



**DESIGNING FUN ACTIVITIES TO TEACH GRAMMAR  
OF PROCEDURAL TEXTS**

**The Case of Teaching Material Construction to Strengthen Junior High  
School Students' Characters of H. Isriati Semarang Junior High School  
in the Academic Year of 2014/ 2015**

Submitted to English Language Study in Partial Fulfilment of the  
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a Thesis

by

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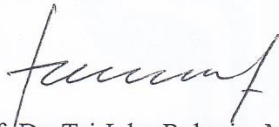
## APPROVAL

This thesis entitled “DESIGNING FUN ACTIVITIES TO TEACH GRAMMAR OF PROCEDURAL TEXTS: THE CASE OF TEACHING MATERIAL CONSTRUCTION TO STRENGTHEN JUNIOR HIGH SCHOOL STUDENTS’ CHARACTERS OF H. ISRIATI SEMARANG JUNIOR HIGH SCHOOL IN THE ACADEMIC YEAR OF 2014/ 2015” has been approved by the board of examiners of thesis examination.

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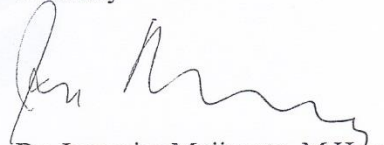
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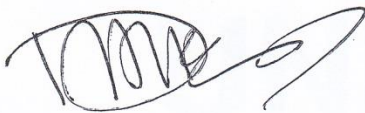
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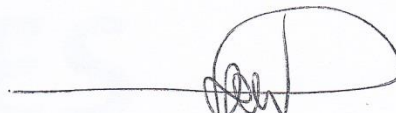
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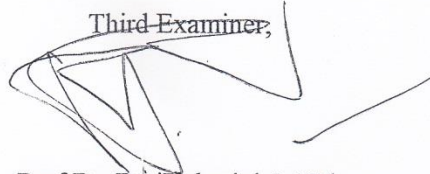
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## **DECLARATION**

I hereby declare that this thesis entitled “Designing Fun Activities to Teach Grammar of Procedural Texts (The Case of Teaching Material Construction to Strengthen Junior High School Students’ Characters of H. Isriati Semarang Junior High School in the Academic Year of 2014/ 2015)” is definitely my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in bibliography.

Semarang, January , 2016

Shofiyatul Hanani

## MOTTO AND DEDICATION

If plan 'A' doesn't work, the alphabet has 25 more letters.

(Claire Cook)

I sincerely dedicate this final project to:  
*My beloved parents, brother and mybig family.*

## ACKNOWLEDGEMENTS

Thanks to Allah SWT for his blessing, mercy, and compassionate given to me so that I can accomplish this research entitle “Designing Fun Activities to Teach Grammar of Procedural Texts (The Case of Teaching Material Construction to Strengthen Junior High School Students’ Characters of H. Isriati Semarang Junior High School in the Academic Year of 2014/ 2015)”.

I realize that I would not be able to complete my thesis without support, advice, and encouragement, from many people. Therefore, I would like to express my sincerest gratitude to those who are directly or indirectly involved in the completion of this thesis. Here, I would like to express my deep gratitude to:

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- 4) The lecturers of the English Education Department who have enlarged my knowledge in my study;
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There is no greatest obstacle in writing this thesis than avoiding the temptation of being perfect. Therefore, suggestion from the readers will be fully appreciated and always awaited. I really expect that this research will be useful for those, especially who are in the field of education.

Semarang, January 2016

Shofiyatul Hanani

## ABSTRACT

**Shofiyatul Hanani, 2015.***Designing Fun Activities to Teach Grammar of Procedural Texts(The Case of Teaching Material Construction to Strengthen Junior High School Students' Characters at the Eight Grade of H. Isriati Semarang Junior High School in the Academic Year of 2014/ 2015).* Thesis English Language Education, Postgraduate Program Semarang State University First Advisor: Dr. Dwi Anggani Linggar Bharati, M.Pd, Second Advisor: Drs. H. Ahmad Sofwan, M.A, Ph.D.

**Key Words:** Designing, fun activities, grammar

The goals of this study were 1) explore the existence teaching materials to teach grammar of procedural texts for Junior High School's students used by English teacher in Junior High School, 2) describe games are needed to teach grammar of procedural texts at the school, 3) develop fun activities to teach grammar of procedural texts to strengthen the characters of the school's students, 4) Explain the effectiveness of using 'Fun Grammar Activities' to teach grammar of procedural texts to strengthen the characters of Junior High School's students evaluated by experts.

This study used R&D design which was used to develop products and measures the effectiveness of the development proposed by Borg and Gall (2007). The results of the study are; 1) almost all of the students were agree that the English teaching material using 'fun grammar activities' was very helpful in studying, it helped them to be more active, and it can provide an attractive and instructional media in learning English, 2) considering the responses related the techniques apply, the writer assumed that the students were interested in learning English using 'fun grammar activities. It helped them in studying English. It was supported by 25% were strongly agree, 75% were agree that 'fun grammar activities' helped them learning English grammar. Most of the students (6.25%) were strongly agree, 93.75% were agree that the teacher should use or develop 'fun grammar activities' as media in teaching and learning process in the classroom, 3) the results of pre and post test showed that the results of independent sample t-test showed the value of t-obtained was -7.716. It can be said that there was significant difference between pre and post-tests.

The results of post-test were significantly different and influential, so grammar fun activities were effective for learning English spoken grammar and it can be applied in teaching and learning process at Junior High School. Based on the result of the study, designing fun activities to teach grammar of procedural texts was very useful for the students. Most of the students loved 'Fun grammar activities' for learning English.

Based on the benefits above, it is necessary to conduct further studies dealing with designing fun activities to teach procedural texts to provide more positive results which are possible to have significant impact to Educational field. Hopefully, this attempt to provide different learning atmosphere which may lead positive results in learning.

## TABLE OF CONTENTS

<b>ACKNOWLEDGEMENT</b> .....	v
<b>ABSTRACT</b> .....	vii
<b>TABLE OF CONTENTS</b> .....	viii
<b>TABLE</b> .....	xi
<b>LIST OF FIGURES</b> .....	xii
<b>LIST OF APPENDICES</b> .....	xiii
<b>I. INTRODUCTION</b>	
1.1 The Background of the Study.....	1
1.2 The Reasonsfor Choosing the Topic .....	6
1.3 The Statements of the Problems.....	7
1.4 Objectives of the study .....	8
1.5 Significance of the study .....	8
1.5.1 Theoretical significant.....	9
1.5.2 Pedagogical significant .....	9
1.5.3 Practical significant.....	9
1.6 Scope of the Study.....	9
1.7 Definition of Key Terms .....	10
1.7.1 Reseach and Development .....	10
1.7.2 Grammar.....	11
1.7.3 Procedural Text .....	13
1.7.4 Fun Activities ....	15



1.7.5	Character Education .....	20
1.8	Outline of the Thesis Report .....	21

## **II. REVIEW OF RELATED LITERATURE**

2.1	Review of Previous Studies.....	23
2.2	Theoretical Review .....	27
2.2.1	Teaching and Learning English for Junior High School Students .....	28
2.2.2	English Curriculum for Junior High School .....	31
2.2.3	General concept of Text Types .....	33
2.2.4	Procedural Text .....	36
2.2.5	The Concept of Fun Activities .....	40
2.2.6	General Concept of Game .....	42
2.2.7	Grammar .....	44
2.2.8	Teaching Grammar.....	45
2.2.9	Character Education in ‘Fun grammar activities’ .....	46
2.3	Theoretical Framework .....	47

## **III RESEACH METHODOLOGY**

3.1	Research Design.....	50
3.2	Setting.....	51
3.3	Instruments .....	52
3.4	Try out .....	54
3.5	Procedure of Collecting Data .....	54
3.6	Method of Analysis the Data.....	58
3.7	Phrases of R&D.....	60

3.8	Triangulation .....	65
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#### **IV FINDINGS AND DISCUSSION**

4.1	Findings of the Study .....	67
4.2	The Result of Need Analysis.....	67
4.2.1	The Result of the Observation.....	68
4.2.2	The Result of the Interview .....	69
4.2.3	The Result of the Test .....	70
4.2.4	The Result of the Questionnaires .....	71
4.3	Developing Fun Activities .....	74
4.4	Expert and Teacher Validation.....	77
4.5	Main Field Testing .....	80
4.6	Second Product Revision .....	81
4.7	Producing the Final Product.....	82

#### **V CONCLUSION AND SUGGESTION**

5.1	Conclusion.....	83
5.2	Suggestion .....	86

## LIST OF TABLES

<b>Table</b>		<b>Page</b>
2.2	Kinds of genre and text type .....	34
4.1	Result of the T-test .....	71
4.2	Product Revision .....	80
4.3	The appearance of the program before and after revision .....	82

## LIST OF FIGURES

<b>Figure</b>		<b>Page</b>
1.7	Fun English Grammar .....	15
2.1	Theoretical Framework .....	49
3.6	Developing procedure scheme of adaptation result in Developing procedure of Borg & Gall (Borg & Gall, 1983:775) .....	60
3.7	Adapted Researches and Development Process of Borg & Gall .....	65

## LIST OF APPENDICES

<b>Appendix</b>		<b>Page</b>
1	List of The Students of VIII D.....	90
2	Core Competence and Basic Competence of Eight Grade of Junior High School .....	92
3	Lesson Plan .....	95
4	Kuesioner Analisis Kebutuhan Bahan Ajar .....	104
5	The Results of Need Analysis .....	108
6	Teacher Interview Guidance (Need Analysis).....	111
7	Students Interview Guidance (Need Analysis).....	112
8	The Spoken Grammar Test .....	113
9	Students' Response to Fun Grammar Activities Questionnaire ....	114
10	The result of Students' Response to Fun Grammar Activities Questionnaire .....	117
11	Dialogue Transcript .....	120
12	Scoring Guidance for Spoken Test .....	122
13	The Result of Pre Test and Post Test.....	124
14	Interval Value .....	126
15	T-Test Result.....	127
16	The Value at T Distribution .....	128
17	Imperative Exercise .....	129
18	Imperative Cards.....	135

## **CHAPTER I**

### **INTRODUCTION**

Introductory issues that are discussed in this chapter are: (1) The background of the study, (2) The reasons for choosing the topic, (3) The statement of the problems, (4) The objectives of the study, (5) The significances of the study, (6) The definition of terms, (7) The scope of the study, (8) The outline of the Thesis.

#### **1.4 The Background of the Study**

As a human being, we cannot live alone. We need other people's help. We need communication to maintain our relation in a society. Language is a tool of communication. With language, people can express their ideas and wishes to other people. When people speak or write, they produce text. The term 'text' refers to any instance of language, in any medium, that makes sense to someone who knows the language (Halliday, 2004:3). In short, text is a one of medium used by people to express their ideas and wishes to other people. We need skills to communicate with other people. Those skills help us to understand each other and make the communication runs as well as our expectation.

English is one of languages in this world and it becomes one of widest languages used in entire the world. It has served information about education, entertainment and technology more than other languages. English is taught from the primary school until the level of university because its importance. Listening,

reading, speaking, writing and vocabulary are the basic language skills that have to be achieved and mastered.

There are four skills in English are; listening, reading, speaking and writing. The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency (Richard, 2008:19). In learning English, speaking is one of the important elements. In our society, someone is recognized as an English master when he or she able to speak English fluently. There must be some important elements to make our utterance understandable by interlocutors, grammar is one of the important element must be in spoken text.

Valeika and Buitkeine (2003:7) mentioned that to descriptivists, grammar is a systematic description of the structure of a language. With the appearance of structural descriptive linguistics, grammar came to mean the system of word structures and word arrangements of a given language at a given time. To transformational-generative grammarians, who are an offshoot of structural descriptive linguistics, grammar is a mechanism for producing sentences.

If we wish to learn speak and write, we will focus on the system of rules that underlined a given language, and if we wish to describe the structure of a language, we will focus on the units that make up the language and their relations, and if we wish to understand how speakers of a given language produce and understand sentences, we will focus on the nature of the rules used. Hence we can

speak of two types of grammar: practical and theoretical. Practical grammar gives practical rules of the use of the linguistic structures while theoretical grammar gives an analysis of the structures in the light of general principles of linguistics and the existing schools and approaches.

Zhang (2009:184) stated that grammatical competence is one of communicative competence. Communicative competence involves knowing how to use the grammar and vocabulary of the language to achieve communicative goals, and knowing how to do this in a socially appropriate way. Communicative goals are the goals of learners' studying English language. So grammar teaching is necessary to achieve the goals.

Based on early monitoring, the researcher knows that teaching and learning English language is a hard work to both teachers and students. Speak grammatically is not easy to do, especially by second foreign language learners. English is the most difficult and boring lesson in the school, so the students cannot enjoying the lesson. Learning English language will be easier if the students feel enjoy and comfort during the lesson. For getting enjoy feeling, the first step to do is students have to attract to the lesson. If they want to study grammar, they have to force themselves practice to use grammar pattern in their daily life. So the results are they can use the grammar appropriate with the context and automatically other people can understand the conversation easily. Through this way, students will mastery the grammar naturally.

English is not our native language, so it is rather impossible for us to mastery English as good as native speakers do. Native English speaker mastery it



naturally and they have full support from surrounding environment. Unconsciously they know how to speak grammatically without any grammar learning process. Although they do not understand the function of each word in a sentence, they always use English accurately. They never produce ungrammatical sentences such foreign English language learners do.

Not only for students but also for teachers, teaching how to speak grammatically is not easy. Sometimes, teacher said that it is an exhausted job. The teachers will confuse if their students cannot enjoy and understand the lesson. Sadeghi & Dousti (2013: 15) stated that learning can, and should, be hard fun. The evidence is that learning is most effective if it attracts the attention and interest of the learner, is obviously relevant, requires action on the part of the learner, and is contextualized so that the learner understands how and when to apply it. Based on early monitoring, the researcher believes that conventional method is less effective for teaching English nowadays. The English teachers have to find out the effective activities that can make their students interested to the lesson, so the aim of the learning can be reached.

The act No. 20 article 1 of 2003 which mandates that Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him/her to have religious spiritual power, self-control, personality, intelligence, good characters as well as skills required themselves, society of the notion and state. So in every lesson, we begin by asking the question, 'what can we do during the learning session to create a student who does not have the qualities or skills in

order he/she learns how to get it. In line with the law, then the characters education program was launched as a national program by the Indonesian government on May 2, 2010 and currently has become a hot issue in curriculum development in 2013. Therefore, it was important to assist teachers in implementing an interesting lesson and pays attention to characters education at the same time in order to obtain qualified graduates.

Every teacher in Indonesia is required to integrate characters education in each lesson in the classroom, extracurricular and in the school environment. It is intended to make students acquire characters education as a whole and integrated with all subjects included in the English lessons so that finally they can put it into practice in their real life as a good human being. English teachers are challenged to realize it in the process of learning, despite many obstacles that may be encountered. Given the existence of the fact that most of the young people tend to do the opposite things such as doing pre-marital sex, abortion, addicted to pornographic films, consuming psychotropic substances, etc., then the integration of characters education in the learning process should be realized within the lesson plans, materials and evaluation.

However, not all teachers are aware the importance of the integration of characters education in the lesson that should be realized in teaching materials or perhaps because they don't understand how to integrate it. Junior High School students who are obligatory to get English lesson started the first semester is students in searching identity status, hence beside to obtain English lesson would at once receiving the intervention characters education of English teacher in order

to have good habits so that being a graduate of junior high school which has noble or good characters.

Everyday, we are confronted with instructions, both in spoken and written form. For most of us, ability to use the forms and devices in our world depends on how well we understand the instruction. This kind of text called instructional text or procedural texts. Procedural texts is one of the text types taught at Junior High School level. It seems as a simple thing at the surface, but it is a big problem for both the teacher and students if they meet inappropriate method for it. Teachers should use the interesting instructional materials that contain fun activities to realize good characters as well as the knowledge and English skills so it can be integrated in everyday behavior when using English. One of the required materials in accordance with KTSP curriculum and 2013 curriculum is spoken and written procedural texts. Therefore, this research focuses to the topic of 'Designing Fun Activities to Teach Grammar of Procedural texts to Strengthen Junior High School Students' Characters Educations'.

## **1.2 The Reasons for Choosing the Topic**

The English teachers need to describe the appeal of government to integrate the English lesson with characters education which is good and fair. The entire document should be synchronized with the appeal included the creation of learning materials that are integrated with educational characters-based and delivered with fun activities, making learning more interesting and the results will last longer in the memory. Learning of procedural texts is chosen because it is

includes in curriculum of the eighth grade of Junior High School. The students are considered English language learners in formal beginners, so in accordance with the opinion that the faster in doing the intervention to implement characters education in English language learning, the results will be better.

In relation to 2013 curriculum implemented in Indonesia, one of the texts that should be taught to students is procedural texts. It becomes as an important genre because it enables someone to get things done and it is common in oral and written mode (Derewianka, 2004). To realize the curriculum, Indonesian teachers have to teach procedural texts. According to Halliday's functions of language (Jacobson et. al, 2003), this text is included into regulatory language. It is intended for individual and it influences behavior of individuals. The aim of the text is to make its readers follow instructions easily, therefore, certain elements in procedural are considered important.

### **1.3 The Statements of the Problems**

Related to the background of the study, the core questions to be answered in this study are formulated into the following:

- a. How is the existing fun activity to teach grammar of procedural texts used by English teacher in Junior High School?
- b. What games are needed for teaching grammar of procedural texts at the school?
- c. How are fun activities to teach grammar of procedural texts developed to strengthen the characters of the school's students?

- d. How effective are ‘Fun Grammar Activities’ to teach grammar of procedural texts to strengthen the characters of Junior High School’s students evaluated by experts?

#### **1.4 Objectives of the Study**

The aims of this research are to:

- a. Explore the existence teaching materials to teach grammar of procedural texts for Junior High School’s students used by English teacher in Junior High School.
- b. Describe games are needed to teach grammar of procedural texts at the school.
- c. Develop fun activities to teach grammar of procedural texts to strengthen the characters of the school’s students.
- d. Explain the effectiveness of using ‘Fun Grammar Activities’ to teach grammar of procedural texts to strengthen the characters of Junior High School’s students evaluated by experts.

#### **1.5 Significances of the Study**

By designing fun activities to teach Grammar of procedural texts to strengthen junior high school students’ characters, it is assumed that the findings will give some benefits.

#### **1.5.4 Theoretical Significance**

This study can motivate the students to study English. This study can enrich references about the concept of fun activities to teach grammar of procedural texts.

#### **1.5.5 Pedagogical Significance**

By doing this research, the researcher hopes that the output of the study will be useful to give contribution of developing English teaching in Junior High School, especially in teaching grammar of procedural texts, the researcher hopes it can motivates students to study English. So, the students will get better achievement.

#### **1.5.6 Practical significance**

Using fun activities is an alternative technique in teaching procedural texts, especially in grammar. Hopefully the students will improve their motivation in learning English. For teacher, it can add their knowledge and they will gain more information about fun activities in teaching grammar of procedural texts.

### **1.6 Scope of the Study**

The scope of the study is English grammar of procedural texts of Junior High School. The model developed adapted the research and development (R and D) project model, conducting in several cycles (Borg and Gall, 1983:775), based on this literature in this research discussed the kinds of fun teaching and learning grammar of procedural texts which are appropriate to strenghten Junior High School students' characters education.

## 1.7 Definition of Key Terms

There are some key terms used in this research which need clarifying in order that the readers will not have different perception in understanding this research. Some key terms used in this research are reseach and development, concept of grammar, procedural texts, fun activities, and characters education.

### 1.7.1 Reseach and Development

Principally, the objective of R & D is developing products applied at schools. This is started from administering and observation that is valuable in deciding what materials will be developed and on what grade the materials will be consumed. According to Borg and Gall (1983:772) research and development (R&D) is one research design aimed at developing and validating educational products.

Borg dan Gall (1983: 772) see Educational R & D as:

a process used to develop and validate educational **products**. The steps of this process are usually referred to as the R & D cycle, which consists of studying research findings pertinent to the product to be developed, developing the product based on these findings, field testing it in the setting where it will be used eventually, and revising to correct the deficiencies found in the field-testing stage. In more rigorous programs of R & D, this cycle is repeated until the field-test data indicate that the product meets its behaviorally defined objectives.

Borg dan Gall (1983: 772) explain that **product** refers to not only in object materials, such as text book, learning film, but also in procedural and process, like learning methods, or methods to organize learning teaching process. In short, an research and development reseach produces many products, not only object material but also the product can be in procedural and process form.

### 1.7.2 Grammar

It is totally agreed by most of the world linguists and language specialist that any language has its own grammar which in one way or another entirely different from the grammar of another language. Some grammarians have tried to classify language on the bases of some grammatical features such as inflectional and non-inflectional grammars. On the other hand, it is only partially agreed by most of the linguists and grammarians world-widely, when it comes to defining grammar or deciding what does the term 'grammar' refer to. Nevertheless, even if we consider the common elements and indications from among huge number of definitions of grammar, we will face another problem which is how this grammar should be taught and how it should be analyzed and interpreted? Because of this last point many schools of grammar have appeared, each of which have viewed grammar according to their provided evidences and explanations. To make it clear, the following are a number of the definitions of grammar which will indicate what has been mentioned above:

Hordos, et.al (2006:2) a grammar is a linguistic hypothesis (to use a more impressive term than 'guesses) and what is inside the speaker's head is language, i.e. the object of study for linguistics. Veleika and Buitkiene (2003:7) to a prescriptive grammarian, grammar is rules of correct usage; its aim was to prescribe what is judged to be correct rather than to describe actual usage. To descriptivists, grammar is a systematic description of the structure of a language.

To transformational-generative grammarians, who are an offshoot of structural descriptive linguistics, grammar is a mechanism for producing



sentences. Thus the actual definition of grammar is determined by pragmatic factors. If we wish to learn to speak and write, we will focus on the system of rules that underlie a given language, and if we wish to describe the structure of a language, we will focus on the units that make up the language and their relations, and if we wish to understand how speakers of a given language produce and understand sentences, we will focus on the nature of the rules used. Hence we can speak of two types of grammar: practical and theoretical. Practical grammar gives practical rules of the use of the linguistic structures while theoretical grammar gives an analysis of the structures in the light of general principles of linguistics and the existing schools and approaches.

Tombury (2006:1), grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how a language's sentences are formed. Grammar attempts to explain why the sentences are acceptable. Hien (2011:4) grammar is often defined as the study of how words and their component parts combine to form sentences.

Based on the definitions above, the researcher concludes that grammar is the set of rules that describes how word or group of words can be arranged to form sentences in a particular language. So, the grammar of English consists of all the rules that govern the formation of English sentence. Obviously, when we utter some words, without using a certain rule, our utterance would be in vain. Then our listeners do not understand what we have said or what the purpose of our

utterances. Therefore, grammar guides people how to speak and write in a correct way. In this way, the communication could occur fluently and understandable.

### **1.7.3 Procedural texts**

In this part, the researcher would like to explain definition of procedural texts, social function, generic structure and lexico grammatical feature of procedural texts.

#### ***Definition of Procedural texts***

As procedural, therefore, is a piece of text that gives us instructions for doing something (Anderson: 50). Procedural texts is any meaningful stretch of language in oral and written that has social purpose to describe how something is accomplished through a sequence of actions or steps.

#### ***Social Function of Procedural texts***

Especially, the social function of Procedural texts is to tell someone how to do something or how to make something and how to operate something.

#### ***Generic Structure of Procedural texts***

According to Swales, structure of texts is a device that supports communicative purpose (Swales, 1990:42). Same with other text type, procedural texts also has generic structure according to communicative purpose of the text itself. However there are certain similarities within the texts with the same purpose. The similarities create an expectation of the general schematic structure of the text that is called generic structure of a text.

The generic structure of procedural texts also called as constructing procedural texts. Constructing itself comes from the verb “construct”, which has

meaning: to build something, to put or fit something together, to form together (Hornby, 1987: 247). Both of them have same meaning, there are three generic structure of procedural texts, they are (Anderson: 53). First, an introductory statement that gives the aim or goal. Second, list of the materials that will be needed for completing the procedural (not required for all procedural texts). Third, a sequence of steps in the order they need to be done, because goal followed by a series of steps oriented to achieving the goal.

Thus from the explanation above, it can be concluded that there are three points of generic structure of procedural texts which is crucial and it can be stated without ones. Because they are in one unity to achieve a social function, it is to tell someone how to do something or how to make/ how to operate something.

### ***Significant Lexico grammatical Features***

Besides having social function and generic structure, procedural texts also have significant lexico grammatical features that support the form of procedural texts. They are:

a) Simple Present Tense, especially imperative form

Eventually, procedural texts has the social function is to tell someone to do something. So, the instruction here is used by imperative verb in present tense. For examples get, chop, cut, stir, add, boil, grind, etc.

b) Connective of sequence

Sometimes, that is not enough to make a good instruction just using imperative form of present tense. But, to make it better and easy to follow, we

need the word like as then, after that, next, finally, etc. These are called comparative sequence.

#### c) Numbering

The function of numbering here is same as comparative of sequence. It will be needed if the writer wants to show some variant of sequence, for examples: first, second, third, fourth and etc.

### 1.7.4 Fun Activities

Fun activities are some activities which can make us feel pleasure, enjoyment and amusement. Examples of fun activities in the classroom are: watching movie, listening music, singing together, doing some games, etc. or fun activities may be set of activities that brings pleasure, joy, and playfulness such as listening to English songs and rhymes, watching VCD, movie, cards, chain message, cooperative learning and doing games or anything that make them eager to learn English, or a creation intended for entertainment, use at home, or education. Fun activities created by researcher named 'Fun English Grammar'. The further information will be explained as follows.



Figure 1.1 Fun English Grammar

Fun grammar activities is a media create for teaching grammar of spoken procedural texts for eight grade of Junior High School. The researcher hopes that this media is useful for teaching grammar of spoken procedural texts for all junior high school. A school that is complete of facilities is need a modern media for teaching and learning process. For this kind of school, the researcher had prepared a suitable media appropriate used by a computer. In other hand, the researcher also prepared some games which needn't for a computer. These games can be played manually and these games are suitable for both schools which has good or less of facilities. There are some program used to create this media. The reseacher created this media mainly by Microsoft power point 2010. There are some videos used in Microsoft Power Point, material of procedural texts, games and the exercises are made by wonder share software.

This media is easy to be open as easy as general power point file. Students only need to open the ppt, choose slide show and point the pointer to the menu and click it. The media is colorful so that make student interested and there are many pictures in this media. There are some grammars menus available in the media that are ready to be choose by student. They can choose the menu depends on what they want. There are three menus; purpose, KI-KD and material. The purpose contains the purpose of this lesson. The teacher also can immediately know the KI-KD of the lesson and at the material, there are procedural texts and grammar in procedural texts.

In procedural texts menu, there is a brief explanation of procedural texts. There are three menus in grammar; imperative, ordinal number and adverb of

manner. There are also some videos about grammar, so students can pay attention to the video to stimulate their understanding of grammar material. There are also three games available to be played together in the classroom, this games help students to practice using grammar material that had been taught. The teacher can check students understanding by ask them to do grammar exercises at 'practice'. Here, the researcher prepared some questions and the score will be appear some minutes after students finish answer the questions.

There are three games include in 'Fun Grammar Activities', the games are follow:

### **1) Listen to the Boss Game**

Listen to the boss is a card game. One of the grammatical features of procedural texts is the use of Simple Present Tense especially imperative form. This game is inspired from Simon says game. Simon says is one of the games usually used by English teacher to teach imperative. In this game, teacher gives command and students respond the command by do it immediately. The purposes of the game are; students understand the command and respond it accurately. To make the students practice grammar of imperative effectively and accurately, the researcher will modify the original Simon Says game. The researcher calls this game by 'Listen to the Boss game'. Student who gets the turn is called the boss. The boss will give command to her or his friends and they must obey to the boss. If there is a student who doesn't obey or does the command incorrectly will get punished by the boss. The procedurals of the game are:

- 1) First of all, teacher explains what imperative is, give example of it and show how to practice imperative or give command to the class. Then, all of students do teacher command.
- 2) Teacher points one of the students to come forward and give her or his card include a picture. He or she has to role as a boss and give command to other students based on the picture given by teacher. Other students have to obey to command and students who do the command incorrectly will get punishment.
- 3) After the first student giving command, the second student comes forward and does the same thing and continued until all of students of the class get their turn. Same command is not allowed here, if a student tells same command with other students, he or she has to find a new command.

## 2) **Calendar Game**

Ordinal number is one of elements of procedural texts. There must be some ordinal number in steps of procedural texts. Teacher always teaches cardinal number in the beginning time of learning English, so it is easy for the students and they have very strong memory of it. Ironically memorize ordinal number is not as easy as memorize cardinal number. This game is designed to help students to learn and memorize ordinal numbers. Steps of this game are follows:

- a) Students are asked to bring an old calendar. If it is possible, the calendar should have big letter so it is easy to be seen.
- b) Teacher asks them to open month which has 31 days.
- c) Teacher teaches them ordinal number letter start from 1<sup>st</sup> until 31<sup>st</sup> while point to the letter of the calendar.

- d) Teacher repeats it times until students memorize ordinal number correctly.
- e) Teacher asks before and after, students have to answer it classically. Ex: the date before 10th is...../ the date after 13th is.....
- f) Students answer teacher question together while point out the right date of the calendar
- g) Teacher gives some minutes to the students to prepare themselves to face the game.
- h) Teacher point students one by one to answer question while point the right date from the calendar. If the student gives incorrect answer, he or she will get punishment.

### 3) Give me Adverb Game

This game is designed to make students practice using adverb accurately. Students will learn a number of adverbs and use it in a sentence. The procedural of this game are:

- a) Teacher explains kinds of adjective and gives example of it in a sentence
- b) Teacher divides class into five groups, each group has to have a whistle
- c) Teacher explains the rules of the game. The rules are:
  - a) Teacher will say an uncompleted sentence and the task of each group is to complete the sentence with an adjective.
  - b) Students have to listen to teacher question till the question is complete and blow their whistle.

Example:

Teacher : I am writing my lesson.....



- Group 1 : I am writing my lesson quickly
- Group 2 : I am writing my lesson carefully
- Group 3 : I am writing my lesson slowly
- Group 4 : I am writing my lesson happily
- Group 5 : I am writing my lesson beautifully

- c) Teacher will point the fastest group, it will get the first opportunity to answer teacher question. If there is a group which answers the question before pointed by teacher, there is no score to the answer although it is a true answer.
- d) Continued by other groups till all of group give different adjectives to the sentence this game continue until there is no group can add adjective to the sentence anymore. This case indicates that teacher should give other uncompleted sentences. Teacher writes score get by each group on the white board. Group which gets the highest score will be the winner of this game. Length time and scoring of this game is up to the teacher.

### **1.7.5 Characters Education**

Characters education is set a guideline or minimum traits for schools or teachers to develop their own that have as one of their objectives promoting the characters development of students. The characters is defined by what we do, not what we say or believe. Characters education can be implemented in fun activity.

Teaching and learning activity using fun activities is expected to strengthen students, characters education, such as: National education development established 20 main characters to be developed in order to create better generation since recently there are so many bad habit that seem to be

excused by people as systemic corruption in department and violence in teenagers life, affection, discipline, economize, no surrender, fair, positive thinking, independence, peace, tolerance, emotion control, citizenship, responsibility, creative, care, good manners, enthusiasm, brave, self-confidence, hard-working and collaboration (Depdiknas, 2009:9-13). There are 20 character educations that must be included in learning process. These character educations are expected able to change students' characters in Indonesia be better.

### **1.9 Outline of the Thesis Report**

A brief description of the whole thesis can be seen from the outline as follows:

Chapter I discusses about introduction which consist of background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significances of the study, scope of the study, definition of key terms, outline of the thesis report.

Chapter II discusses about review of related literature which covers review of previous studies, theoretical review, and theoretical framework. This part is the elaboration of theoretical review includes teaching and learning English at Junior High School, English curriculum for Junior High Shool, the concept of fun activities, the general concept of genre, procedural texts, characters education, the charactersistics of junior high school students, Research and Development.

Chapter III discusses about reseach of methodology consists of several points. They are research design, setting, instrument, procedure of collecting data, methods of analysis data, phases of R&D and triangulation.

Chapter IV discusses about the result of the Research Development and Discussion of the study. The chapter presents: the findings of the study, the result of need analysis, developing materials, expert and teacher validation, first product revision, main field testing, second product revision, producing the final product.

Chapter V discusses about of conclusion and suggestion. In this chapter, the writer presented some conclusion and suggestions based on the findings and analyses that were presented in chapter IV. Conclusions deal with the results of the study which show whether or not statement of the problem is answered. It presents the result of the study, the product of the study and the result of implemetation of the product. Suggestions are directed to the English teachers, the students and another researchers.