students after discussing and checking the practice.	The teacher always gives the feedback to the students after discussing and checking the practice.

Researcher

Yessi Aprilia Waluyo

OBSERVATION SHEET FOR PRACTICE IN PRE-CYCLE I

No.	List of Practice's Indicators	Poor	Fair	Good
1.	The availability of practices in the text book.	√		
2.	The additional practices given by the teacher.	√		
3.	The good flow of practices.	√		
4.	The teacher's role in discussing, checking and correcting the practices.	√		
5.	The feedback given by the teacher after discussing and checking the practices.	√		

Observer

Yessi Aprilia Waluyo

OBSERVATION SHEET FOR PRACTICE IN CYCLE I

No.	List of Practice's Indicators	Poor	Fair	Good
1.	The availability of practices in the text book.		√	
2.	The additional practices given by the teacher.		√	
3.	The good flow of practices.		√	
4.	The teacher's role in discussing, checking and correcting the practices.		√	
5.	The feedback given by the teacher after discussing and checking the practices.		√	

Observer

Yessi Aprilia Waluyo

OBSERVATION SHEET FOR PRACTICE IN CYCLE II

No.	List of Practice's Indicators	Poor	Fair	Good
1.	The availability of practices in the text book.			√
2.	The additional practices given by the teacher.			√
3.	The good flow of practices.			√
4.	The teacher's role in discussing, checking and correcting the practices.			√
5.	The feedback given by the teacher after discussing and checking the practices.			√

Observer

Yessi Aprilia Waluyo

PRE-CYCLE 1-TEST

1. Choose a topic of some examples below!
2. After choosing one of the topics which you like, write down the steps in the procedure text from topic which you have chosen!

a. How to send a letter for your friend

Materials : Paper
Pen
Envelope
Stamp
Glue

Steps :

b. How to plant sunflower seeds in the pot

Materials : Pot
Water
Dirt
Sun flower seeds

Steps :

c. How to wash the dirty clothes

Materials : Water
Detergent
Bucket
Softener
Dirty clothes

Steps :

d. How to cook an instant noodle

Materials : A pan
Water
Bowl
Seasoning
Oil
An instant noodle

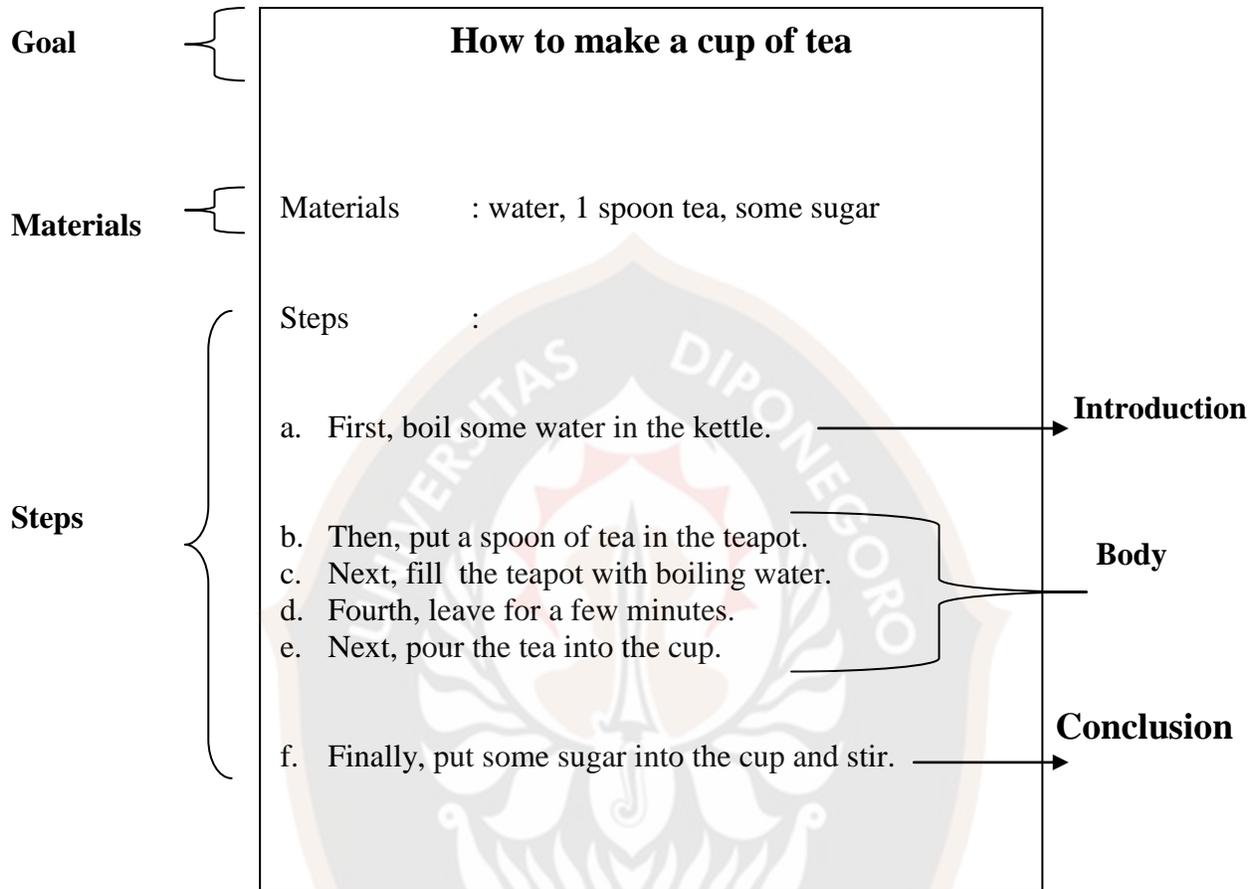
Steps :

Expert's Comment

Expert

(.....)

PROCEDURE TEXT



LESSON PLAN

MEETING I

(CYCLE I)

School Name	: SMP Mardisiswa 1 Semarang
Subject	: English
Grade / Semester	: VII / 2
Standard Competence	: 12. Writing Expressing the meaning in the functional written texts and the simplest short essays which are in the form of procedure to interact with the closets surroundings.
Basic Competence	: 12.2 Expressing the meaning and rhetorical steps in the simplest short essays by using the written language accurately, fluently, and acceptability to interact with the closest surroundings in the form of procedure text.
Indicator	: <ul style="list-style-type: none">- Identifying the detail information in the procedure text.- Identifying the language features in the procedure text.- Identifying the rhetorical steps in the procedure text.- Identifying some vocabularies related to the procedure text.
Text Type	: Procedure text
Skill	: Writing
Time Allotment	: 2 x 40 minutes

A. The objectives of teaching and learning activity

In the end of the lesson, students are able to:

1. Identify the detail information in the procedure text.
2. Identify the sentence structures which are the specific characteristics of the procedure text.
3. Identify the rhetorical steps in the procedure text.
4. Do the practices of writing vocabularies related to the procedure text.
5. Identify the problems of the students' writing

B. The learning and teaching materials

Kinds of the procedure texts

C. Method / Technique : -

D. Teaching and learning activities

1) Opening

- a. Students greet the teacher and pray together
- b. Students' attendance is checked by the teacher

2) Building Knowledge of the Field

- a. Students study about what the procedure text is.
- b. Students study about the generic structure of a procedure text.
- c. Students study about the language features or the significant grammatical patterns of a procedure text.

- d. Students listen when teacher teaches and explains the grammar rules which are used in writing steps of a procedure text by presenting simple present tense and imperative sentences.

3) Modeling of the Text

- a. Students pay attention when teacher gives the example of a procedure text with the title of “how to make a cup of tea”.
- b. Students listen and repeat after teacher reads the verbs of action
- c. Students pay attention when teacher explains the generic structure and language features based on the example.
- d. Students pay attention when teacher explains the application of simple present tense and imperatives in the steps of that procedure text.
- e. Students listen, pay attention and write down when teacher gives the spelling practices by spelling one by one letter to be a meaningful word.

4) Joint Construction of the Text

- a. Students find out the meaning of that words in groups.
- b. Teacher points out one of groups to write down its group’s result in writing down the meanings.
- c. Teacher analyzes the results together.

5) Independent Construction of the Text

- a. Students do the practice of writing vocabularies by filling the blanks individually based on the words and the meanings which they have discussed and they have done in groups.
- b. Students pay attention when teacher gives feedback and evaluation to the students’ errors in writing vocabularies.

6) Closing

- a. Students pray together.

E. Source and Media

Paper

Under Supervision of
Principal of SMP Mardisiswa I Semarang

Researcher

(Arief Daryadi, S.Pd)

(Yessi Aprilia W, S.S)

LESSON PLAN
MEETING II
(CYCLE I)

School Name	: SMP Mardisiswa 1 Semarang
Subject	: English
Grade / Semester	: VII / 2
Standard Competence	: 12. Writing Expressing the meaning in the functional written texts and the simplest short essays which are in the form of procedure to interact with the closets surroundings.
Basic Competence	: 12.2 Expressing the meaning and rhetorical steps in the simplest short essays by using the written language accurately, fluently, and acceptability to interact with the closest surroundings in the form of procedure text.
Indicator	: Identifying verb phrases, noun phrases, prepositional phrases, and adverb phrases which are related to the procedure text.
Text Type	: Procedure text
Skill	: Writing
Time Allotment	: 2 x 40 minutes

A. The objectives of teaching and learning activity

In the end of the lesson, students are able to:

1. Identify the detail information in the procedure text.
2. Identify the sentence structures which are the specific characteristics of the procedure text.
3. Identify the rhetorical steps in the procedure text.
4. Do the practices of writing vocabularies of verb phrases, noun phrases, prepositional phrases and adverb phrases related to the procedure text.
5. Identify the problems of the students' writing

B. The learning and teaching materials

Kinds of the procedure texts

C. Method / Technique : - Deductive strategy

D. Teaching and learning activities

1) Opening

- a. Students greet the teacher and pray together.
- b. Students' attendance is checked by the teacher.

2) Building Knowledge of the Field

- a. Students listen when teacher reviews the lesson before.
- b. Students listen when teacher reviews about the explanation of the grammar rules (simple present tense and imperative sentences) which are used in writing steps of a procedure text.

- c. Students listen when teacher explains about verb phrases, noun phrases, prepositional phrases and adverb phrases which are related to the procedure text.

3) Modeling of the Text

- a. Students pay attention when teacher gives the example of procedure text with the title “how to make fried rice”.
- b. Students pay attention when teacher explains verb phrases, noun phrases, prepositional phrases, and adverb phrases which are in the example above.
- c. Students arrange and group verb phrases, noun phrases, prepositional phrases and adverb phrases into the table.

4) Joint Construction of the Text

- a. Students do the practice of filling the blanks with verb phrases, noun phrases, prepositional phrases or even adverb phrases with the title of “how to plant sunflower seeds” and work in groups.
- b. Students arrange and group verb phrases, noun phrases, prepositional phrases and adverb phrases into the table in groups.

5) Independent Construction of the Text

- a. Students do the practice of filling the blanks with verb phrases, noun phrases, prepositional phrases or even adverb phrases individually with the title of “how to plant sunflower seeds” which has been discussed together in groups.
- b. Students find out the meanings of all phrases above.
- c. Students pay attention when teacher gives feedback and analyzes the students’ error writing.
- d. Students do the homework which they arrange and group the given words from the teacher between verb phrases, noun phrases, prepositional phrases and adverb phrases into a table with the meanings.

6) Closing

- a. Students pray together.

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LESSON PLAN
MEETING III
(CYCLE I)

School Name	: SMP Mardisiswa 1 Semarang
Subject	: English
Grade / Semester	: VII / 2
Standard Competence	: 12. Writing Expressing the meaning in the functional written texts and the simplest short essays which are in the form of procedure to interact with the closets surroundings.
Basic Competence	: 12.2 Expressing the meaning and rhetorical steps in the simplest short essays by using the written language accurately, fluently, and acceptability to interact with the closest surroundings in the form of procedure text.
Indicator	: <ul style="list-style-type: none">- Identifying the detail information in the procedure text.- Identifying the language features in the procedure text.- Identifying the rhetorical steps in the procedure text.- Identifying a good sentence and an imperative sentence in the procedure text.
Text Type	: Procedure text
Skill	: Writing
Time Allotment	: 2 x 40 minutes

A. The objectives of teaching and learning activity

In the end of the lesson, students are able to:

1. Identify the detail information in the procedure text.
2. Identify the sentence structures which are the specific characteristics of the procedure text.
3. Identify the rhetorical steps in the procedure text.
4. Do the practices of writing sentences and imperatives in the procedure text by arranging the jumbled words into the good imperative sentences.
5. Identify the problems of the students' writing

B. The learning and teaching materials

Kinds of the procedure texts

C. Method / Technique : - Deductive strategy

D. Teaching and learning activities

1) Opening

- a. Students greet the teacher and pray together.
- b. Students' attendance is checked the teacher.

2) Building Knowledge of the Field

- a. Students listen when teacher reviews the lesson before.

- b. Students pay attention when teacher discusses and analyzes the homework of the second meeting.
- c. Students pay attention when teacher reviews about the explanation of the grammar rules (simple present tense and imperative) which are used in writing steps of a procedure text.

3) Modeling of the Text

- a. Students pay attention when teacher presents and explains simple present tense and imperatives by comparing both formula of simple present tense and imperatives, such as the formula of pronoun + VP + NP + PP + AvP for simple present tense and the formula of VP + NP + PP + AvP for imperatives.
- b. Students pay attention when teacher explains how to do the practice of arranging the given phrases above, which consist of verb phrases, noun phrases, prepositional phrases and adverb phrases, to be good imperative sentences.
- c. Students pay attention when teacher explains how to do the practice of jumbled words (the ordering practice) of the steps of “how to send a message through mobile phone”.
- d. Students try to arrange the jumbled words into imperative sentences (the ordering practice) by themselves.

4) Joint Construction of the Text

- a. Students do the practice of arranging words (the ordering practice) of the steps of “how to make a mango juice” to be good imperative sentences in groups.

5) Independent Construction of the Text

- a. Students do the practice of making good imperative sentences by arranging words (the ordering practice) of the steps of “how to make a mango juice” individually.
- b. Students listen and pay attention when teacher gives feedback and analyzes the students’ error writing and discusses and analyzes the meanings of that steps.

6) Closing

- a. Students pray together.

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(Yessi Aprilia W, S.S)

LESSON PLAN

MEETING IV

(CYCLE I)

School Name	: SMP Mardisiswa 1 Semarang
Subject	: English
Grade / Semester	: VII / 2
Standard Competence	: 12. Writing Expressing the meaning in the functional written texts and the simplest short essays which are in the form of procedure to interact with the closets surroundings.
Basic Competence	: 12.2 Expressing the meaning and rhetorical steps in the simplest short essays by using the written language accurately, fluently, and acceptability to interact with the closest surroundings in the form of procedure text.
Indicator	: <ul style="list-style-type: none">- Identifying a good sentence and an imperative sentence in the procedure text.- Identifying the conjunctions or the connectives in the procedure text.- Identifying the punctuations in a good sentence and in imperative sentence in the steps of procedure text.
Text Type	: Procedure text
Skill	: Writing
Time Allotment	: 2 x 40 minutes

A. The objectives of teaching and learning activity

In the end of the lesson, students are able to:

1. Identify the detail information in the procedure text.
2. Identify the sentence structures which are the specific characteristics of the procedure text.
3. Identify the rhetorical steps in the procedure text.
4. Do the practices of writing sentences and imperatives in the procedure text by arranging the jumbled words into the good imperative sentences.
5. Identify the conjunctions or the connectives in the procedure text.
6. Identify the punctuations in a good sentence and an imperative sentence in the steps of procedure text.
7. Identify the problems of the students' writing

B. The learning and teaching materials

Kinds of the procedure texts

C. Method / Technique : - Deductive strategy

D. Teaching and learning activities

1) Opening

- a. Students greet the teacher and pray together.
- b. Students' attendance is checked by the teacher.

2) Building Knowledge of the Field

- a. Students pay attention when teacher reviews the lesson before.
- b. Students listen and pay attention when teacher reviews about the explanation of the grammar rules (simple present tense and imperative) and the conjunctions or the connectives which are used in writing steps of a procedure text.
- c. Students listen and pay attention when teacher explains about what the conjunctions or the connectives are and mention some examples of conjunctions and connectives.

3) Modeling of the Text

- a. Students pay attention when teacher explains how to do the practice of jumbled words (the ordering practice) of the steps of “how to make a glass of tomato juice” which there are no conjunctions or connectives on that ordering practice.
- b. Students try to arrange the jumbled words into imperative sentences (the ordering practice) by themselves.
- c. Students fill conjunctions or connectives on that steps.
- d. Students pay attention to the punctuations.

4) Joint Construction of the Text

- a. Students do the practice of writing the conjunctions and punctuations through jumbled words (the ordering practice) of the steps of “how to make a glass of lemon tea” which there are no conjunctions or connectives on that ordering practice.
- b. Students arrange the jumbled words into imperative sentences (the ordering practice) in groups.
- c. Students fill the conjunctions or the connectives on that steps in groups and pay attention to the punctuation.

5) Independent Construction of the Text

- a. Students write down the result of doing the practice above individually.
- b. Students pay attention when teacher gives feedback and analyzes the students’ error writing.
- c. Students pay attention when the teacher discusses and analyzes the meanings of that steps.

6) Closing

- a. Students pray together..

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LESSON PLAN
MEETING V
(CYCLE I)

School Name	: SMP Mardisiswa 1 Semarang
Subject	: English
Grade / Semester	: VII / 2
Standard Competence	: 12. Writing Expressing the meaning in the functional written texts and the simplest short essays which are in the form of procedure to interact with the closets surroundings.
Basic Competence	: 12.2 Expressing the meaning and rhetorical steps in the simplest short essays by using the written language accurately, fluently, and acceptability to interact with the closest surroundings in the form of procedure text.
Indicator	: - Identifying a good paragraph in the steps of procedure text.
Text Type	: Procedure text
Skill	: Writing
Time Allotment	: 2 x 40 minutes

A. The objectives of teaching and learning activity

In the end of the lesson, students are able to:

- a. Identify the detail information in the procedure text.
- b. Identify the sentence structures which are the specific characteristics of the procedure text.
- c. Identify the rhetorical steps in the procedure text.
- d. Do the practices of making a good paragraph by arranging jumbled sentences into a good paragraph in the steps of procedure text.
- e. Identify the problems of the students' writing

B. The learning and teaching materials

Kinds of the procedure texts

C. Method / Technique : - Deductive strategy

D. Teaching and learning activities

1) Opening

- a. Students greet the teacher and pray together.
- b. Students' attendance is checked by the teacher.

2) Building Knowledge of the Field

- a. Students pay attention when teacher reviews the lesson before.
- b. Students listen and pay attention when teacher discusses and analyzes the homework in the fourth meeting.

- c. Students pay attention when teacher reviews about the explanation of the grammar rules (simple present tense and imperative) which are used in writing steps of a procedure text.
- d. Students pay attention when teacher explains how imperative sentences can become a good paragraph in the steps of procedure text.

3) Modeling of the Text

- a. Students pay attention when teacher explains how to do the practice of making a good paragraph by using jumbled sentences (the ordering practice) of the steps of “how to use a pay phone”.
- b. Students arrange the jumbled sentences into a good paragraph (the ordering practice) by themselves.

4) Joint Construction of the Text

- a. Students do the practice of writing a good paragraph by arranging sentences (the ordering practice) of the steps of “how to plant papaya’s seeds” into a good paragraph in groups.
- b. Students arrange the jumbled sentences above to be a good paragraph in groups.

5) Independent Construction of the Text

- a. Students write down the result of doing the practice above individually.
- b. Students listen and pay attention when teacher gives feedback and analyzes the students’ error writing.
- c. Students pay attention when teacher discusses and analyzes the meanings of that steps.

6) Closing

- a. Students pray together.

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LESSON PLAN
MEETING VI
(CYCLE I)

School Name	: SMP Mardisiswa 1 Semarang
Subject	: English
Grade / Semester	: VII / 2
Standard Competence	: 12. Writing Expressing the meaning in the functional written texts and the simplest short essays which are in the form of procedure to interact with the closets surroundings.
Basic Competence	: 12.2 Expressing the meaning and rhetorical steps in the simplest short essays by using the written language accurately, fluently, and acceptability to interact with the closest surroundings in the form of procedure text.
Indicator	: - Identifying how to write down the steps of procedure text completely and orderly.
Text Type	: Procedure text
Skill	: Writing
Time Allotment	: 2 x 40 minutes

A. The objectives of teaching and learning activity

In the end of the lesson, students are able to:

- a. Identify the detail information in the procedure text.
- b. Identify the sentence structures which are the specific characteristics of the procedure text.
- c. Identify the rhetorical steps in the procedure text.
- d. Do the practice of writing down the steps of procedure text completely and orderly.
- e. Identify the problems of the students' writing

B. The learning and teaching materials

Kinds of the procedure texts

C. Method / Technique : - Deductive strategy

D. Teaching and learning activities

1) Opening

- a. Students greet the teacher and pray together.
- b. Students' attendance is checked by the teacher.

2) Building Knowledge of the Field

- a. Students pay attention when teacher reviews the lesson before.
- b. Students pay attention when teacher reviews about the explanation of the grammar rules (simple present tense and imperative) which are used in writing steps of a procedure text.

- c. Students pay attention when teacher reviews and explains what they have learnt until today in writing down the steps of procedure text and what they should do when they write down the steps of procedure text orderly.

3) Modeling of the Text

- a. Students pay attention when the teacher explains how to do the practice of writing down the steps of “how to make a cup of tea” orderly by using the picture sequence description as the supporting tool.

4) Joint Construction of the Text

- a. Students do the practice of writing steps of “how to make a delicious sandwich” in groups.

5) Independent Construction of the Text

- a. Students do the practice of writing steps of “how to make a delicious sandwich” individually.
- b. Students listen and pay attention when teacher gives feedback and analyzes the students’ error writing.
- c. Students listen when teacher discusses and analyzes the meanings of that steps.

6) Closing

- a. Students pray together.

E) Source and Media

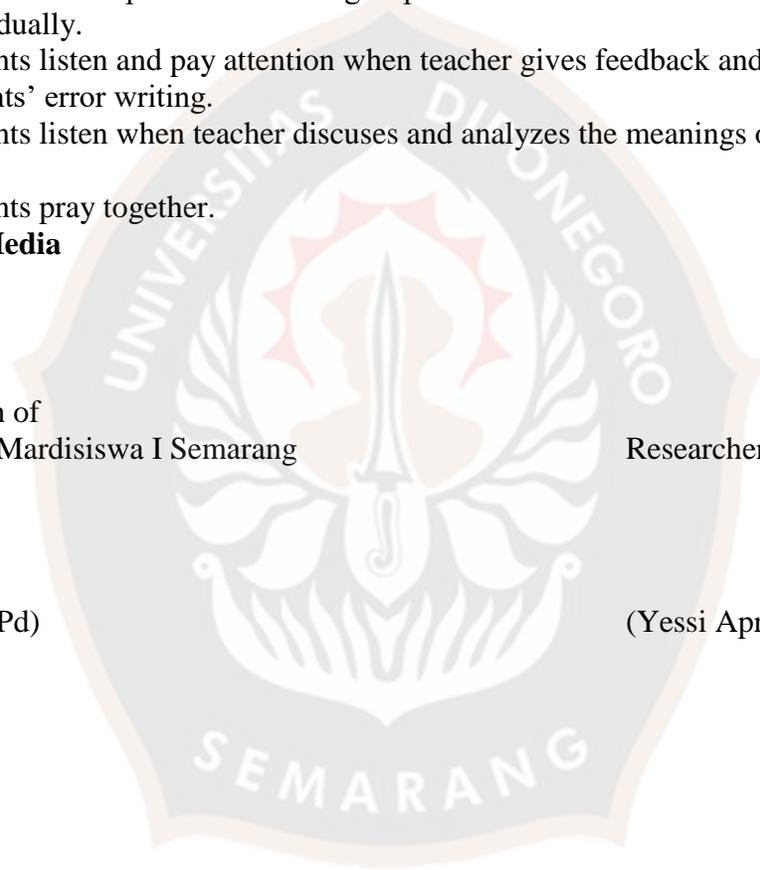
Paper.

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POST-CYCLE I-TEST

1. Choose a topic of some examples below!
2. After choosing one of the topics which you like, write down the steps in the procedure text from topic which you have chosen!

a. How to make fruit salad with sweet sauce and ice cream

Materials : pineapple, mango, star fruit, water melon, melon, strawberry, blackberry, cucumber, chilies, brown sugar, water, salt, tamarind, ice cream, milk, a plate, and a mortar

Steps :

b. How to be healthy and fresh everyday

Materials : Milk
Pure water
Healthy and nutritious food
Water
Honey
Shoes
Sport costume
Soap
Shampoo
Tooth paste
Tooth brush

Steps :

c. How to make spherical croquettes of mashed potatoes

Materials : five potatoes
salt
two eggs
pepper
five garlics
water

Steps :

d. How to make your status on facebook

Materials : a computer

Steps :

e. How to transplant a mango tree

Materials : a mango tree
Fertilizer
A knife
Plastic
Dirt
Rope

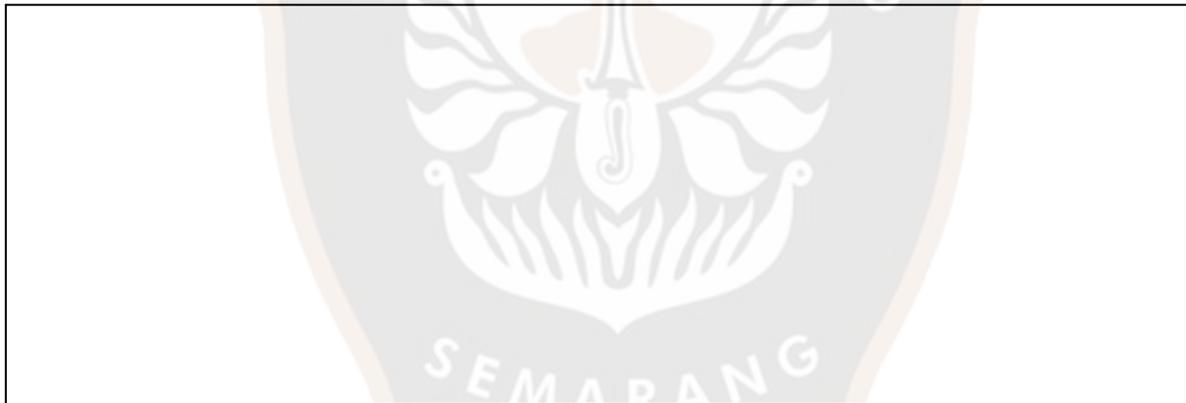
Steps :

f. How to be a diligent good and smart student

Materials :

Steps :

Expert's Comment



Expert

(.....)

LESSON PLAN

MEETING I

(CYCLE II)

School Name	: SMP Mardisiswa 1 Semarang
Subject	: English
Grade / Semester	: VII / 2
Standard Competence	: 12. Writing Expressing the meaning in the functional written texts and the simplest short essays which are in the form of procedure to interact with the closets surroundings.
Basic Competence	: 12.2 Expressing the meaning and rhetorical steps in the simplest short essays by using the written language accurately, fluently, and acceptability to interact with the closest surroundings in the form of procedure text.
Indicator	: <ul style="list-style-type: none">- Identifying the detail information in the procedure text.- Identifying the language features in the procedure text.- Identifying the rhetorical steps in the procedure text.- Identifying some vocabularies related to the procedure text.
Text Type	: Procedure text
Skill	: Writing
Time Allotment	: 2 x 40 minutes

A. The objectives of teaching and learning activity

In the end of the lesson, students are able to:

1. Identify the detail information in the procedure text.
2. Identify the sentence structures which are the specific characteristics of the procedure text.
3. Identify the rhetorical steps in the procedure text.
4. Do the practices of writing vocabularies related to the procedure text.
5. Identify the problems of the students' writing

B. The learning and teaching materials

Kinds of the procedure texts

C. Method / Technique : -

D. Teaching and learning activities

1) Opening

- a. Students greet the teacher pray together
- b. Students' attendance is checked by the teacher.

2) Building Knowledge of the Field

- a. Students pay attention when teacher reminds and explains the students about the generic structure of a procedure text and the language features or the significant grammatical patterns of a procedure text.
- b. Students listen and pay attention when teacher teaches and explains the grammar rules which are used in writing steps of a procedure text by presenting simple present tense (SPOA) and imperative sentences (POA).
- c. Students pay attention when teacher presents and explains simple present tense and imperatives by comparing between the formula of pronoun + VP + NP + PP + AvP and the formula of S + P + O + A for simple present tense and the formula of P + O + A for imperatives
- d. Students pay attention when teacher explains and compares between SPOA with nouns, action verbs (V_1), nouns, prepositions and adverbs, and POA with action verbs (V_1), nouns, prepositions and adverbs.

3) Modeling of the Text

- a. Students pay attention when teacher introduces and explains vocabularies of action verbs, nouns, adjectives, prepositions, and adverbs.
- b. Students listen and pay attention when teacher gives examples some vocabularies of action verbs, nouns, adjectives, prepositions and adverbs.

4) Joint Construction of the Text

- a. Students do the practices of writing vocabularies which consist of arranging the jumbled letters, filling the underlined blanks, and translating words in groups.

5) Independent Construction of the Text

- a. Students find out the meanings of the words in that practices individually.
- b. Students pay attention when teacher gives feedback and evaluation to the students' errors in writing.
- c. Students pay attention when teacher discusses the meanings of the words in that practices.

6) Closing

- a. Students pray together.

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LESSON PLAN
MEETING II
(CYCLE II)

School Name	: SMP Mardisiswa 1 Semarang
Subject	: English
Grade / Semester	: VII / 2
Standard Competence	: 12. Writing Expressing the meaning in the functional written texts and the simplest short essays which are in the form of procedure to interact with the closets surroundings.
Basic Competence	: 12.2 Expressing the meaning and rhetorical steps in the simplest short essays by using the written language accurately, fluently, and acceptability to interact with the closest surroundings in the form of procedure text.
Indicator	: - Identifying verb phrases, noun phrases, prepositional phrases, adverb phrases which are related to the procedure text.
Text Type	: Procedure text
Skill	: Writing
Time Allotment	: 2 x 40 minutes

A. The objectives of teaching and learning activity

In the end of the lesson, students are able to:

1. Identify the detail information in the procedure text.
2. Identify the sentence structures which are the specific characteristics of the procedure text.
3. Identify the rhetorical steps in the procedure text.
4. Do the practices of collecting, arranging and writing some vocabularies into verb phrases, noun phrases, prepositional phrases and adverb phrases related to the procedure text.
5. Identify the problems of the students' writing

B. The learning and teaching materials

Kinds of the procedure texts

C. Method / Technique : - Deductive strategy

D. Teaching and learning activities

1) Opening

- a. Students greet the teacher and pray together.
- b. Students' attendance is checked by the teacher

2) Building Knowledge of the Field

- a. Students pay attention when teacher reviews the lesson before.

- b. Students pay attention when teacher reviews about the explanation of the grammar rules (simple present tense and imperative sentences) which are used in writing steps of a procedure text.
- c. Students pay attention when teacher teaches and explains the grammar rules which are used in writing steps of a procedure text by presenting simple present tense (SPOA) and imperative sentences (POA).
- d. Students pay attention when teacher presents and explains simple present tense and imperatives by comparing between the formula of pronoun + VP + NP + PP + AvP and the formula of S+ P + O + A for simple present tense and the formula of P + O + A for imperatives.
- e. Students pay attention when teacher explains and compares between SPOA with nouns, action verbs (V_1), nouns, prepositions and adverbs, and POA with action verbs (V_1), nouns, prepositions and adverbs.

3) Modeling of the Text

- a. Students pay attention when teacher gives the example of noun phrases, verb phrases, prepositional phrases and adverb phrases related to the words examples before.
- b. Students listen and pay attention when teacher explains one of noun phrases, verb phrases, prepositional phrases, and adverb phrases which are in the example above and write them into the table.

4) Joint Construction of the Text

- a. Students do the practice of writing phrases by collecting vocabularies and filling them into the table of verb phrases, noun phrases, prepositional phrases or adverb phrases with the given vocabularies in the action verbs, nouns, adjectives, prepositions and adverbs in groups.

5) Independent Construction of the Text

- a. Students continue doing the practice of writing phrases by collecting vocabularies and filling them into the table of verb phrases, noun phrases, prepositional phrases and adverb phrases individually.
- b. Students pay attention when teacher gives feedback and analyzes the students' error writing.

6) Closing

- a. Students pray together.

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LESSON PLAN
MEETING III
(CYCLE II)

School Name	: SMP Mardisiswa 1 Semarang
Subject	: English
Grade / Semester	: VII / 2
Standard Competence	: 12. Writing Expressing the meaning in the functional written texts and the simplest short essays which are in the form of procedure to interact with the closets surroundings.
Basic Competence	: 12.2 Expressing the meaning and rhetorical steps in the simplest short essays by using the written language accurately, fluently, and acceptability to interact with the closest surroundings in the form of procedure text.
Indicator	: Identifying a good sentence and an imperative sentence in in the procedure text.
Text Type	: Procedure text
Skill	: Writing
Time Allotment	: 2 x 40 minutes

A. The objectives of teaching and learning activity

In the end of the lesson, students are able to:

1. Identify the detail information in the procedure text.
2. Identify the sentence structures which are the specific characteristics of the procedure text.
3. Identify the rhetorical steps in the procedure text.
4. Do the practices of writing simple present tense sentences (SPOA) and imperatives (POA) in the procedure text by arranging and writing noun phrases (S), verb phrases (P), noun phrases (O), and prepositional phrases and adverb phrases (A) become good sentences and imperative sentences.
5. Identify the problems of the students' writing

B. The learning and teaching materials

Kinds of the procedure texts

C. Method / Technique : - Deductive strategy

D. Teaching and learning activities

1) Opening

- a. Students greet the teacher and pray together.
- b. Students' attendance is checked by the teacher.

2) Building Knowledge of the Field

- a. Students pay attention when teacher reviews the lesson before.

- b. Students pay attention when teacher reviews about the explanation of the grammar rules (simple present tense and imperative) which are used in writing steps of a procedure text.
- c. Students pay attention when teacher reminds the language features or the significant grammatical patterns of a procedure text.
- d. Students pay attention when teacher teaches and explains the grammar rules which are used in writing steps of a procedure text by presenting simple present tense (SPOA) and imperative sentences (POA).
- e. Students listen and pay attention when teacher explains and compares between SPOA with nouns, action verbs (V_1), nouns, prepositions and adverbs, and POA with action verbs (V_1), nouns, prepositions and adverbs.

3) Modeling of the Text

- a. Students listen and pay attention when teacher presents and explains simple present tense and imperatives by comparing between the formula of pronoun + VP + NP + PP + AvP and the formula of S+ P + O + A for simple present tense and the formula of P + O + A for imperatives.
- b. Students listen and pay attention when teacher gives the example of arranging and writing a good sentence and an imperative sentence by applying the explanation of SPOA (noun phrase, verb phrase, noun phrase, prepositional phrase, and adverb phrase) and POA (verb phrase, noun phrase, prepositional phrase, and adverb phrase) from the table before.
- c. Students try to arrange and write a good sentence and an imperative sentence by applying the explanation of SPOA (noun phrase, verb phrase, noun phrase, prepositional phrase, and adverb phrase) and POA (verb phrase, noun phrase, prepositional phrase, and adverb phrase) from the table before by themselves.

4) Joint Construction of the Text

- a. Students continue arranging good sentences and imperative sentences from the given vocabularies in the table above in groups.

5) Independent Construction of the Text

- a. Students arrange and write down the good sentences and imperative sentences from the given vocabularies in the table before individually.
- b. Students pay attention when teacher gives feedback and analyzes the students' error writing.
- c. Students pay attention when teacher discusses and analyzes the meanings of that steps.

6) Closing

- a. Students pray together.

E. Source and Media

Paper

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Researcher

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(Yessi Aprilia W, S.S)

LESSON PLAN
MEETING IV
(CYCLE II)

School Name	: SMP Mardisiswa 1 Semarang
Subject	: English
Grade / Semester	: VII / 2
Standard Competence	: 12. Writing Expressing the meaning in the functional written texts and the simplest short essays which are in the form of procedure to interact with the closets surroundings.
Basic Competence	: 12.2 Expressing the meaning and rhetorical steps in the simplest short essays by using the written language accurately, fluently, and acceptability to interact with the closest surroundings in the form of procedure text.
Indicator	: - Identifying good sentences, good imperative sentences, conjunctions / connectives, a good paragraph in the in the steps of a procedure text.
Text Type	: Procedure text
Skill	: Writing
Time Allotment	: 2 x 40 minutes

A. The objectives of teaching and learning activity

In the end of the lesson, students are able to:

- a. Identify the detail information in the procedure text.
- b. Identify the sentence structures which are the specific characteristics of the procedure text.
- c. Identify the rhetorical steps in the procedure text.
- d. Do the practices of writing good sentences, good imperative sentences, conjunctions / connectives, and a good paragraph by choosing the correct sentences from the choices of given sentences and arranging them.
- e. Identify the problems of the students' writing

B. The learning and teaching materials

Kinds of the procedure texts

C. Method / Technique : - Deductive strategy

D. Teaching and learning activities

1) Opening

- a. Students greet the teacher and pray together.
- b. Students' attendance is checked by the teacher.

2) Building Knowledge of the Field

- a. Students pay attention when teacher reviews the lesson before.

- b. Students pay attention when teacher reviews about the explanation of the grammar rules (simple present tense and imperative) which are used in writing steps of a procedure text.
- c. Students listen and pay attention when teacher reminds the language features or the significant grammatical patterns of a procedure text.
- d. Students listen and pay attention when teacher teaches and explains the grammar rules which are used in writing steps of a procedure text by presenting simple present tense (SPOA) and imperative sentences (POA).
- e. Students listen and pay attention when teacher explains and compares between SPOA with nouns, action verbs (V_1), nouns, prepositions and adverbs, and POA with action verbs (V_1), nouns, prepositions and adverbs.

3) Modeling of the Text

- a. Students listen and pay attention when teacher gives the directions to do the practice of writing good imperative sentences and a good paragraph with the title of “how to transplant a mango tree” by using the sequences of pictures.
- b. Students respond when teacher asks them to try to do the practice above as just the example.

4) Joint Construction of the Text

- a. Students continue doing the practice of writing a good paragraph by choosing the correct imperative sentences from the choices of given imperatives and arranging them into a good paragraph in groups.

5) Independent Construction of the Text

- a. Students write down the result of doing the practice above individually.
- b. Students pay attention when teacher gives feedback and analyzes the students’ error writing.
- c. Students listen and pay attention when teacher discusses and analyzes the meanings of that steps.

E. Closing

- a. Students pray together.

F. Source and Media

Paper

Under Supervision of
Principal of SMP Mardisiswa I Semarang

Researcher

(Arief Daryadi, S.Pd)

(Yessi Aprilia W, S.S)

LESSON PLAN
MEETING V
(CYCLE II)

School Name	: SMP Mardisiswa 1 Semarang
Subject	: English
Grade / Semester	: VII / 2
Standard Competence	: 12. Writing Expressing the meaning in the functional written texts and the simplest short essays which are in the form of procedure to interact with the closets surroundings.
Basic Competence	: 12.2 Expressing the meaning and rhetorical steps in the simplest short essays by using the written language accurately, fluently, and acceptability to interact with the closest surroundings in the form of procedure text.
Indicator	: <ul style="list-style-type: none">- Identifying the detail information in the procedure text.- Identifying the language features in the procedure text.- Identifying the rhetorical steps in the procedure text.- Identifying how to write down the steps of procedure text completely and orderly.
Text Type	: Procedure text
Skill	: Writing
Time Allotment	: 2 x 40 minutes

A. The objectives of teaching and learning activity

In the end of the lesson, students are able to:

1. Identify the detail information in the procedure text.
2. Identify the sentence structures which are the specific characteristics of the procedure text.
3. Identify the rhetorical steps in the procedure text.
4. Do the practice of writing down the steps of procedure text completely and orderly.
5. Identify the problems of the students' writing

B. The learning and teaching materials

Kinds of the procedure texts

C. Method / Technique : - Deductive strategy

D. Teaching and learning activities

1) Opening

- a. Students greet the teacher and pray together.
- b. Students' attendance is checked by the teacher.

2) Building Knowledge of the Field

- a. Students pay attention when teacher reviews the lesson before.

- b. Students listen and pay attention when teacher reviews the explanation of the grammar rules (simple present tense and imperative) which are used in writing steps of a procedure text.
- c. Students listen and pay attention when teacher reminds the students about the language features or the significant grammatical patterns of a procedure text.
- d. Students pay attention when teacher teaches and explains the grammar rules which are used in writing steps of a procedure text by presenting simple present tense (SPOA) and imperative sentences (POA).
- e. Students pay attention when teacher explains and compares between SPOA with nouns, action verbs (V_1), nouns, prepositions and adverbs, and POA with action verbs (V_1), nouns, prepositions and adverbs.
- f. Students listen, pay attention and respond when teacher reviews and explains what they have learnt until today in writing down the steps of procedure text and what they should do when they write down the steps of procedure text orderly.

3) Modeling of the Text

- a. Students pay attention the directions to do the practice of writing steps “how to get the biography of Susilo Bambang Yudhoyono from Wikipedia” by using a laptop.
- b. Students pay attention and respond when teacher gives the example of writing a good imperative sentence in steps of “how to get the information about the biography of Susilo Bambang Yudhoyono from Wikipedia” completely and orderly.

4) Joint Construction of the Text

- a. Students discuss and do the practice of writing the steps of “how to get the information about the biography of Susilo Bambang Yudhoyono from Wikipedia” in groups.

5) Independent Construction of the Text

- a. Students do the practice of writing steps “how to get the information about the biography of Susilo Bambang Yudhoyono from Wikipedia” individually.
- b. Students pay attention when teacher gives feedback and analyzes the students’ error writing.
- c. Students listen and pay attention when teacher discusses and analyzes the meanings of that steps.

E. Closing

- a. Students pray together.

F. Source and Media

Paper

Under Supervision of
Principal of SMP Mardisiswa I Semarang

Researcher

(Arief Daryadi, S.Pd)

(Yessi Aprilia W, S.S)

POST-CYCLE II-TEST

1. Choose a topic of some examples below!
2. After choosing one of the topics which you like, write down the steps in the procedure text from topic which you have chosen!

a. How to take care fish in the aquarium

Materials : water
fish
aquarium
detergent
a brush
a sponge
bucket
a scoop

Steps :

b. How to make a bear doll

Materials : a pair of glass eyes
needle
thread
scissors
newspaper
glue
fabric

Steps :

c. How to make spicy roasted fish (Pepes ikan)

Materials : a big fish
5 chilies
5 garlic
7 kemiri
a lime leaf
salt
sugar
a roaster
a plate
a spoon
a knife
banana leaves
a mortar

Steps :

d. How to make fried banana with chocolate milk sauce

Materials : 1 banana
white flour
sugar
water
oil
a knife
a spoon
a bowl
a pan

Steps :

e. How to make your facebook

Materials : a computer
a modem

Steps :

Expert's comment



Expert

(.....)





SUBJECTS OF THE STUDY

No.	Subjects	Name
1.	S 1	Adi Christian Prakoso
2.	S 2	Alang Jhani Karinayudha
3.	S 3	Alfira Dewi Nurwinasin
4.	S 4	Andre Arga Febriawan
5.	S 5	Andreas Aditya A
6.	S 6	Bonaventura Bryan ADP
7.	S 7	Cicilia Intan Ratna S
8.	S 8	Dheoris Risang P
9.	S 9	Febrian Waqhidatul F
10.	S 10	Harminah
11.	S 11	Immanuel Catur Budi L
12.	S 12	Indah Widhi Prastika
13.	S 13	Isti Wahyu Hartanti
14.	S 14	Jovanca Kezia Agatha
15.	S 15	Leonardo Aswin
16.	S 16	Linda Firdaus
17.	S 17	Nabella Fergie P
18.	S 18	Najib Ali
19.	S 19	Nurul Ananda Putri S
20.	S 20	Oktafia Indah Melati

21.	S 21	Randy Danuharja
22.	S 22	Ravi Mufti Pranata
23.	S 23	Rhesa Bagus Saadi
24.	S 24	Silvia Ratna Sari
25.	S 25	Stefany Tanti Hapsari
26.	S 26	Stephanie Adelia ADP
27.	S 27	Sufyaan Hary Prasetya
28.	S 28	Vicy Rendy Saputra
29.	S 29	Warakanyaka Elmi R
30.	S 30	Yohan Aditya Nugraha

