The Problems Encountered by Teachers in Teaching Procedure Text

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Abstract

Writing is one of the skills in English that needs to be learned, practiced and mastered by students. In learning English, there are various genre which should be learnt. The genre are recount text (spoof), procedure text, narrative text, descriptive text, news item, report text, analytical exposition text, hortatory exposition text, explanation text, discussion text, review text and anecdote text. Procedure text is an important for students to improve their English skill. In teaching learning process the teachers often face some problems when they are teaching procedure text such as what's the problem encountered by teacher in teaching procedure text, and how do teachers facilitate students in the use of temporal conjunction/connecting time word. Therefore, teachers have to find way to make their students feel interested when they study in their class. The aim of this research is to find the problem encountered by teacher in teaching procedure text. The writers used qualitative research. The writers applied observation and interview used as instruments to get the information directly from the teachers in the process of teaching procedure text. The result of the research shows that the teachers have some problems in media and teaching material, very limited insight and knowledge of students about environmental conditions, and the lack of English vocabulary. The teachers have important roles in teaching procedure text; the teachers who act as the facilitators in this study should motivate the students to practice the procedure text more. They should use interesting techniques so that students will enjoy and be brave to come forward to present material about procedure text.

Keywords: Teacher's teaching problems, Writing, Procedure text

INTRODUCTION

Writing is one of the skills in English that needs to be learned, practiced and mastered by students. Practicing writing is always tiring activity. Moreover if the teacher is not creative, it will make writing activity more boring to be learned. Because of that, teachers must make good and interesting teaching method, especially when teaching text genre.

There are many reasons for getting the students to write, both in and outside the class. Firstly writing gives them more thinking time they get when they attempt spontaneous conversation. This allows them more opportunity for language processing-that is thinking about the language-whether they are involved in study or activation. This becomes the reason why writing is required to be practiced a lot. Moreover Elizabeth Cown says (1983, p.71) that "the more you write the more proficient you will get in actually seeing the specific pattern of organization that will work best for your trial draft. And knowing the pattern that is natural for your thesis can help to improve the shape of your essay when revised".

In learning English, there are various genre which should be learnt. The genre are recount text (spoof), procedure text, narrative text, descriptive text, news item, report text, analytical exposition text, hortatory exposition text, explanation text, discussion text, review text and anecdote text. Among those

texts, procedure text is one of genres which should be learnt by students or teachers. Teaching is an educational activity. It is an activity that is done for giving information, sciences and knowledge to the students. Teaching can be done whether in formal situation or informal ones. Teaching is the process of giving knowledge; it is done by the teacher in order to give the materials and information to the students.

Moreover Harmer says (2007, p.23), "teaching is not an easy job, but it is a necessary one, and can be very rewarding when we see our students' progress and know that we have helped to make it happen. It is true that some lessons and students can be difficult and stressful at times, but it is also worth remembering that at its best teaching can also be extremely enjoyable".

According to Brown (1995, p.8), "teaching is a superior job, is the demanding job. Among the demanding tasks are modifying the approaches, syllabus, technique, and exercise to adopt and maximize the learning of learning a class as well as of most of its individual members".

According to Herman (1963, p.7), "teaching is concerned with doing something for an individual which will result in something done to the individual". Teaching in school is a formal activity that is given by the teacher to the students in an effort to encourage the students' development with the material that is given in a classroom. Teaching English is one of the activities at schools instead of other subjects. Teaching English is one of the teachers' roles in a classroom where they use different method.

Teachers have some difficulties in teaching procedure texts. One of the difficulties faced by students in writing English procedure texts is in explaining the steps. The students have to express the steps from the first step to the last. The students usually forget the steps when they practice on procedure texts. It is because they are usually taught on English procedure texts without using any media.

MacCrimmon and Taylor (1976, p.10) point out, "a problem as a gap between a current and a desired state of affairs-that is, a gap between where you are and where you would like to be". Teachers can help the students to remember the steps and choose the appropriate words and teachers can use any media to teach them on procedure text. According to Priyana (2008, p.54), "Procedure text is the kind of texts which tell how to do something. It is usually organized to include the goal of the activity, any materials needed to achieve the goal, and the steps to accomplish the goals". Arifin says (2009, p.22):

> "Procedure text is designed to describe how something is achieved through a sequence of steps. It can explain how people perform different procedures in a sequence of steps. This text used simple present tense, often the imperative it also usually uses the temporal conjunction, such as first, second, then, and next".

Teachers have to be creative, innovative, facilitate and guide in teaching and learning process. Teacher should pay attention to teachers' factor (teaching method, and the use of visual aids). Teacher should find the appropriate strategy of teaching. So, based on the explanation above, the writers choose the topic of the problem encountered by teacher in teaching procedure text.

From all of the explanation above, this present research is aimed at finding out the problems encountered by teachers in teaching procedure text and identifying how teachers facilitate students in the use of temporal conjunctions/connecting time word such as *first, second, third, then,*

next, and finally in learning procedure text.

THEORETICAL FRAMEWORK

Problems of Teaching
Fattala says (2011):

> Teaching as a process of granting or conveying knowledge alone is not enough, but must be accompanied by training. This means that teachers must be able to indirectly guide students to do and be aware of the ethical, cultural and moral force students to stay in place. The teacher is not a giver as much information to the students, but the teacher as a facilitator, friend and motivator. Therefore, minimal instruction should be viewed as a systematic process of planning, designing, preparing, executing, and evaluating learning activities effectively in a reasonable period of time.

Based on the experience of teachers, the problems that arise in the implementation of the teaching can be identified as follows:

Issue Guidance
At the time of planning, implementing and evaluating teaching and learning process, most teachers lack the skills to:
 a. Oriented learning goals.
 b. Communicate learning objectives to students.
 c. Understand how to formulate general and specific objectives.
 d. The ability to customize the learning goals and needs of students.
 e. Formulate clear instructional goals.
    This situation resulted in clearly against the purpose of studying the material, they do not get satisfaction in accepting the lesson, the students realize that the purpose of the lesson is not relevant to their needs which are not meaningful for later life.

Evaluation and Assessment Issues
Teachers in their duties plan to implement evaluation and found the following problems:
 a. Teachers in developing success criteria are not clear.
 b. The evaluation procedure is not clear.
 c. Teachers do not implement the principles of efficient and effective evaluation.
 d. Most teachers have a way of assessment is not uniform.
 e. The teacher did not master the techniques of evaluation.
 f. The teacher does not utilize the analysis results of the evaluation as a feedback.

With that kind of evaluation of students who receive evaluations are not satisfied. They do not understand the meaning of the numbers it receives. Teachers also do not know whether his students are already studying a given subject matter or not. Teachers do not understand that the students have no change in behavior, as the effect of a given teaching or not.

Issue Contents and Sequence of Lessons
In planning instruction which will then be implemented and evaluated, the teacher found the following problems:
 a. Teachers did not master the material.
 b. The material presented is not relevant to the purpose.
 c. Materials provided very broad.
 d. Teachers are less able to adjust the presentation of the material with time available.
 e. Teachers are less skilled in organizing subject matter.
 f. Teachers are less able to develop course material that it provides.
 g. The teacher did not consider the order of the level of difficulty of a given subject matter.

The Problem Method Teaching Materials

In order that the teacher can present the material more interesting lessons, teachers have to master some of the techniques of teaching systems. Teachers can make students as a teaching system that is right for each material to be taught, or can make other variations within each material to be taught. However, the observation of the implementation of the teaching of the teachers found the following problems:

a. Teachers have lack of mastery about teaching strategy which make the students interested and motivated to learn English.
b. The selection of teaching method which is irrelevant to the learning objectives and course materials.
c. Less skilled in using the method.
d. Very tied to one method only.
e. Teachers do not provide feedback on students' task at hand.

Problems Barriers

In the implementation of teaching, teachers sometimes encounter many obstacles, among them are:

a. Many teachers make less use of the library as a learning resource.
b. The teacher did not consider the background of the students are not the same.
c. Teachers do not understand about the lack of basic skills students.
d. Lack of scientific textbooks
e. Circumstances means that less
f. The teacher was not able to master the English language.

By finding these constraints in teaching, teachers have some difficulties in improving the students' learning process in order to obtain effective and efficient results. Therefore, students become less focused in the learning process that has been given by teacher.

Procedure Text

Rudi Hartono (2005, p.6) states that, "procedure is describing how something is accomplished through sequence of actions or steps". According to Wardiman (2008, p.12), "procedural text are part of our daily life. It tells us how something is done through steps or actions". Its social function is to describe how something is completely done through a sequence of series. It explains how people perform different processes in sequence of steps.

Procedure text is a text that explains how something works or how to use instruction/operation manuals. According to Wardiman et al. (2008, p.134), "procedure text is a text that gives some clues of how to do something through a series of actions". Procedure text is one of the texts which the students sometimes find it difficult to comprehend, because procedure text is steps doing something or going somewhere. English procedure text tells how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps.

The procedure text is one of the genres which should be learned by Indonesian students in senior high school. According to Doddy et al (2008, p.74), "procedure text are the kind of texts which describe the way of how something is accomplished through a sequence of actions or steps.

The purpose of procedure texts according to Doddy et al (2008, p.67), is "to tell the reader how to do or make something. The information is presented in a logical sequence of events which is broken up into small sequence steps". In addition, there are some different procedural texts for different purposes:

- Texts which explain how something works or how to use instruction/operation manuals. The example is how to use the video, the computer, the tape

recorder, the photocopier, and the fax.

- Texts which instruct how to do a particular activity such as recipes, rule for games, science experiments, road safety rules.
- Texts which deal with human behavior, like how to live happily, how to succeed. (Doddy et al, 2008, p.69)

While Pardiyono (2012, p.6) states, "procedure text is a text which purpose is to explain about the procedures, to explain about the step to accomplish a job". It is easily found in the recipe or manual books. The information is presented in a logical sequence of events which is broken up into small sequenced steps. The purpose of this text is to inform the readers how to do or make something. Usually this text uses simple present tense, often the imperative it also usually uses the temporal conjunction such as first, second, third, then, next, and finally.

A procedure text is designed to describe how something is done through a sequence of action or steps. It explains how people perform different processes in a sequence of steps. This text uses the simple present tense, often imperative sentences. It also usually uses the temporal conjunctions, such as first, second, then, next, finally, etc.

Procedure text is commonly called as instruction text. It uses pattern of commend in building the structure. It uses the "to infinitive verb" which omitted the "to". It is a kind of instruction text which uses full command verb. Procedure is commonly used to describe how to make something which is close to our daily activity. Procedure text has communicative purposes, rhetorical structure and grammar patterns that are easy to understand. The purpose of the procedure text is to help the reader easily understand the content of the stages of how to make something complete.

In procedure texts, there are some grammatical patterns that are usually used. Priyana et al (2008, p.54) mention those grammatical patterns as follows:

- The use of commands, such as cut, push, make;
- The use of action verbs, for example fold, open;
- The use of appropriate vocabulary, such as crease, down flat;
- The use of adverbials to express the details of time and place, manner and so on, such as fold the bottom side up, until it indicates that battery is fully charged.

Thus, a procedure text is one kind of the texts that describes how something is done. The description usually consists of some steps or instruction. Procedure texts do not only describe about the steps, but also the goals and any materials needed to achieve the goal, and they deal with human behavior expressed using commands, action verbs, suitable vocabulary and adverbial of time and place.

Based on the explanation above, procedure text is the text which gives the steps or procedures on how to do something. Procedure can be meant by instruction, step and way that can be done by someone for doing, making, and arranging something based on the right instructions.

Generic Structures of Procedure Text

Every text actually has some structures. The structures of the text will be different that depends on the goal of the text. The structures represent the written information to the reader. According to Anderson (1998, p.28):

"A Procedure text usually has three sections. There is an introductory statement or title that gives the aim or goal of the procedure, followed by a list of

materials that will be needed to complete the procedure. The final section is a sequence of steps, in the order they need to be completed, to achieve this goal".

From the explanation above, the writers divides the structures of procedure text into three parts. First structure of procedural text is goal. Here, the writers defines goal as the title sentence (objective) that shows what actually will be done, will be made, and what will be accomplished according to the text. Then, second structure is materials. Materials are the equipment or also can be defined as utensils which are used to make something based on the text. Finally, the last structure is steps. It is defined as the steps or directions of procedures for making something.

The last structure of procedure text is actually the main structure of the text, because it gives the procedures how do we make something based on the orderly procedures. So, the reader can follow the sequence steps according to the procedures that are given in the text.

RESEARCH METHODOLOGY

Method

Based on the purposes of the research, the writers used qualitative research. McMillan, James H points out (2001, p.428), "Qualitative research is interactive face-to-face research, which requires relatively extensive time to systematically observe, interview, and record processes as they occur naturally". The writers uses test that is implemented in writing test. Then the writers analyzed the problem encountered by teachers in teaching procedure text and calculated them, and the data will be explained in description analysis. Then, the writers uses book and other materials such as the data from internet which have related to the topic that support to get a valid data.

Population

McMillan, James H points out (2001, p.169), "A population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research.

The population of the research is all teachers in Pesantren Modern Daarul U'luum Bantar Kemang. There are 30 teachers. The writers used Purposive Sampling Technique.

Sample

Sample is a group of individuals which is selected to represent a population. As pointed out by McMillan, James H (2001, p.169), "Target population is often different from the list of elements from which sample is actually selected, which is termed the survey population or sampling frame". The population of this research is the teachers at Pesantren Modern Daarul uluum 1 Bantar Kemang. For taking sample, the writers decided to take 17% of population. Five teachers were then chosen as the sample.

Instruments

Research instrument is a tool for collecting or supporting the data and finding out the answers of the problem. Data collection includes observation, interview, questionnaire, scale, documentation and test. Then, instrument data collecting like fundamental observation, interview, questionnaire and documentation. As pointed out by Fraenkel and Wallen (2008, p.112), "Two majors issue collecting instruments, who provides the information and source of the instrument. In the first issue, they state that there are three ways for researchers to obtain information; for themselves, directly from the subject of the study and from others or informants. Meanwhile, for the second issue they state there are two basic ways in acquiring am instruments: (1) find and

administer previously existing instruments of some sort or (2) administer an instrument the researcher personally developed or had developed by someone else".

The Procedure of Data Collecting

The writers used a written test in collecting data because the writers thought that it is effective in collecting the data. Written test also can be an important assessment in education. As supported by Lin and Huang (2011, p.339) said that, "Written test assessment is an important component of modern education". Collecting the data from five teachers at Pesantren Modern Daarul Uluum 1 Bantar Kemang, after the data have been collected, the writers analyzed to know the teachers' difficulties in teaching procedure text.

The Procedure of Data Analysis

After the data have been collected, the following procedures are done; identifying the problem, describing the problem, classifying the problem, and tabulating the problem. The acquired data are calculated to draw a conclusion. The teachers' test results are used to find information about the teachers' common problem. There are some steps in analyzing the data those steps are:

Identifying the Problem

The writers analyzed the teachers' problem in teaching procedure text. Such as media and teaching material, media plays an important role as a tool to make it easier to understand the students about the learning material and the media used must be varied so that the learning process will be more interested.

Describing the Teachers' Strategies

The writers described the teacher problem encountered by teacher in teaching procedure text.

Classifying the Problem

After identifying the teachers' problem, the writers classifies the data that has been observed as questionnaire; (1) The problem encountered by teacher in teaching procedure text, (2) How teachers facilitate students in the use of temporal conjunction/connecting time word, and (3) Students' achievement in teaching learning process.

Tabulating the Teachers' Strategies

After the end of analyzing the data, the writers tabulated the data of the teacher's problem in teaching procedure text.

FINDINGS AND DISCUSSIONS
Research Findings

The data for this study were gained from both observation and interview. The data are classified into two major parts namely: (1) Teachers' problem in teaching procedure text. (2) How teachers facilitate students in the use of temporal conjunctions/connecting time word in learning procedure text.

Here, the writers gave fifteen of guided interview to five teachers. They interviewed them one by one and answered the questions in the questionnaire. Based on the interview, all of the teachers had different answer about teachers' problem in teaching procedure text. There were some categories which were analyzed from the data. They were the problem encountered by teacher in teaching procedure text, and how teachers facilitate students in the use of temporal conjunctions/connecting time word.

Respondent A said; problems encountered in the teaching procedure text is students' knowledge of information is minimal, then the teacher should provide the media direct method to observe or practice, in learning procedure text most students can understand the material about it but many students do not understand when teacher given the question. There are some

procedure texts that are difficult to understand for students because it is caused by the knowledge of the surrounding environment. Teacher must be able to solve this problem, for example students are encouraged to practice at a direct and attractive taught.

Teacher should facilitate students in the teaching procedure text. There are some material that is commonly used as an example of the procedure text "how to make a salad sunrise" and "how to cook fried rice", in teaching learning process teacher should give the material a temporal conjunction and teacher must give an exercise activities in the kitchen of boarding school and practice with discussion. Students should be given practice more in teaching learning process.

Respondent B said; problem encountered in the teaching procedure text is teaching materials because sometimes it is difficult to bring the material to be exposed to the students as a support in explaining. Media used were sheets of text and pictures. Sometimes teachers always repeat this material to further ensure student comprehension. Certainly, teachers face difficulties in teaching procedure text but can always be resolved; teachers always have a choice or the other way in the teaching procedure text. Teacher must be able to overcome the problem in the teaching procedure text as students are given examples of the things they see every day because it is able to provide insight for students.

She had given the facility in the teaching procedure text. She had also given material like "how to cook fried rice", "how to cross the road safely", and "how to play marble". She have provided material about the temporal conjunction, she gives exercises to practice while explaining because students can be trained to remember and get used to speaking in English. She often gives exercises about procedure text so that students get used to be able to explain the material about procedure text in front of class.

Respondent C said; problems encountered in the teaching procedure text are less students of English vocabulary. Media used is pictures to support the learning process, but only a few students who easily understand the procedure text because the procedure text related to daily activities. How to solve the problem is the teachers teach the material with an easy first.

Facilities are given in the teaching procedure text is materials that easily to understood by students. e.g. "how to boil an egg", and "how to make a simple salad'. Teachers must provide the example of using temporal conjunction to facilitate students in understanding a procedure text. Students should be given practice continuously adjusted to the time and material unit in the semester program.

Respondent D said; problem encountered in the learning procedure text is the lack of teaching materials. Then media used is sheets of text. Students easily accept the material of procedure text because teachers often given an examples. However there are some difficulties in teaching procedure text but the teacher was able to overcome that is looking for other media such as magazines and newspapers.

I have facilitated the students in the teaching procedure text with the material of temporal conjunction and I gave examples such as "how to make a noodle", and "how to cross a zebra cross". I always gave exercise to the students so that students can improve their ability to make good sentences.

Respondents E said; problems encountered in teaching procedure text are students can't understand or knows of any sentence. Media has always been a source of learning procedure text because the media used should be appropriate to the material that will be taught during the

learning process. In general there are some students who still difficult to understand the procedure text but teacher can overcome that problem.

I have facilitated learning procedure text by giving the temporal conjunction and students should make an example of "how to cook fried chicken". Then the students were assigned to create a group to work on practice questions.

Discussions

Based on the five respondents' explanation above, there are some categories of problems encountered by teacher in teaching procedure text, as the followings:

The problems encountered by teacher in teaching procedure text

In learning procedure text, many teachers have problems as the followings:

- **Media:** Media has an important role as a tool to make it easier to understand the students about the learning material and the media used must be varied so that the learning process more interesting. Media are tools that can convey the message and stimulate the students in learning process. Besides that, media are used creatively that can increase student's aim in learning process. There are types of media. They are visual media, audio media, and audio-visual. Visual media are intermediate through which people can see or sight with pictures in motion. It consists of picture, sketch, diagram, and chart. Audio media are intermediate through which people can hear. It consists of cassette and radio, and audio-visual are involving both hearing and seeing. It consists of video, television, and projector.

- **Very minimal insight and knowledge of students about environmental conditions:** the environment in boarding school is different from environment in general. It affected the lack of student's knowledge towards the learning process of procedure text, so there are some students who are still less understood the procedure text.

- **The lack of English vocabulary:** in learning procedure text students must learn how to use the correct grammatical structure, so that students do not find any difficulty in making sentence of procedure text, and every class meeting teachers always gives exercise of procedure text such as individual or group exercise.

- **Teaching material:** sometimes it is difficult to bring the material to be exposed to the students as a support in explaining. Therefore, teacher should make learning interesting by using teaching materials that is easily understood by students.

How teachers facilitate students in the use of temporal conjunctions/connecting time word

Teachers provide materials like how to cook fried noodles, how to cook fried rice, and how to boil an egg. Next, teacher facilitates the introduction of ordinal number such as first, second, third and others. Then the teacher gave examples of how to use the ordinal number as temporal conjunctions in making sentence of procedure text. Then, the teacher gave the task to make a group or individual exercise then the teacher gave her material like how to make fried salad, gado-gado, fried chicken and others.

However they agreed that learning the procedure text is very important for them because this study could increase the students' English skill and it was also important in this globalization era for the students' future. Therefore, teachers have to be creative, innovative and

professional in teaching and learning process.

CONCLUSION AND SUGGESTIONS
Conclusions

After conducting the research on problem encountered by teacher in teaching procedure text, the writers found there were some problems faced by teachers: 1) Media, it can help students more easily understand the steps in the procedure text study; 2) Very minimal insight and knowledge of students about environment conditions; 3) The lack of English vocabulary; 4) Teaching material. To solve the problem above, the teachers gave materials clearly, they facilitated the introduction of ordinal number, they gave examples of how to use the ordinal number as temporal conjunction, and they gave exercises.

Suggestions
To the teachers

The teachers have important roles in teaching procedure text; they have great contributions to encourage the students in learning the procedure text. The writers suggest that the teachers who act as the facilitators in this study should motivate the students to practice the procedure text more. They must try to make them have the ability to make a good sentence with the procedure text. They should use interesting techniques so that students will enjoy and be brave to come forward to present material about procedure text.

To the students

We know that English is not our language but it is a foreign language. As good students, they should learn English both in writing and oral form also. It becomes one of the important languages to learn. Here, the students must be able to improve their skill in learning procedure text. The writers suggest that the students should be confident, always practice the material about procedure text seriously.

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