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Origami: An Alternative Media to Teach Procedure Text in Speaking

ORIGAMI: AN ALTERNATIVE MEDIA TO TEACH PROCEDURE TEXT IN SPEAKING

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ABSTRACT

Procedure text is the text that has to be mastered by senior high school. The purpose of the text is to give a clue how to do something through some steps. The students should experience the lesson in order to help them to know that activity is on their daily life and to apply the worldly education "learning to do" and to make class more lively and communicative. Experiencing the objective above, there are many kinds of media that can be used to motivate the students to learn procedure text orally. One of them is using "origami" (it's the art or process, originating in Japan, of folding paper into shapes representing objects such as flowers, animal and furniture etc.). This study is conducted using a descriptive qualitative research with non-participant researcher. The subject is the students of senior high school in Mojokerto. In doing the observation, the data are collected by observing the activity during the class, the result of observation checklist and the result of questionnaire. Using "origami" as an alternative media to teach procedure text in speaking class is expected to attract the students' interest; it can give the students' opportunities to feel a variety in teaching learning process. "Origami" helps the students increase motivation, enthusiasm, and become easy to practice their language orally. In carrying out "origami", the teacher selects "origami" for beginner because the models can be found in around their house or school. They enable the students to instruct orally. "Origami" is a good media in learning procedure text orally because it can give fun and relaxation and break up the routine class activity. Furthermore, the students experience and understand what they learn.

Keywords*: Origami, An alternative media, Procedure text, Speaking class*

INTRODUCTION

In studying language, people learn spoken language first before they learn the written version (Agustien, 2004). For example, in first year junior high school, the language taught will be primarily spoken in that the teaching materials are geared around language that accompanies actions and activities learners do in the classrooms and schools (Aguestien, 2004). Being able to speak well and fluently is the key of a successful interaction. By speaking well, the students would understand the messages the teachers are conveying. Having a good skill at speaking in language learning is very essential (Richard and Roger, 1986). But the fact shows that most of the students seem to be passive in speaking class, whereas their activeness in oral expression is really needed in this skill. Active participation in the class is important in all the language skills, but especially so in speaking (Chastian, 1998). The students consider that speaking English is not easy. They are often not relaxed as long as this activity goes on, since they are worried about the mistakes they probably make while they speak. So that way, they tend to keep silent in speaking class. Those cases above have to do with the mental factor of the students such as their mood, motivation and readiness. Speaking ability is a completed skill that include several factors namely readiness to study, readiness to think, readiness to practice, motivation, and guidance. If the students cannot meet one of them, they will not learn nicely the language and the result will be in low quality of speaking. Besides, the economic environment in Indonesia shows less support to the students to learn English, since English is not communicated in the

community and it becomes a difficult skill to be developed.

Moreover, the new curriculum concerns with the development of communicative competence. In this case, the students are encouraged to have ability to create short functional texts, monologue and English texts that need to be mastered in the junior high school. They are procedure, descriptive, recount, narrative, and report (Depdiknas, 2006). One of the texts that should be learned by junior high school students is procedure text. It is a text which has certain series of action. It has a purpose to give a clue how to do something through some steps. Sometimes, it is not easy to teach this text. To facilitate and encourage the students in order to be active in speaking as much as possible in making the text orally and make good atmosphere in language learning teaching, teachers need some techniques or medias to help them.

Media is considered as tools that can give contribution to the teaching learning process. They can attract students' interest, bring positive attitude and make the teaching learning run well. Here Depdiknas, in curriculum, proposes the recipe of cooking as media in teaching procedure text. But it's not applicable. For example, when students are ordered to make a kind of drink or food, it is sometimes impossible for them to bring such as a blender, fruits or kitchen furniture and they need a lot of time to do that. Here is '*origami*' that can be used as an alternative media to be used. *Origami'* is an art paper folding. It derived from two words, they are *'Ori'* means to fold and '*gami'* means paper in Japanese. 'Origami' is the art or process, originating in Japan, of folding paper into shapes representing objects, for example; flower, and bird. By making and playing origami, the students are expected to feel free to express their ideas, thus the main goals will be achieved. According Katrin and Yuri Shumakov that some advantages of

"origami" are it can be used as tool of development of fine 'motor skills' of both hands, development of intellectual abilities, development of creative abilities, activation of the Right and Left hemispheres of the brain, development of imagination, development of attention, development of memory, development of patience, motional and aesthetic experiences, and give joy, satisfaction and pride in their own work (taken from And for teachers, it can help them to deliver the information, and to motivate the students of junior high school.

Based on the explanation above, the writer chooses 'origami' as alternative media in learning procedure text orally. It is also caused by many reasons. Firstly, 'origami' can be used to introduce new vocabularies, give fun, motivation, relaxation, and enjoyment. Secondly, there is similarity both procedure text and 'Origami' in consisting of some steps or actions to make something.

Origami

The word 'origami' comes from Japan: 'Ori' means to fold and 'kami' means paper. When combined together, it formed the word origami. In the American Heritage dictionary of the English language gives definition that 'origami': The art or process, originating in Japan, of folding paper into shapes representing objects, for example flowers and birds. Origami can be defined as a traditional Japanese art that exemplifies Japan's outstanding aesthetic sensibility

The history of origami started both in the east and west. The earliest form of paper-folding is in China where people use paper that is covered with foil, to make paper house or coins to be burned in funeral rites. The origami is known to the Japanese only later in the seventh century. At that time, origami is not any kind of art that is affordable to the people, due to the fact that paper is not easily available and thus only the rich has the ability to possess

it. To the Japanese, whether a completed origami is considered a success or not depends a lot on the maker's eye for its form, structure, and proportion. Paper folding is one of the key to creativity. It is widely practiced by the schools on the children to help develop their motor skills. It not only challenges the mind to create, it also helps in memorizing sequences in the process of folding for children.

Origami and language Learning

A speaking or communication is a neglected language skill in many classrooms so far (Baker and Westrup, 2003). It means that most of language classroom only study written materials. The focus of each students is not on the success of communicative encounters each other, but on the student's individual success though independent assessment of discrete on a test. This has no predictive value for the success of performance in any actual communicative encounters that may occur in the future.

Origami is considerable as a technique that could be directly applicable to dealing successfully with these issues in the classroom. Origami is one of the Japanese arts, which have been studied by some countries in the world. The reason is, since all students have been taught some paper folding in elementary school especially in Japan, they would not consider it particularly daunting, whether or not they thought they were skilled at it. If students success at origami, it may lead them success in English course and could reassure those who were not confident of their language ability (Foreman-Takano, 1998). In this case of origami, it does not require difficult vocabulary. It means that it does require the effective use of words in the context of both the relationship between communicators and the matter to be communicated. It also provides a realistic setting for applying vocabulary to situations other than test-taking or other communicatively irrelevant activities.

Moreover, in origami, the explanation does not involve the abstract or artificial. It concerned with the practical issue of what one is doing right now, how one is doing it, and how best to make the communication partner(s) understand what exactly is going on.

In this case an individual feedback is needed. The feedback involved in the teaching learning of paper folding is one of its benefits as a communication exercise. This feedback comes in both verbal and nonverbal form, since the manipulation of paper is involved along with language. Origami activity can be an ideal medium especially for those have difficulty expressing their experiences verbally. It is immediately clear whether an explanation was understood. Ways of improving the explanation may be offered by the communication partner(s) or may suggest themselves.

In addition, Foreman-Takano stated that Origami has other appealing elements useful for communication practice as follows:
"First, it offers the folder some control in how the conversation proceeds. It can function as a technique for starting conversations with strangers in a natural way; the folder can initiate the exchange, or cause the model being folded to provoke comment. Origami used in this way is more unusual, and requires less self-disclosure, than typical opening gambits which can diverge into vocabulary-intensive discussions of beliefs and ideas, problematic ground in these days of political correctness. Whether the partner in communication is also a folder or is new to origami, the subject is a built-in aid to continuing the conversation, particularly since origami is practiced in so many countries of the world. Armed with this kind of information, the folder is ready

for a discussion of this aspect of Japanese culture in its multicultural dimensions."

In Japan, A language-intensive book in English on origami was chosen as a text, and origami was used as the basis for English reading and cross-cultural speaking/performance exercises in an "Introduction to English Speaking Cultures" course. Both individual and group exercises were devised for speaking/performance practice; the language in the book provided a guide for appropriate usage, and the students were able to determine what that usage was with a minimum of prompting. Some students commented that they appreciated the fact that the textbook was authentic, as opposed to contrived material; apparently this lent it some credibility.

METHOD

In conducting this study, the writer uses a descriptive qualitative research design. It describes the situation that happening in the process of teaching and learning in the process speaking in the classroom using "Origami". Dealing with it, Creswell (2003) states that the descriptive studies provide essential knowledge about natural of objects and persons: and they contribute again at receiving intervals as our science grows from one cycle, or level insight, to another. The main procedure of this study followed the occurring phenomena naturally. This 'origami' will applied four times in order to find out whether this media could be best used as a means of learning speaking, and could encourage the students to speak or not.

In this study, the writer did not take part when the process of what would be done. He just observed the teaching-learning process in the class, described and reported what was be heard and everything that happened during the class. He

evaluated and formulated the students' responses and the teacher's role when 'origami' was applied after several meeting. Hopefully, at the end of the study, the implementation of 'origami' as media in learning procedure text orally could be implemented in the teaching of speaking.

The subject of the study was English teacher and the students of a school in Mojokerto. The writer chose as subject of the study because they have learned English at least three years and also they were good input.

To collect data that needed for this study, there were two instruments used; they were observation checklist and Questionnaire. The data of the study were through observation checklist and questionnaire. The researcher observed from the start of teaching until the end of teaching of procedure text using origami as alternatives media. In this case the researcher was as an observer. As an observer, he used an observation checklist to observe the teaching learning process using origami since the class begins up to the end of the class.

The data that was gained from the questionnaire is used for finding out the students' responses toward the implementation of 'Origami' as alternative media. This questionnaire was given to each student at the end of the teaching-learning process. The students were asked to choose an appropriate answers from the options provided based on their own opinion.

The data was in the form of observation checklist in the term of "yes" and "no" answer. The indicators in the checklist will comprise the material, the students' responses, the technique, and the teaching learning process of procedure text using "Origami". Meanwhile, in analyzing the students' responses toward the use of Origami as alternative media to teach procedure text, the researcher used the result of the questionnaire. The result of

the questionnaire was analyzed using percentage. The technique of percentage was formulated as follows:

$$\frac{\text{The students answering the option}}{\text{The number of all the students}} \times 100\%$$

DISCUSSION

The students were eager to learn English, it could be seen when their English teacher entered to the class. They shouted the greeting to her. The teacher asked to the students about what they would learn. Before the teacher started new lesson, the teacher reviewed about the previous lesson. After reviewing, the teacher wrote in the black board *"procedure text"*. The teacher explained what students were going to learn, especially topic, which was going to be learned. The teacher needed to inform all information which was related to the topic so that they knew the objective of the teaching learning process.

Hopefully, by informing the objective, they could understand and do the best activity. Most activities that were involved in this phase were oral activity. The teacher had to be active in order to direct the students in the teaching and learning process. Even though the teacher must be active, it did not mean that the students were passive in the teaching learning process. On the other hand, the active participant of the students was needed in spoken cycle. It was needed since this phase also had an aim at arising the students' ability to speak.

After the teacher informed the students about the topic they would be discussed, for example, the topic that would be learned was the activity was needed steps, she would asked them to mention those activities which were needed steps. In this phase, the teacher needed to build their knowledge in finding those activities in their daily life. After explaining the advantages and weakness of those activities, she introduced the activity used "origami" as media. The function of questions related to the topic was to motivate the students to learn. 72 % of the students said that their teacher always encourages them to participate in the class, 23 % said she encourage enough, and only 5 % who answered that she rarely encourage them in class. From that responses that the teacher always motivate and encourage them actively to participate in class especially English class. In this case, motivation is very important because if people or students are motivated, they intend to accomplish something and undertake goal-oriented action to do so (Brophy, 1998). In means that when students are motivated the goal will be achieved. Then some questions, were asked by the teacher, were as follows:

1. *Do you know "origami"?*
2. *Do you like "origami"?*
3. *Can you make 'origami"?*
4. *What kind of shape do you usually make?*
5. *What do you do if you do not how to make "origami"?*

After doing this activity, hopefully, the students understood the topic. Related to the material or topic "origami", it was understandable. It was supported by the students' responses that 42 % said that it was very interesting, 47% said it was interesting, 9 % said it was less interesting and only 2 % said that it was not interesting. Related to origami can increase students' curiosities in learning procedure text, 21 % of the students said that it can really increase their curiosities, 65 % of them said it just increase their curiosities, only 14 % of them who said that it rarely increase their curiosities and 0 % of them said that it cannot increase their curiosities. From the responses, it proved that origami is interesting media in teaching learning of procedure text. The teacher mentioned the vocabularies related to the topic such as *Fold, Unfold, inside, outside, square, triangle, and make, point,*

and turn. Then she drilled them how to pronoun correctly. This activity was used in order to accustom the students to say the words correctly.

The first lesson was how to make swan. After instructing them, the teacher asked them whether they understood or not. Then, some of them raised their hands to ask her to help them to finish their works. The teacher always helps them if they did understand. It was supported by the students' responses that 84 % of them said that their teacher always give them explanations if they did not understand, 14 % said the teacher often explain and there is no one who answered she rarely or never explain. At the end of the class, the teacher gave the chances to them to ask questions if they still had difficulties in understanding the lesson. It could be seen that 40 % of them said the teacher always gave them chances, 60 % said the teacher often gave them chances.

The teacher tried to use bilingual class – English and Indonesia in order to create the students actively in the class. Because when she only used English, the students would be hard to understand materials, then the class would be noisy, and they did not pay attention to what the teachers explained. Although the teacher dominated the class. Because 7 % said too dominant, 70 % said dominated, 21 % said less dominant, and only 2 % said not dominant. The teacher dominated the teaching learning only when the new topic learned and to build their knowledge about the topic. If the teacher just keeps silent the students will be so noisy. From the result of the observation, it could be assumed that the class was active both the teacher and the students.

The Result of the Second Observation

After greeting and having some talks with the students, the teacher reviewed the previous meeting such as, the purpose of procedure text, the generic structure, vocabularies, and connector of sequences. These were done to recall the students' memory whether they still remembered or not.

The teacher instructed them to make a lot of models of origami such as, fish, rocket, butterfly, cat, seal, samurai hat and the last is snail. The first model that they made was a fish. Then she instructed them to follow the teacher such as:

1. *Firstly, take a piece of paper*
2. *Secondly, mountain fold the paper*
3. *Next, fold along the other diagonal. You will see the center point of the paper and your paper in form of square*
4. *Then, open one of the side of the square and make it to be a triangle*
5. *A triangle shape is ready and tidy up*
6. *Then, turn over the paper, fold the other square in to a triangle and tidy up. Now your paper has two triangles*
7. *After that, take one side of the a triangle then fold over the center line*
8. *Then, fold the other side.*
9. *After all, turn the Origami*
10. *Finally, draw the eyes and add a smile to fish with pen. Your fish is ready.*

Then the next models they made. During the activities, they tried to concentrate and asked her questions. If the students asked her in Indonesian language, she tried helping them to use English. This technique can be used to encourage and train them to speak English. The teacher trained them to deliver their questions in English. This is also used to accustom them to make good sentences and say them correctly.

It is also supported by the students' responses, 74 % of the students said the teacher always correct their languages, 19 % of them said that often, and 7 % of them said rarely, and 0 % said nothing. Related to the time, the teacher always gives specific time to correct the mistakes. It could be seen that 47 % said that always, 44 % said often, 9 % said that rarely and 0 % said nothing.

The Result of the Third Observation.

As the previous meeting, the teacher did the same activities such as saying greeting and recalling the students' memory. It was done as the way to know their understanding about the topic or material. The teacher explained the students that they have to work in group. In this session, the students were expected to learn the lesson that they had learned.

There were six groups. Each group consists of 5 up to 7 people. They were pear, pineapple, orange, avocado, strawberry, and mango group. After they had met with their group. The teacher asked each group to clue their "Pohon Prestasi" on the wall. This was done to motivate and in order to compete the student to participate actively in class. If they had more stars from the other groups, they would be winner.

The teacher distributed the paper work. This paper contained some sentences but in wrong order. The group should arrange those sentences in good order, then they can start making the origami model and participate actively. One of the examples as follows:

In your group, arrange the following sentences into correct order!

> **A.** Fold in half from top to bottom and unfold. Push up the centre point. You will get triangle shape.

> **B.** Fold the lower triangle upwards. Fold both the right and the left side downwards.

> **C.** Your butterfly is ready.

> **D.** Fold diagonally in half, unfold. Fold the other diagonal, unfold. Get the centre point of the paper.

> **E.** Make a mountain fold in the middle and two valleys then unfold.

Try to add suitable connectors of sequence from the following box in your correct order text!

After	Finally	Then	Now

Most of the students tried harder to understand about the meaning of the words. They always opened up the dictionary to find the meaning of those words. While they tried making model, they may have some difficulties. To know about it, the teacher checked it by coming to students' desk on by one. The teacher helped them in finding the meaning; however, they had opened up the dictionary. The guidance was important to the students. This is one of the advantages

in group learning that the teacher can interact more closely and more frequently with the students. They feel comfort in learning English and the teacher can also built the good image in their perception. The member of group discussed each other to arrange the sentences into a good other.

After several minutes, the students were ready to present their works. Here the three examples of a group of students' performance when they presented their works in front of the class:

Presentation (1)
1. *Firstly, take piece of origami paper*
2. *Secondly, fold diagonally in half unfold. Then fold the other diagonal, unfold. You get the center point of the paper.*
3. *Now fold in half top to bottom and unfold. Then push up the center point. You will get triangle shape*
4. *After that, fold the middle tip upwards. Turn over the paper*
5. *Then Fold the side of the upper layer. Fold down the flaps of the lower layer forward*
6. *Finally, draw the eyes to make crab complete*

Presentation (2)
1. *Make the middle line; fold the right and left corners to the middle line. Fold in half from top to bottom.*
2. *Then make a pocket fold at the right tip to make the bird's beak.*
3. *Now cut the line diagonally and fold the front flap upwards to form the wings.*
4. *Fold both the flaps of tail inside.*
5. *Finally, draw the eyes on the head to compete your bird.*

Presentation (3)
1. *Make a triangle then unfold. Fold from left to right and unfold. Fold side corners to centerline.*

2. *Fold the side corners inwards to the centerline. Then fold in half from top to bottom, unfold. Pull out corners.*
3. *Fold in half backwards. Pocket folds the left corner to make seal's neck.*
4. *After that, Pocket folds the upper tip downwards to make seal's head. Then fold the tip inwards to make the seal's mouth.*
5. *Staircase folds to make tail. Finally, your seal was ready.*

Group by group was called to come forward and present their works. The teacher paid attention to their presentation. She took a note about their pronunciations, stress, intonation, grammar and the order of steps. The end of presentation, the teacher revised their mistakes. The teacher did this behavior, because when she revised the mistakes while they presenting it can make the students' concentration is lose. It was intended to arise the students' confident in constructing the steps in front of the class. Then the teacher gave them a star as their reward. The more stars they got, the more score they had. Rewarding was done in order to motivate them to learn actively both in the home or school (Panitz; T., 1996; Cohen B.P. & Cohen, E.G., 1991).

There are some benefits of learning in group that can be seen in this phase, they are as follows:
1) Students have more opportunities to communicate orally. All have the chance to participate
2) Students can draw subjects, problems, and tasks into sharper focus.
3) Students can more easily pool their talents and more satisfactorily understand and appreciate the diversity among them.
4) Students who are reluctant to express themselves orally in larger groups may feel more at ease.
5) Students can acquire a better sense of what can be accomplished by group effort.

6) Students are more likely to assume individual responsibilities and to carry them through when working for each other.
7) Students gain a better sense of their peers as "audience" for oral expression (Too often the teacher is the person addressed).
8) Students have more opportunities to teach each other.
9) Students will discover that group work often saves valuable time and improves the quality of their work.

The Result of the Fourth Observation

As the previous meeting, the teacher did the same activities such as saying greeting and recalling the students' memory. It was done as the way to know their understanding about the topic or material. The teacher explained the students that they have to present their own models individually. The teacher explained that they can make any models from origami paper. In this phase, the teacher wanted to know whether or not the students can make certain shape of origami and the instructions.

She gave several minutes to prepare their presentation. The limited time was to make the process of teaching-learning more effective. Perhaps the students' work was different one another. It did not matter; it would give more advantages from them. They could share their works with their friends. Hopefully, by sharing with their friends, they could use many new vocabularies in their presentation. Besides, it was expected that they could practice how to construct the steps individually. By construct origami, the students' vocabularies increased. It could be seen from the questionnaire that 35 % 0f the students said that it could really increase their vocabularies, 65 % said it could increase and there is no one that it could not increase their vocabularies.

After the time was over, she began to ask students to come forward to present their works. But for about 5 minutes, they felt shame to others. Then she called one of the students to the front. While the students were presenting their works, she did not interrupt the students because it would make them lose their self – confident and took a note for their mistakes and gave the score. This activity needed a lot of time.

Some of the students presented their works well, but the others not. Here the two examples of students' performance when they presented their works in front of the class:

Presentation (1)
1. *How to make swan*
2. *Fold diagonally, unfold*
3. *Fold to center and shape a side in left part of the paper.*
4. *Turn over the paper*
5. *Fold to center to shape a side in left part of the paper*
6. *Fold the long point to the other point*
7. *Fold to center to make a head*
8. *Fold diagonally.*
9. *Pull the long point to make the neck*
10. *Tidy up and your swan was ready*

Presentation (2)
1. *Firstly, take a piece of paper*
2. *Then y, mountain fold the paper*
3. *Then, fold along the other diagonal. You will see the center point of the paper and your paper in form of square*
4. *Then, open one of the side of the square and make it to be a triangle*
5. *A triangle shape is ready and tidy up*
6. *Then, turn over the paper, fold the other square in to a triangle and tidy up. Now your paper has two triangles*
7. *After that, take one side of the a triangle then fold over the center line*
8. *Then, fold the other side.*
9. *Then l, turn the Origami*
10. *Finally, draw the eyes and add a smile to fish with pen. Your fish is ready.*

Presentation (3)
1. *Take a piece of paper*
2. *Fold diagonally*
3. *Fold the right side to bottom*
4. *Fold the left side to bottom*
5. *Fold the right to center*
6. *Fold the left side to center*
7. *Fold the tip of paper upwards*
8. *Fold the left side of a triangle to center and the other sides*

9. *Open and fold a triangle shape upwards*
10. *Fold again to cover the previous fold*
11. *Turn Over*
12. *Fold the behind side. Your cap was ready.*

CONCLUSION

Based on the data above, can assumed that they were nervous while presenting or they still could not do how to make step of their own models. It supported by their response that 5 % said the steps in making origami is very easy, 70 % said easy, 26 % said that it was difficult. It meant that most of them could make the steps easily. It may be caused by they often find the difficult words in using "origami'. It could be seen that 7 % said very often, 30 % said often and 58 % said that they rarely find the difficult words.

Most of the students still had difficulty to make or present the sequence or step in making model orally. If they wanted to tell the steps they would write the instruction first. They motivated in learning English using "origami" as media especially procedure text. It is supported by the data that 37 % said really motivate, and 63 % only motivate but no one said not motivated.

But most of activities could be said that "origami" was successfully conducted based on the active participation on the students and their good responses. So, the writer can say that using "Origami" is a good way in learning procedure text orally.

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