

# **DEVELOPING WRITING TEACHING MATERIALS USING LESSON STUDY FOR THE SEVENTH GRADE STUDENTS IN SMPN 3 SUNGAI KAKAP**

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## ***Abstract :***

*This research is to develop writing teaching material using Lesson study in learning procedure text. The method of this research Research and Development and the steps was adapted in form of Lesson Study. The Lesson Study consists of three steps; they are Plan, Do, and See. It includes some cycles to get the experience in improving the teaching learning process that should be better than before. Some teachers near the area have done this study to help the Seventh Grade Students in writing a procedure text at SMPN 3 Sungai Kakap. The aim was to produce the teaching materials which can improve the teaching learning process, especially in writing a procedure text. The improvement was concluded by analyzing the data from a writing test, observation sheet, field notes and questionnaires. This study was done in SMPN 3 Sungai Kakap from April to June 2015. The results showed there was a significant improvement of the students' ability in writing a procedure text by using the materials that had been developed in Lesson Study. Based on the experience in conducting this research, some recommendations were given to some schools and English teachers in Kabupaten Kubu Raya to produce the writing teaching materials using Lesson Study.*

***Key words: lesson study, development research, producing teaching material.***

## **INTRODUCTION**

Lesson Study is a model of professional development designed to assist teachers to produce quality lesson plans and gain a better understanding of student learning. The process involves a small team of teachers working together in a systematic cycle of planning, teaching, observing, refining and reviewing a specific lesson (or lessons) designed to address an identified student learning need or pedagogical challenge. The outcomes of the team's efforts – documented, high quality and polished lessons –are subsequently shared with other teachers in the school. In Lesson Study activities, the teachers appreciate all of ideas

from each others. The first purpose is not to look for the mistake that teacher has done but together they try to solve the problems found in the classroom activity. The problem focused on the students' problems in teaching learning process. From the students' problems they try to improve the teaching learning process for the next meeting. They will have some innovations that may be include technique, method, or media for the next teaching learning process. The teacher may not feel as a superior or an inferior to each other. In Lesson Study, the teachers share, discuss and learn together in order to improve the teaching learning process.

Maddern (2012) said Lesson Study is a form of action research, and involves systematic and careful observation of lessons, focused on children and their learning rather than the teacher. Lesson Study involves group of teachers collaboratively planning, teaching, observing and analysing learning and teaching in research lessons. They share their findings with other educators. In this case, Lesson Study consists of some teachers who work, learn, and discuss together about teaching learning process focused on the students. They share to each other about the problems found and try to get the best solution in solving them.

Dudley in Kerra Maddern (2012) explained that what hundreds of teachers have said to him is that lesson study promotes teacher learning, because you focus on what the children are learning more than how the teacher is performing. He added that because a research lesson is jointly owned, it is OK if aspects go wrong. You learn from that. It means that in Lesson Study there is a teacher as a model and the other teachers of group observe the teaching learning process focused on the students. Every teacher learn and get experience from the teaching learning process, no matter if the process goes wrong, they will discuss whatever they found after the classroom activities.

This research is aimed to produce writing teaching material for the seventh grade students of junior high school in SMPN 3 Sungai Kakap through Lesson Study. The seventh grade students are the students who learn in a junior high school for the first year. They are about twelve or thirteen years old. All of the students did not ever learn English in Elementary School before, and they never learn English in the course in their area. Their status family background is various from farmer, official, businessman, soldier and so on. The students' intelligence is also varied from low, middle and high. In learning English the students still have difficulties, especially in writing. They find difficulties when the

teacher asks them to write a paragraph by using their own words in English, especially a paragraph about procedure text. That is a problem which needs to be solved to help the students in writing the paragraph by developing the writing teaching materials for seventh grade students in SMPN 3 Sungai Kakap through Lesson Study.

In SMPN 3 Sungai Kakap Kabupaten Kubu Raya, some teachers and a supervisor make a group of Lesson Study. The group consists of four (4) English teachers who are from three schools in Kecamatan Sungai Kakap, and one supervisor from Dinas Pendidikan dan Kebudayaan Kabupaten Kubu Raya. The objectives in doing 'Lesson Study' are the teachers can develop their knowledge, their experiences, and feel self-confidence, they are always ready in teaching all of English subject of SMP level especially in writing skill, and the goals of the lesson can be achieved well. In this research, the researcher tries to explore how to produce writing teaching materials for the seventh grade students of junior high school through Lesson Study. It means that the English teaching learning process focuses on the writing skill. The material in teaching is related to the students writing skill, especially in writing a paragraph of text procedure. When teaching writing, a teacher must be sure to select resources and support materials that are not only aid him/ her in teaching how to write but that will also be the most effective in helping his/ her students learn to write. Lesson Study is a model of professional development designed to assist teachers to produce quality lesson plans and gain a better understanding of student learning. The process involves a small team of teachers working together in a systematic cycle of planning, teaching, observing, refining and reviewing a specific lesson (or lessons) designed to address an identified student learning need or pedagogical challenge. The outcomes of the team's efforts documented, high quality and polished lessons are subsequently shared with other teachers in the school.

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(Buckwalter, 2002) stated that several teachers indicated through experiencing just one lesson study cycle. They learned new techniques and ways of thinking that they have been applying to all of their lesson plan. They now think more carefully about student responses, rather than simply planning to meet the lesson's objectives. According to this theory, Lesson Study includes some cycles to get the experience in improving the teaching learning process that should be better than before. Furthermore, Patricia Jones in (Buckwalter, 2002) said that Lesson Study presents teachers with an opportunity to study student misconceptions and use that information to make adjustments to a lesson. Here the teachers are as observer to search the students in a teaching learning process. And the teachers make some notes in observing, then they discuss whatever their notes in a reflection activity. (Easton, 2009) said steps of Lesson Study are: (1) focus the Lesson Study, (2) plan the research lesson, (3) teach and discuss the research lesson, (4) reflect and reteach, or plan the next step. In the first step, focus the Lesson Study means to (a) Agree on long-term goals for student development. What qualities do we hope students will have when they graduate from our school? And (b) Select an academic focus, based on discussion of standards and of the topics that are persistently difficult for students.

In the second step, plan the research lesson, it consists of three parts, they are: (a) Study existing lessons. (b) Building on the best available lessons, map out a unit that brings to life longterm goals for student development, and that will move students from their current understanding/knowledge to the place we'd like them to be. (c) Plan in detail one "research lesson" in that unit. As part of the planning, try out the lesson as adults and anticipate student thinking. Identify the data on student learning, motivation, and behavior that you will collect during the research lesson. In the third step, teach and discuss the research lesson (lesson, followed by discussion same

day or soon after), it consists of five steps, they are; (a) One member teaches the lesson and other team members collect data as planned; observation protocol. (b) Conduct a post-lesson discussion. Structure the discussion agenda and consider the following conventions. (c) The teacher who taught the lesson speaks first and has the chance to point out any difficulties in the lesson before they can be pointed out by others. (Teachers need not criticize something that's already been pointed out as an issue). (d) The lesson belongs to the whole study group; it is "our" lesson, not "your" lesson. (e) Discussion focuses on the data collected at the research lesson on the students and lesson, not the teacher.

In the last step, reflect and reteach, or plan the next step, it means (a) Would you like to refine and re-teach the lesson in another classroom? What should be changed? (b) What went well in your lesson study effort, and what would you like to change next time around? (c) What new issues or problems came up that you would like to address in your next research lesson cycle? From some experts above, we can conclude that they are some supports for Lesson Study. First, see the lesson as part of the unit. It means we map out the overall goals and "flow" of the unit, and do not try to cram too much into one lesson. Second, value self-criticism. It means a key belief is that lessons (however wonderful) can always be improved, and create a climate that encourages self-criticism. Third, embrace mistakes, it means much can be learned from imperfect lessons. The yardstick for measuring lesson study's worth is how much teachers learned along the way. Lesson study is not a quick fix, but a slow, steady means of instructional Improvement. Remember you are pioneer, mistakes are to be expected, and many other teachers will be eager to learn from you.

Fourth, don't worship originality, it means what's important is whether the lesson promotes student learning, not whether it is original. And fifth, develop group norms, it means we should talk about what will make your group productive and

supportive, and formulate ground-rules, and revisit them at each meeting. According (Easton, *An Introduction to Lesson Study*, 2009) the role of data in Lesson Study consists of before activities, during activities, and after activities. Before activities consist of; (1) Selecting curriculum and personal growth goals according to achievement records, student work, observations, surveys, state and district standards. (2) Selecting units and lessons within the curriculum; achievement records, student work, observations, teachers' and students' experiences. During activities consist of framing research questions related to the general goal of the lesson, framing research questions around specific aspects of the lesson, deciding on generic questions to ask about student responses to the lesson, collecting specific data related to questions. reporting data results during colloquium. After activities consist of analyzing and interpreting the data, deciding what the data mean in terms of revising the lesson, deciding what the data mean in terms of applying learning to the next lessons, using the data in the next round of lesson study, framing research questions related generally and specifically to the next Lesson, deciding on generic questions related to the next lesson.

(Thanasoulas, 2002) explains this process is not a linear sequence of events but a dynamic phenomenon, whereby the teacher, who is more knowledgeable, is called upon to act, among other things, as a mediator, influencing and being influenced by the students, who happen to lack this knowledge. In reality, this process is far more complicated than it seems, as there are a host of factors that affect its outcomes, for example, learner abilities, the classroom environment, infrastructure, etc. Here, we will only examine the role of the teacher and his/her contribution to (language) learning. Of course, teachers in the real world come in all shapes and sizes, exhibiting a wide range of different personalities, beliefs and ways of thinking and working. According to (Holešinská, 2006) that the most important

teaching principle is the systematic approach that is based on structured or sequential (step-by-step) teaching. Then the teacher should provide a predictable, consistent and friendly environment to support their children and let them feel comfortable in lessons. Hand in hand with support comes motivation that is used to encourage students to learn English. Particularly for young learners with learning difficulties, it is essential to apply so called interventions such as accommodation and modification. Another significant principle is the clarity of instructions which means that all directions should be explicit and, even better, both orally and visually.

It is explained in (Permendikbud 81A, 2013) that English for secondary level competence is about communication faculty with interpersonal, transactional, and functional kind of text in written or oral. It develops to functional literacy field to support social function in personal life context, socio cultural, academic, and profession as well by using any kinds of text to the needs of base literacy, as with acceptance structure coherency and cohesively, and also proper language features. In (Permendikbud 81A, 2013) is also mention about the material focus for Junior High School. They are first, short and simply text in interpersonal, transactional, special function, and functional text such as descriptive, recount, narrative, procedure, and factual report of functional literacy dimension. Second, mastery on every kind of text which involves three aspects, they are social function, text structure, and language features as three of them defined and chosen by precise purpose and its communicated context. Third, behavior context includes respecting and understanding honesty, discipline, responsibly, affection, (tolerance, cooperated), politeness, self confidence. Fourth, skill context involves listening, speaking, reading, writing, and watching effectively with social environment and nature from the connected and existence dimension. Fifth, language features involve text marked, vocabularies,

speech, stressing, intonation, spelling, word marks, and handwriting neatness. And sixth, modality: in clear meaning limitation

## METHOD

Research method is a systematic activity using certain method to find new thing or to prove a theory. The method of this research is Research and Development and the steps was adapted in form of Lesson Study. This research can offer new ways, new materials and procedures to improve and increase teacher's professionalism in teaching learning process and in the result of students' learning. Respondents: The participants of this research is four English teachers and one supervisor joined Lesson Study in SMPN 3 Sungai Kakap, two teachers are from SMPN 3 Sungai Kakap, one teacher is from SMPN 1 Sungai Kakap, an another teacher is from SMPN 6 Sungai Kakap. And the seventh grade students of SMPN 3 Sungai Kakap is alsoo as the participant in this research. The sample in this research is one of the English teachers as a teacher model and the seventh grade of students in SMP Negeri 3 Sungai Kakap. There are four classes for the seventh grade in the school that consists of 22 students in each class. The researcher will take one class of them randomly as the sample

.Instruments:*Writing Test*: It was used to investigate the students' achievements after being taught used the developing writing teaching material through Lesson Study. It is about writing a procedure text in English. *Observation Checklist* It describes all of the teacher's activities in the teaching learning process in the classroom. *Field Notes*. There are two field notes used in this research, they are in 'Do' and in 'See' activities.

*Questionnaire*It is an instrument that consisted some questions about the activities in 'Plan, Do and See' of Lesson Study.Procedures: This research had been done through Lesson Study. According to Maddern (2012) Lesson Study involves systematic and careful observation of lessons, focused on children and their

learning rather than the teacher. Lesson Study involves group of teachers collaboratively planning, teaching, observing and analysing learning and teaching in research lessons. The Lesson Study consists of three steps; they are Plan, Do, and See. It includes some cycles to get the experience in improving the teaching learning process that should be better than before. Three steps above will be done in SMPN 3 Sungai Kakap from April to June 2015. The explanation of every steps are as follows. *a) Plan*; The teachers joined Lesson Study, make a lesson plan collaboratively that focused on the students and based on the problem in the classroom activity. *b) Do*; One of the members of Lesson Study group is as a teacher model. She teaches English while the other teachers observe the students' activities in teaching learning process. *c) See*; After the classroom activity, the Lesson Study group will do a reflection about the teaching learning process that focused on the students. *Data Analysis: Writing Test*: The indicator of writing test in this research is the students are able to write a procedure text about how to make or to do something in a good paragraph by their own words, and the theme is about the procedure.

*Observation Checklist*: In arranging this instrument, the researcher saw and list some teacher observable behavior that indicates her presenting in free activities, whilst activities and post activities in teaching learning process. It is used in 'Do' activities.

*Field note*: Field note is one of the instruments used in this research. There are two field notes, the first one, it is to record all matters that happened to the students during the teaching learning process, and the second one, it is used in observers discussing after observing the classroom activities. It is used in 'Do' and 'See' activities. *Questionnaire*: In arranging this instrument, the researcher saw and listed some teacher observable behavior that indicates her presenting in teaching learning activities and about her lesson plan that will be presented in the class. It is used in 'Plan' and 'Do' activities. Meanwhile the

questionnaire used in doing Lesson Study has two options in answering only. They are 'yes' and 'no' where 'yes' has score '2' and 'no' has score '1'.

## FINDINGS AND DISCUSSION

The pre-eliminary research was done on April 1st 2015 by discussing with the teachers, the members of Lesson Study group. The discussion was about the seventh grade students' difficulties in writing a paragraph of procedure text. The result of discussion came to decision to develop the teaching writing material about procedure text through Lesson Study. There are three steps of implementing Lesson study. The first step is Plan which it arranges a lesson plan includes design and develop the material that will be used in teaching learning process. They are three activities. The first activity is deciding the criteria of developing material design. Second activity is designing the developing material based on the criteria. Third activity is evaluating the material that has been designed to check whether the material suit or not with the criteria.

*Plan*: The Plan step was conducted on May 11th, 2015. The participants of Lesson Study met in SMP Negeri 3 Sungai Kakap. The participants consisted of one supervisor, two English Teachers are from SMP Negeri 3 Sungai Kakap, one English teacher is from SMP Negeri 1 Sungai Kakap, and one more is from SMP Negeri 6 Sungai Kakap. In this meeting the participants of Lesson Study arranged a lesson plan, designed the developing writing teaching materials that focused of teaching material in writing a paragraph about procedure text, and they also discussed about the criteria in developing the teaching material based on six criterias according to Penafloida (1995: 172-9) in Tomlinson (1999): (1) Materials should be clearly linked to the curriculum they serve, (2) Materials should be authentic in terms of text and task, (3) Materials should stimulate interaction, (4) Materials should allow learners to focus on formal aspects of the language, (5) Materials should

encourage learners to develop learning skills, and skills in learning. (6) Materials should encourage learners to apply their developing skills to the world beyond the classroom.

In this step, the product is a lesson plan with a writing teaching materials that has been developed to guide the students in arranging a paragraph about procedure text. The materials developed by some pictures, slide shows and some worksheets that related to procedure text simply. *Do*: The Do step was conducted on May 18th, 2015. The participants of Lesson Study met in VII A classroom SMP Negeri 3 Sungai Kakap. One of the participant of Lesson study was as a teacher model. She is Mrs. Ely Maryani, S.Pd, an English teacher from SMPN 3 Sungai Kakap. And the other participants were as observer in the teaching learning process. The steps that had been done by the teacher model in the class room were: Pre activity was done about 10 minutes, started when the teacher greet and checked the students attendance. Then, the students was given a chance to prepare their stationeries and the learning sources before the lesson started. The modelling teacher positioned the students seat in groups, in order to make the observer easier to observe the activity along the lesson study process was conducted. The modelling teacher started the lesson by giving a perception in form of questions related to the material that going to be learnt and shown a picture of a cup of hot milk.

In the whilst activity, by using slide shows, explanation and worksheets, the modelling teacher done several activities, which is on the Exploration, Elaboration and Confirmation on the material that discussed in the teaching learning process. Along the Exploration process, the modelling teacher explained definition, function, rhetorical steps and language feature of the procedure text. Then, the teacher also gave the example of descriptive text and explained it to the students. On the Elaboration activity, the modelling teacher gave the students' worksheet and asked the

students to do the task 1 in the group which was the students asked to complete the uncomplete procedure text. Then, the teacher and students discussed the students assignments results. Next, the students were asked to do the Task 2, which was to arrange jumbled sentences of procedure text into the correct procedure text in pairs. The teacher and the students discussed the result of the students assignment of Task 2. And then the students were asked to do the Task 3 individually, made a paragraph about the procedure text based on the picture that being given by the teacher. It was found that, generally the score of the students' assignment significantly increased. The students usually can not passed the Minimum Standard (KKM) of the subject. But by using the writing teaching materials that had been developed in the Lesson Study process, most of the students that passed the Minimum Standard of the subject. It was shown by the average score of the tasks was 86, 59. Then on the confirmation activity, the modelling teacher gave the students feedback and reflection to the students assignment result in general. On the post activity, the modelling teacher and students making the conclusion of the lesson. Modelling teacher were asking the student impression about the lesson, the difficulty, and giving the students chances to ask further about the material being discussed. Then, the teacher gave the homework of making a procedure text about students' favourite food or drink.

The See step was done after the teaching learning process, that was after all of the class finished and the students had gone home. The participants of Lesson study had a meeting in one room at SMPN 3 Sungai Kakap. First, the teacher model described what she felt after teaching, and discussed some problems that she got in teaching to other participants of Lesson Study. The others who as observer also described what they found and gave some ideas and suggestions about the teaching learning process that focused on the students' activities. The general problems that

happened along the teaching learning process are: 1) There were two students coming late, so it was disturbing the concentration of the other students that paying attention to the modelling teacher. 2) There was a boy and a girl that sitting on the back group, did not really paying attention to the lesson. Sometimes, they were chatting to each other. 3) There were some students did not listen about the instruction that given by the modelling teacher clearly. 4) When the material being taught by the modelling teacher, several students were asking to lend dictionary, pen corrector or others to their friends .

The conclusion in the See activities that the students still need the clear instructions before doing the task given individually, in pairs, or group. All of the students interested to the teaching writing material that had been developed in Lesson Study process. The students can complete a procedure text in group well. The students can arrange the jumble sentenceces to be a good paragraph about procedure text in pairs. And each student can write a procedure text well. Almost all of the students enjoyed the lesson from the beginning to ending. The time management in teaching learning process is very important to handle the class well. Thus, based on the teaching learning process that being done, it can be concluded that :The material being made were effective for the teaching learning process in the classroom, because the material were appropriate for the ability and the condition of the students in the research classroom. The process of the Lesson Study for the English teachers in SMPN 3 Sungai Kakap was conducted well, although there were several constraints that need to be fixed on the next, which is :a) The classroom was little crowded, several students can not listen the teacher's instruction clearly. b) There were several students were chatting at the beginning of the teaching learning process. Generally, the process of the Lesson Study in developing writing teaching materials was conducted well, It was shown as most of the students participated actively in the teaching learning

process and the score of the task that being done by the students significantly increased.

In Lesson study, the English teachers can develop writing teaching material to achieve the aims of teaching learning process well. The English teachers can solve some problems that found in the class room activities by discussing and sharing to each others in Lesson Study.

## **CONCLUSION AND RECOMMENDATION**

### **Conclusion**

Based on the result of research, we can conclude that the first design of writing teaching material about writing procedure text which developed using Lesson Study can be used well in teaching learning process, especially for the seventh grade students in SMPN 3 Sungai Kakap. The material developed were effective for the teaching learning process in the classroom, because the material were appropriate for the ability and the condition of the students in the research classroom. The process of the Lesson Study for the English teachers in SMPN 3 Sungai Kakap was conducted well, although there were several constraints that need to be fixed on the next activity, which is :a) The classroom was little crowded, several students can not listen the teacher's instruction clearly. b) There were several students were chatting at the beginning of the teaching learning process. Generally, the process of the Lesson Study in developing writing teaching materials was conducted well, It was shown as most of the students participated actively in the teaching learning process and the score of the task that being done by the students significantly increased. In Lesson study, the English teachers can develop writing teaching material to achieve the aims of teaching learning process well. The English teachers can solve some problems that found in the class room activities by discussing and sharing to each others in Lesson Study.

### **Recommendation**

Based on the findings, it is recommended that the Lesson Study was better to be



conducted by the teachers who want to solve the problem found in the classroom activities by discussing and sharing to others. On this Lesson Study activity, it is hoped that the teacher and the peers can develop a good cooperation, especially in giving a positive feedback, so that they can reach the maximum goal, and develop new innovations in the next teaching learning activities. Every school should have Lesson Study to each subject teachers, in order to increase the quality and to achieve the aim of teaching learning process in the classroom. The nearest principals should ask and support their teachers to do Lesson Study, to solve some problems that teachers faced and found in the teaching learning process. The supervisor of the subject should joint the Lesson Study to guide the teachers.

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