THE EFFECT OF DEMONSTRATION TECHNIQUE
ON STUDENTS’ WRITING OF PROCEDURE TEXT
(A Quasi-experimental Study at the Eighth Grade Students of SMP Al Fath
Cirendeu in the Academic Year 2016/2017)

A Skripsi

Presented to the Faculty of Educational Sciences in Partial Fulfillment of the
Requirements for the Degree of S.Pd. (Strata-1) in English Education

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2017
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(Bachelor of Art) in English Language Teaching

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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
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ENDORSEMENT SHEET

The 'Skripsi' (Scientific Paper) entitled "The Effect of Demonstration Technique on Students' Writing of Procedure Text" (A Pre-Experimental Study at Eighth Grade Students of SMP Al Fath Cirendeu in Academic Year 2016/2017) written by Firda Amalia, students' registration number 1113014000006, was examined at examination session of the Faculty of Educational Sciences, Syarif Hidayatullah State Islamic University Jakarta on July 21, 2017. The 'Skripsi' has been accepted and declared to have fulfilled one of requirements for academic title of 'S.Pd.' in English Language Education in Department of English Education.

Jakarta, July 21, 2017

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dengan ini menyatakan bahwa skripsi yang saya buat benar-benar hasil karya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis.
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ABSTRACT


Advisor I : Ismalianing Eviyuliwati, M.Hum.
Advisor II : Drs. H. Sunardi Kartowisastro, Dipl.Ed

Keywords : Writing, Procedure Text, Demonstration Technique

The objective of this study was to obtain the empirical evidence of the effect of using demonstration technique on students’ writing of procedure text at the eighth grade of SMP Al Fath Cirendeu. The method used in this study was quantitative method using quasi-experimental design. Two classes were taken as the sample of the study with 21 students in each class. Both classes were assigned into experimental and control class. Experimental class was taught by implementing demonstration technique while control class was taught without using demonstration technique. The data was collected through pre-test and post-test. Based on the calculation, the mean of gain score of experimental class was 12.76 and the control class was 7.18. The mean score of post-test in experimental class was 79.82 while the control class was 77.47. Furthermore, the data from both experimental and control classes were analyzed by using t-test formula. The result of statistical analysis data showed that the value of t_{observe} (t_0) was 3.53 and the degree of freedom (df) 40 in the table t-score at significance level of 5% is 1.684. by comparing the value of t_0 = 3.53 and t_{table} = 1.684, it is clear that t_0 is higher than t_{table}. [t-test t_0 > t_{table} (3.53 > 1.684)] which means the value of t_{observation} was higher than t_{table}. In other words, it proved that the Null Hypothesis (Ho) is rejected and the Alternative Hypothesis (Ha) is accepted. Therefore, it can be concluded that demonstration technique is effective in teaching procedure text because it showed significant effect on students’ writing of procedure text at eighth grade of SMP Al Fath Cirendeu.
ABSTRAK


Dosen Pembimbing I : Ismailianing Eviyuliwati, M.Hum
Dosen Pembimbing II: Drs. H. Sunardi Kartowisastro, Dipl.Ed

Kata Kunci : Menulis, Teks Prosedural, Teknik Demonstrasi

Penelitian ini bertujuan untuk mendapatkan bukti empiris mengenai keefektifan penggunaan teknik demonstrasi dalam menulis teks prosedural siswa kelas delaman SMP Al Fath Cirendeu. Metode yang digunakan dalam penelitian adalah metode kuantitatif dengan desain penelitian eksperimen semu (quasi-experimental study). Dua kelas dengan jumlah 21 siswa pada setiap kelas dipilih sebagai sample dalam penelitian. Kedua kelas ditempatkan ke dalam kelas eksperimen dan kontrol. Kelas eksperimen diajarkan dengan menerapkan teknik demonstrasi sedangkan kelas kontrol diajarkan tanpa menggunakan teknik demonstrasi. Data didapatkan melalui pre-test dan post-test. Berdasarkan perhitungan, nilai rata-rata skor pretest dan post-test mengalami perubahan (gain score) dalam kelas eksperimen adalah 12,76 dan kelas kontrol adalah 7,18. Nilai rata-rata post-test di kelas eksperimen adalah 79,82 sedangkan kelas kontrol adalah 77,47. Selanjutnya, data dari kelas eksperimen dan kelas kontrol dianalisis dengan menggunakan t-test. Hasil data analisis statistik menunjukkan nilai t_{observasi} (t_o) adalah 3,53 dan derajat kebebasan (degree of freedom (df)) 40 dalam tabel signifikansi 5% adalah 1,684. Dengan membandingkan nilai-nilai tersebut, hasilnya adalah t_{o} > t_{table} (3,53 > 1,684) yang berarti nilai dari t_{o} observasi lebih besar dari nilai t_{table}. Dengan kata lain, hal itu membuktikan bahwa Hipotesis Nol (Ho) ditolak dan Hipotesis Alternatif (Ha) diterima. Oleh karena itu, dapat disimpulkan bahwa teknik demonstrasi efektif dalam pengajaran menulis teks prosedural karena data menunjukkan bahwa terdapat perubahan nilai yang signifikan dalam menulis teks prosedur siswa kelas delapan SMP Al Fath Cirendeu.
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This *skripsi* entitled “The Effect of Demonstration Technique on Students’ Writing of Porcedure Text (A Quasi-experimental Study at the Eighth Grade of SMP Al Fath Cirendeu in the Academic Year 2016/2017)” is presented to the Faculty of Educational Sciences as one of the requirements for the degree ‘S.Pd’.

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CHAPTER I
INTRODUCTION

This chapter consists of the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of the study and significance of the study.

A. Background of the Study

Writing is one of productive skills besides speaking which is taught in Indonesian schools especially at Junior High School Senior High School. According to Indonesian National Curriculum 2013, one of the writing skills that should be mastered by Junior High School students is writing procedure texts, which are taught in eighth grade. Regarding to the objectives of learning procedure text, students are expected to understand the purpose, the structure and the language features of procedure text and able to write procedure text based on its structure and language features.\(^1\) Furthermore, the objective of learning procedure text, which are stated based on language skills which are are receptive and productive skill. In receptive skill, students are able to understand about how to read and comprehend the procedure text and get the point of it. Meanwhile, in productive skill, students are able to write procedure text and demonstrate it.

Zhang stated that productive modules such as speaking and writing are more difficult for learner.\(^2\) Furthermore Myles states that writing is a skill that is acquired through conciously or by studying. it is regarded that writing as the difficult language skill to learn for learners.\(^3\)

Therefore, It is often percieved as the most difficult language skill since it requires a higher level of productive language control than the other skill. In addition, the reason that make the writing as the most difficult to be learnt by the


\(^2\) Bei Zhang, *An Analysis of Spoken Language and Written Language and How They Affect English Language Learning and Teaching*. Journal of Language Teaching and Research Teaching and Research, Vol. 4, No. 4 pp. 834-838. Finland. 2013

students is lack of vocabulary mastery, difficulty in generating the idea, poor in grammar comprehension, and so on.

Moreover, the previous research which is conducted by Dwivedi and Chakravarty shows that many rural students face real problems in writing mainly because they lack the knowledge of the language. Besides that it also happens in teachers which are not adequately motivated to teach writing by those who are in charge of the program. Moreover, the worst thing is when writing is neglected in schools by most of teachers because they find it difficult both in teacher and student.  

As Brown stated that in the field of second language teaching, some experts were saying that writing was primarily for reinforcing grammatical and lexical features of language. It means that writing will be more complex to be taught because it should have good enough preparation in mechanic.

Based on the interview with an English teacher of SMP Al Fath and do the observation, the students still have weakness in producing word trough written. The word selection, grammatical rule, cohesion and coherence is still far from the perfection. In addition, based on the observation for almost ten days, it showed that SMP Al Fath’s students are prefer to learn in active way such as project, group work or etc. So, the teacher taught the material using project based approach. But on the other hand, there is a gap between teaching approach and students outcome. They are still confused in expressing idea through writing. Moreover, they tend to misunderstanding in combining word into an appropriate pattern.

Actually some students who are learning English faces a difficulty in writing an English text. maybe some students will think that writing a procedure text is easy, but then it is actually not. The students still have difficulty in determining the verb. They should use the suitable verb of every action in steps of procedure text. In procedure text, there are two components; generic structure and language features. For generic structure itself, there are three parts; they are goal or

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purpose, material and steps. Goal will show the purpose of the text; what you are going to make or do. Then, material provides the material needed to make or do something. The last part is step which tells the steps or phases to make or do something of the procedure text.

The effort to help students in writing procedure text, teacher can apply the appropriate technique. One of the technique that is recommended from many researcher is demonstrative technique. Demonstrative technique is an effective technique in teaching writing procedure text. By demonstration from the teacher, the students will involve to conceptualize class material (procedure text) so that the learning process become effective, efficient and interesting. Beside that, students will be more active because they will find something new and different from what they usually get in the class and surely they should connect it with their experiences. As an English teacher to be, I would like to figure out the problem through demonstrative technique for procedure text.

Demonstration technique is a technique which combines between Total Physical Response and Text Based Instruction. Meanwhile, demonstration technique provides the information source by using an object, a cut-out figures, gesture, action, photograph, blackboards drawing or diagram, videos, picture and so on. Based on the steps of this technique, it requires both the action and deep understanding about writing.

The writer choose demonstration as a technique in teaching writing procedure text because it can cover whole the necessary step in effective learning order. Demonstration steps give student the opportunity to see and listen the detail or specific information to do or make something then the students asked to write the procedure text.

Based on the statement above, the writer would like to conduct a research entitle “The Effect of Demonstration Technique on Students’ Writing of Procedure Text.”

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B. Identification of the Problem

Based on the background explained above, the problems in this study can be identified as follow:

1. The students in Junior High school, particularly in SMP Al Fath, find difficulty in expressing the action which is used to inform other people about the steps
2. They find difficulty in determining the appropriate action verb
3. They have little background knowledge about the topic, lack of understanding of the relationships represented in the language of text, and lack of awareness that attempting to visualize what is happening on the text.
4. They are still low in grammatical rule of each text
5. They do not know how to demonstrate it
6. They do not know the grammatical structure which constructed the text.
7. Some teachers do not aware about progress of students’ writing skill in procedure text
8. Students have difficulty in writing procedure text

C. The Limitation of the Study

The researcher concerns and limits the problem in this research on the effect of demonstration technique on students’ writing of procedure text.

D. Formulation of the Problem

The formulation of the problem is “Is there any significant effect of demonstration technique on students’ writing of procedure text at the eighth grade of students in SMP Al Fath Cirendeu”?

E. Objective of the Study

The objective of the study is to figure out whether there is any significant effect of demonstration technique on students’ writing of procedure text at the eighth grade of students in SMP AL Fath Cirendeu or not.
F. The Significance of the Study

This study is expected to give the benefit for English teachers in which demonstration technique can be used as an alternative technique in teaching writing especially writing procedure text. Then, the result of this research hopefully can help students to solve difficulty in writing especially writing procedure texts. The last but not least, for the further researchers. This research is also expected to be useful as a reference for conducting similar studies.
CHAPTER II
THEORETICAL FRAMEWORK

This chapter presents theoretical framework, which covers the general concept of writing, procedure text and general concept of demonstration technique and previous research and research hypothesis.

A. Writing

Writing Essentialy is seen as a product constructed from the writer’s command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher.\(^1\) In other words, even though adjustment of socio-culturally is important in writing, the grammatical and lexical knowledge is also needed in creating good writing. From that reason, writing writing has big role in showing students’ performance of language learning.

1. The Definition of Writing

Some language learning experts have tried to define writing in their own way. Thus, the writer chooses several definitions of writing to be discussed in this chapter.

First, Harmer stated that writing is a process which is influenced by genres and contains some elements that have to be presented in learning activities.\(^2\) In other words, learner will face the complexities of writing as a dimension of learning. In addition, students should know some of types or genres. In writing. As we know Each genres will have different characteristics and purposes. So, the students are required to have adequate information for the genre and its element in writing.

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Tangpermpoon added that in genre-based approach, the focus of writing is to integrate the knowledge of a particular genre and its communicative purpose, these help learners to produce their written products to communicate to others in the same discourse community. Like the purpose of learning language is the students are able to communicate in English either oral or written.

Another expert, Gaith said that writing is an activity which is more than transfer our thoughts and ideas to be visible and concrete. It should be highlighted because when we tried to convey our minds in writing, it is not as simple as it appears to be. It is more than making appropriate word selection, appropriate grammar, syntax, mechanics nor simply just transfer the ideas fully formed. Therefore, as a foreign language students, we should adjust our culture, values and emotions in different form.

Actually, writing is more than arranging words into a sentence and creating the meaning, linking the sentences into a paragraph and ordering the paragraph into a text by considering the coherence and cohesion. In writing, we also need grammatical and lexical knowledge, understanding in applying the grammatical knowledge into different context and purpose and knowledge of topic that are going to be written. So, having sufficient background knowledge about grammar, vocabulary, and idea is important to construct our writing .

In summary, writing is an activity to express something in written text. In writing, someone will lead the process how to adjust his/r culture, value and emotion in different context because as a foreign language students, our socio-cultural is literally different with the native language students. Besides that, language competences are also needed to help you in writing. Because writing is a process, we should remind that it takes time to be the perfect one. From that reason, we need to think, read, write, correct and revise in our writing process.

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2. Purpose of Writing

Teaching writing in the classroom is not an activity without reasons. Thus, there are some purposes that prompted writing in helping students learning.

According to Penny Ur, “The purpose of writing in the principle is the expression of ideas, the conveying of messages to the reader; so the idea themselves should arguably be seen as the most important aspect in writing”. In other word, the purposes of writing are to express the idea into the concrete or visible and convey the message through the consideration written in order to make the reader understand.

Robert and James stated that there are four general writing purposes. They are to inform the reader about something, to persuade someone to do something, to entertain someone with the story and to express our thoughts or minds.

Furthermore, another expert Harmer said that the purpose of writing is depends on the kind, genre, type and writer itself. The purpose of writing based on its kind, for example, writing a memo or personal letter is to tell or convey the message to other people. Besides that, it also purposes to ask or command someone to do something later, and etc.

Moreover, the types of writing have their own goals. First, For example, descriptive text purposes to describe something or giving information about specific object. Second, Narrative text purposes to entertain or amuse the reader with the story such as fable, legend, fairy tale etc. Third, Recount text purposes to retell to the reader about the past experience in which they happened in chrononological order. The last but not least is procedure text. This text will be more intend to be discussed in this chapter. Procedure text purposes to describe how something is achieved through sequene of action or step.

Moreover, the purpose of writing also depends on the writer. For example, during this time writer decided to write something caused it is the partial of his

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requirement to fulfill the degree (Skripsi), or it shares the discovery or invention based on the research (journal), and so on.

To be concluded, the purpose of writing rely on how the writer express their meaning and what the text is. Thus, different people will have different aims in writing. Different form in writing such as descriptive, narrative, recount, procedure, etc also has each own goal. Generally, people will write based on their need and goal. So, it is important to know both reader and writer purpose. Why the reader wants to read that writing and what the purpose of the writer that write that writing.

3. The Process of Writing

Writing is actually the action that need thinking, reading, writing, correcting and revising when you want to convey or say something called writing. So, writing can’t be good in once or instantly because it needs a process and takes time. The good writers always try to revise their writing for several times in order to have good writing. Writing is not a spontaneous activity that we can’t take it for granted. In writing, there are some steps or processes that should be through by a good writer. The processes may be vary, but they all have common thing. The processes will help people produce an effective writing that can be easily understood by the reader.

Some experts names the processes in different way, but the actions are same. Harmer classified four steps of writing. They are planning, drafting, editing, and final draft.

According to Oshima and Hongue, the process of writing as follows: 11

1. Creating (Pre-writing)

The first step in the writing process is to choose a topic and collect information about it. In this step, we should explore as many as informations to support our writing which is done by reading a lot. By choosing the interest topic,

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9 Alice Hoshima and Ann Hogue, Introduction to Academic Writing. (New York; Pearson Longman, 2007) p. 15
10 Op.Cit 4-5
11 Op.Cit p.15-18
we can determine what passage or book that should be read. After getting some ideas to support the topic, we can make a list or mind mapping. In this way, we will generalized ideas. In pre-writing the writer can consider about the subject that she/he wants to write or discuss. It can be more interesting for the writer if she/he has had a lot of information about the subject or she/he actually is master in that field or subject. Moreover, in pre-writing the writer also consider about the purpose of writing. Writing is a communication way through written form.\textsuperscript{12} The communication has several purposes such as to persuade, entertain and inform someone or reader about information provided. The last but not least what the writer should consider is for who his/ her writing being purposed. The writer should adjust his/her writing style in explaining the topic based on the level or purposed. When the writer gives the attention for these things, the next step in developing ideas will be much easier and efficient.

2. Outlining

In planning, we organized our ideas into an outline. By making an outline, it makes easy to write because the outline will make our written become focus. It guides our written based on the track. This process continue the previous step (pre-writing). After we gather the information to support our ideas, in outlining we will group the ideas into some parts. This way will make the reader understand about our topic. Thus, outlining is very important to guide the writer in creating good writing

3. Writing

In writing process, we write the rough draft. Follow the outline as closely as possible. When we are writing, try to write or discuss on the track. In this step, writer can develop his/her ideas but he/she should remind the main topic.

4. Polishing

The final step in writing process is polishing what you have written. This step is also called revising and editing. Revising concerns with the content and organization of the text. Meanwhile, editing works on the smaller issues of

grammar and punctuation. After we write the rough draft, the next step is to revise it. When you revise, you change what you have written to improve it.

B. Writing Procedure Text

Writing procedure text is an objectives in language learning for high school especially in Junior High School. The students asked to create their own procedure text by following the generic structures. In writing procedure text, students should set a goal or decide the aim. For example, how to make a fried rice or how to be healthy, and so on. Then, students should mention the materials used or needed in reaching the goal. They can make list things used, equipment needed, substances required or object being investigated to achieve the goal set. The last but not least, the students should explain the steps to achieve the goal. In this part, they should mention the actions necessary, listed in order, to complete the experiment or procedure. Steps are written on a separate lines and each of them is written as a command.

C. Text

1. Definition of Text

According to the Longman Dictionary of Applied Linguistics, “Text / Tekst/ is piece of spoken or written language. A text maybe considered from the point of view of its structure and its function. It means that text has its own function and purpose based on its structure and/ or its function based on the context and express the meaning of context.

2. Kinds of Text

There are several kinds of Text. Each kinds of text has its own characteristics. It is characterized by schematic structure, that is by distinctive beginning, middle and end structure. Each structure will represent the purpose of

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the text. As we know, the purpose of the text may be vary. The purposes of each
text still relate to the social function.

Thus, from the explanation above, the researcher concludes that every text
will have specific communication purpose.

There are twelve kinds of text, they are:

a. Recount

Recount text is a kind of text that retells events in the past in which the
purpose of this text is to inform or entertain the readers about the story.

b. Report

Report text is a kind of text that describes or shares information about the
natural phenomena, man-made or any other sociocultural phenomena by the
factual reference.

c. Discussion

Discussion text is a kind of text that presents (at least) two points of view
about an issue. Discussion text consist of informational issue that can be
useful for the reader.

d. Explanation

Explanation text is a piece of text that explains the processes involved the
formation or workings of natural or sociocultural phenomena.

e. Exposition (Analytical)

Exposition-Analytical is a piece of text that persuade the reader or listener
about the important information and something needs.

f. Exposition (Hortatory)

Exposition- Hortatory is a piece of text that persuade the reader or listener
that something should or should not be the case.

g. New Item

New Item is a piece of text that informs the reader, listener and viewer
about the events of the day which is consider newsworthy or important.

h. Anecdote

Anecdote is a piece of text that consist of an unusual or amusing incident
that persuade someone to share with others.

i. Narrative
Narrative text is a piece of text that consists of actual or fantasy story or experience in different ways. The purpose of this text is to amuse or entertain the reader or listener about the story. The narratives text deal with problematic events which lead to a turning of some kind which in turn finds a resolution.

j. Descriptive

Descriptive text is a kind of text that describes a particular object such as person, place, animal, or thing.

k. Review

Review is a piece of text that consists of critics an art work, event for a public audience.

l. Procedure

Procedure text is piece of text that describes how something is finished or done through an action or steps in sequence.

D. Procedure Text

1. Definition of Procedure Text

A text can be seen from two keys perspectives. They are a thing that can be recorded, analyzed and discussed and a process that is the outcome of a socially produced occasion. One of the text which is learned by the Junior High School is procedure text.

According to Mark and Kathy Anderson, a procedure is a piece of text that gives us instructions for doing something. From that statement, can be understood that procedure text gives us the direction or the ways to do something. Meanwhile, the procedure text explain the way or steps to do or to make something, it also consists of what tools or ingredients should be prepared. Mark and Kathy Anderson added that the examples of procedure text are recipes, itineraries, instruction manuals, and direction.


\[\text{\textsuperscript{16}}\text{Ibid}\]

\[\text{\textsuperscript{17}}\text{Op.Cit}\]
Rudi Hartono states that procedure text is to describe how something is accomplished through a sequence of actions or steps. The information is presented in a logical sequence of events which is broken up into small sequenced steps. So, the text will provide the procedural organization that will lead the reader to act or to do something in sequence. Mark and Kathy Anderson added that sometimes procedures can also used as solutions to solve the problem such as ‘CD Will not play’ so, by using procedure text it will overcome the trouble by following step by step provided.

Knapp and Watkins said that procedure text is concerned with showing information to someone how to do something. From this statement, the procedure text generally organize with the goal, materials/ equipment and steps. A procedure enable people to do or to make things something new for them and it is also make sure that they should do or make something in correct order. Every step in procedure text need to be done.

Procedure text itself provides a good information both for teacher and students because it provides the project that can be applied. Procedure text is not only learned as a text based in learning, but also it can be learned through project based. The project can be used in daily life, so procedure text is important to be learned and practiced.

Procedure text in material for Junior High School, it consists of various kinds of procedure. It is not only talk about how to make some foods or handcraft but also how to operate or do something. But in this study, the writer will be focus on the improving students in writing procedure text because regarding to the research questions, the writer would like to seek the information about does the demonstration method can be effective in improving students’ writing procedure text.

The procedure text has goal that will create the result. The result of procedure is the reflection of the goal. If you want to make a fried rice, you will...
create a step to make a fried rice. So, the result of what did you do through the step of procedure, it will serve a fried rice as a sign that you have done.

2. The Purpose of Procedure Text

As we know, every text has their own purpose and it is different each other. Beard mentions four purposes of the texts which are to persuade, to instruct or advise, to entertain and to inform. Procedure texts persuade the reader to follow the step or instruction in order to reach or get the purpose. Besides that, the reader also can get advice in making something, so that the reader can do the step correctly. In addition, procedure texts provide information about how to make or do something. As we know that most of our instructional stuff is included the procedure text. So, the examples of procedure text we can find them easily around us.

Procedure is written for different audiences. In writing a procedure text, it is required to think about the audience and consider the following in order to achieve the purpose which is to construct or advise the audience to do something. Each categorized of audience will need different kind of procedure based on their need or purpose. Here is the consideration of procedure text:

a. The age of audience

The consideration of age is the text is suitable for whom. If the procedure text is purposed for the kids, the instructions or steps should suitable for the kids with the simple sentences. Meanwhile, if the procedure text is purposed for adults, it should consists of more complex steps because it should adjust with their background knowledge.

b. Whether the audience has any previous experience of the procedure

The second consideration still relate to the first consideration. It should consider the previous knowledge of the reader because the process will be successful based on their understanding about the steps or instruction. So, the writer should make sure that the reader can understand about the procedure.

c. Whether the audience will need special instruction about the equipment needed or about the steps to be done.\textsuperscript{23}

In summary, procedure text includes in the category of texts that has a purpose to instruct or advise and to inform the reader how to make, to operate, to create, to do something in sequence steps. Besides that, it also provides an instruction to the reader what they should do to achieve the goal.

3. Genre of Procedure Text

As Hamer states previously that writing is a process that we write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities.\textsuperscript{24} There are various genre in writing procedure text. Genre itselfs defined as category assigned on the basis of external criteria such as intended audience, purpose and activity type.\textsuperscript{25} It means that genre explains certain types of activities. Genre in Procedure text includes recipes, directions, instruction manuals, administrative procedures, maintenance notices, advice texts, rules, etc.\textsuperscript{26}

4. Generic Structure of Procedure Text

According to Oxford Dictionary, \textit{generic} (noun) is characteristic of or relating to a class or group of things. On the other hand, \textit{structure} (noun) is the arrangement of and relations between the parts or elements of something complex. So, generic structure of procedure text means the characteristic which is showed the procedure or explain how to make or do or operate something in sequence.

The generic structure should be related to the topic discussed. It means, the text should be focus on the goal. Same as other text type, procedure text has communicative purpose which is showed or inform how to make or how to operate something. In procedure text, the generic structure called as constructing procedure text.

\textsuperscript{23} Ibid.
\textsuperscript{24} Jeremy Harmer, \textit{How to Teach Writing}, (Edinburgh Gate: Pearson Education Limited, 2004). P. 86
\textsuperscript{25} Brian Paltridge, \textit{Genre Text Type, and Language Learning Classroom}, (ELT Journal Volume 50, Oxford: Oxford University Press, 3 July 1996)
\textsuperscript{26} Ibid
Constructing itself comes from the verb “construct”, which has meaning: to build something, to put or fit something together, to form together. Both of them have same meaning, there are three generic structure of procedure text, they are:

a. An Introductory statement that gives their goal.
   This is the title of text and it also an introductory paragraph
b. A list of the materials that will be needed for completing the procedure (not required for all procedural texts).
   This is a list or a paragraph and it will mention the step that maybe left out in some procedures.
c. 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.

It is a numbers can be used to show first, second, third and so on steps in making something. Actually the order is usually important such word as now, next, after this. It will show what we should do next. And for the steps, it usually begin with a command such as add, stir, or push etc.

Thus from the explanation above, it can be concluded that here are three points of generic structure of procedure text 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.

5. Grammatical Features of Procedure Text

Besides having social function and generic structure, procedure text also has significant grammatical features that support the form of a procedure text. They are:

a. Simple Present Tense,

Especially imperative form Eventually, procedure text 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.

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28 Ibid
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.

6. The Examples of Procedure Text

Example 1

<table>
<thead>
<tr>
<th>Goal</th>
<th>How to make Fried Rice</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of Material</td>
<td>2 plates of rice</td>
</tr>
<tr>
<td></td>
<td>1 clove of garlic and onion</td>
</tr>
<tr>
<td></td>
<td>1 tablespoon tomato sauce</td>
</tr>
<tr>
<td></td>
<td>1 egg, beaten</td>
</tr>
<tr>
<td></td>
<td>100 grams of chicken meat</td>
</tr>
<tr>
<td></td>
<td>1 tablespoon cooking oil</td>
</tr>
<tr>
<td></td>
<td>Salt</td>
</tr>
<tr>
<td>Steps</td>
<td>1. First Heat oil and saute garlic until the garlic smell out, and also saute onion.</td>
</tr>
<tr>
<td></td>
<td>2. After that Add chicken, stir briefly until slightly cooked.</td>
</tr>
<tr>
<td></td>
<td>3. Next Add the eggs, stirring until eggs are cooked cracked.</td>
</tr>
<tr>
<td></td>
<td>4. And Then Insert white rice, tomato sauce, and salt, mix well with the spices.</td>
</tr>
<tr>
<td></td>
<td>5. After the, the present suit your taste,you can add fried shrimp, or even crackers. ²⁹</td>
</tr>
<tr>
<td></td>
<td>6. Finally, serve the fried rice and enjoy it</td>
</tr>
</tbody>
</table>

²⁹http://brechonana.blogspot.com/2014/09/contoh-procedure-text-bahasa-inggris.html. accessed on December, 20th 2016. At 8pm
Example 2.

<table>
<thead>
<tr>
<th>Goal</th>
<th>How to Make Omelette</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of Material</td>
<td>• Two eggs&lt;br&gt;• Onions&lt;br&gt;• Garlicks&lt;br&gt;• Chilli (if you like spicy)&lt;br&gt;• Salt&lt;br&gt;• Vegetable oil</td>
</tr>
<tr>
<td>Steps</td>
<td>• Firstly, cut into pieces the garlic, onions, and chilli&lt;br&gt;• Second, break the egg into a bowl&lt;br&gt;• Third, put the garlicks, onions, chilli, and salt into the bowl&lt;br&gt;• Then, mix them gradually&lt;br&gt;• The next step, heat a frying pan&lt;br&gt;• After that, pour the dough into the frying pan, wait until it looks yellowish&lt;br&gt;• Next, lift using spatula and put it in a plate&lt;br&gt;• Finally, omellete is ready to serve</td>
</tr>
</tbody>
</table>

Example 3

<table>
<thead>
<tr>
<th>Goal</th>
<th>How To Operate An Electronic Rice Cooker</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of Material</td>
<td>Rice cooker</td>
</tr>
<tr>
<td>Steps</td>
<td>• Add the rice to the rice cooker pot. Read the directions on the rice package, and measure rice according to these instructions. Use a regular measuring cup for this step, since rice cookers sometimes come with non-standard measuring devices.</td>
</tr>
</tbody>
</table>
- Add the amount of water specified on the rice package. Be careful not to fill the cooker beyond the overfill line.
- Put the rice cooker pot into the cooker unit, and cover the pot with the lid. Most cookers come with a tight-fitting lid, but if your lid is too loose, consider adding a layer of aluminum foil.
- Plug in the cooker and push the button to start cooking rice. If your cooker has a timer, you may choose to have the rice cook at a later point in the day. Some higher-end units include a warmer, which will help the rice stay warm after it has finished cooking. While the rice is cooking, refrain from lifting the lid to check on it.
- When the rice is done, the cooker will beep or make a clicking sound.

D. Techniques of Teaching Procedure Text

There are several techniques in writing procedure text that can be applied by the teacher in the classroom. The techniques that are used in writing procedure text can be a tool for students to get the purpose of their learning procedure text. When students find the difficulty on writing procedure text, the technique could help them to make writing be easier. So, the techniques that can be implemented in writing procedure text as follow:

1. Sequences picture technique

   Sequence pictures were used as cartoon strips and instruction strips that can guide the reader to follow the instruction or plot. The strips can be used to contextualize a story or description of a process so that sequence picture can help the reader in understanding the instruction or story.\(^{30}\) It means the pictures give description for what the students should tell or contextualize about the story or plot in sequence.

Every pair of picture in sequence provides a variety of guided and free writing exercise. As Grenville stated that sequence pictures consists of a set of parallel pictures that show a similar scene or tell similar story which provides material that offers guidance on vocabulary, structure of the sentence, and organization that students should know and write. The pictures can create the explanation about the situation described so they can stimulate students’ interest and motivation in learning writing skill.

White and Arndt added that an Idea and vocabulary generating device can be applied through sequence pictures. It means that picture has excellent stimulus for students because there is an activity that requires students to interpret something based on their knowledge and vocabulary mastery.

Based on apprehension stated above, it can be summed up that sequence pictures technique is a technique that use a set of pictures as a tool to help students in telling about certain events in chronological order. As we know that the use of media in learning is really needed because media takes an important role as communication tool that make learning activity becomes more interesting. In the implementation of sequence pictures technique, the students can be guided in comprehending the situation clearly, so they can refine their ideas to the events shown in the pictures. Meanwhile, we should remind that selection good pictures is also important to decide the technique works or not so that so that the technique can help teacher in teaching writing and help the student to construct the good writing one.

2. Collocation Instruction Technique

Collocation defined as a technique which concerns or focus on giving instruction or guidance in collocate the word. In writing procedure text, students are required to identify the verbs in the text with comparing the verbs with the nouns. By using collocation instruction technique, students will discuss the relationship between the verb and the noun in the sentence. Furthermore, they should know the connection between the verb and the noun in the sentence, and

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31 Kate Grenville, Writing from Start to Finish: A Six-Step Guide, (Sydney: Griffin Press, 2001), p.28
the way the verbs indicates what is to be done or treated with the noun. For instance, *boil the water, heat the oil*, etc.  

In collocation, the students should remind which preposition are used with particular verbs or which verbs and are often used together. The term of collocation instruction technique means noticing, highlighting and consciousness-raising certain combination of words. There are two types of instruction, explicit instruction and implicit instruction.  

Explicit instruction involves the construction of the sentence consists of explicit knowledge consciously, so that the learners are given items and try to develop the concepts and rules based on their own knowledge. On the other hand, a kind of instruction in which learners reach the target items by reading a text for comprehension of the content rather than for learning that items in that text is called implicit instruction.

By giving collocation in writing procedure text, the process of identifying which action should be done in sequence will be easier because the teacher provides the students free collocation words so that the students can combine words or constructing procedure text. In this way, students will recognise the multi word combination and they can use them to construct a text in an appropriate way.

3. Round table technique

Round Table Technique is one of cooperative learning which is proposed by Spencer Kagan. In cooperative learning students are provided special time to work together.

Roundtable Technique technique, according to Barkley, et al.is a technique that requires students to take turn in responding to a prompt by writing one or two words or phrase before passing the paper along to others who do the same.  

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number of responses to a single question or a group of question by using roundtable structures.

Therefore, the students should consider about their questions or problems that you have asked about. The answers may be vary because the potential question should create a number of different "right" answers. Relate to the question to the course unit, the teacher should make sure that the questions are simple enough for being answered by the students. Because the questions provided just stimulate students' ideas to be contextualized. The students also have time to discuss with their friends from the lists that they choose and finally they should share their answers in entire class. From that reason, roundtable technique is a kind of collaborative learning.

In addition, roundtable technique can allow the students to have multiple viewpoints and ideas. It also helps students to focus their attention, gives students time to think about their responses, and provides an accumulative record. So that, in roundtable, students were able to build each other's participation. Besides that, it encourages students to adjust their writing as they respond and react to the comment of writers that preceded them.

4. Demonstration technique

Demonstration technique is one of the technique that can be used in learning English especially procedure text. Meryanti and Anni state that demonstration is assumed to be good enough to use as a teaching method during the teaching-learning process. Regarding to the some important rules of demonstration: planning and preparation, introduce the lesson, presentation and performance of experiments will help the students in writing procedure text. At least, by having adequate information and knowledge about the subject, students will be confident in making good writing.

Demonstration technique asks students to construct their ability in learning procedure text, because it is asked to practice what they got from learning in the class about procedure text. It means, they will connect their background

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36 Meryanti Napitupulu and Anni Holila Pulungan, *The Effect of Applying Demonstration Method on Students’ Achievement in Speaking Skill at the Third Grade of SMK PAB 3 Medan Estate*. 
knowledge to their subject in the class and they prove their understanding by demonstrate the text.

E. Demonstration Technique

1. Definition of Demonstration Technique

   Based on some techniques stated above, there is one technique that the writer would like to focus on. Demonstration is a teaching technique that asks students to demonstrate or practice the information that has been given. By demonstrating a procedure, we can encourage the students to be mentally alert.37

   There are some activities in demonstration technique. The teacher can use performance, action and explanation about the process of how to make and how to do something in sequences. In demonstration technique, teacher did not only use one way in teaching writing, but also she can combine some ways to create interesting learning process. Meanwhile, process-oriented suggests that we can help students become more competent L2 writers by describing and modelling for them the processes and strategies that underlie effective writing and providing them with feedback on their performance until they are able to apply these processes and strategies independently and flexibility in relation to their goals and task requirements.38 As Roen has argued that when students understand the processes in which effective writers engage, they will be better able to engage in them, recursively, on their own.39

2. The Advantages of Demonstration Technique

   There are some advantages of demonstration as a method in teaching learning process as follows:
   a. Students’ concentration will focus only on the demonstrations that are given by the teacher

   38 Chenoweth & Hayes, Fluency in writing: Generating text in L1 and L2. Writing Communication, 18, 1, 80-98.
b. Students to be mentally alert

c. Give a practice experience to students that can create a good memorize and skill.
   
d. Minimizing students’ error in taking conclusion.40

F. Teaching Procedure Text using Demonstration Technique

The implementation of demonstration technique in writing procedure text as follows:

1. Orient the learners to the demonstration.

   In this part, teacher will explain what is to be demonstrated and how it relates to the instructional program. Both teacher and students should discuss the purpose of demonstration.

2. Show the learners, if possible, what the demonstration is to produce or achieve.

   For learners, it is easier to understand the purpose or goal of demonstration if there is a finished product as a guidance.

3. Show and describe the equipment and material to be used.

   The group can be asked to name and describe equipment and materials needed with the presenter producing the items as they are named.

4. Emphasize safety

   The teacher should make sure that the materials that are used is safety. The presenter or teacher can choose the safety material to be used. In this part, the teacher or presenter also should explain in detail or specific in order to avoid the accident.

5. Give the demonstration.

   Each step and important point should be identified and listed. The teacher should make sure that the students are understand about the steps. Besides that, the students also know the sentence that express the steps because they are prepared to convey the demonstration into the written text.

40 Anderson, Mark & Anderson, Kathy. Text Type 3. (South Yarra: Macmillan Education Australia PTY Ltd, 1997). p. 50
6. Construct the text

In this part, students will be asked to write down the demonstration steps. They may ask to make sure their understanding in writing procedure text. So, the teacher sometimes can give more explanation through demonstration in order to help the students.

By using demonstration, students can learn how to write a good paragraph from their teacher or their friend. The teacher should trigger her students in order to make them confident in writing. Another teacher’s work is she must gain her students potential in every aspect such as idea, language competences, general knowledge or etc. These potentials can help teacher and students in teaching-learning process.

Text-focused and sociocultural orientations highlight the value of providing explicit instruction about, exposure to, and practice of the target L2 texts. In writing the text, they should have concept about what they want to write. By getting instruction, exposure and the last they practice to write, it will help them a lot to produce good writing. However, while former orientation focuses mainly on the text forms (e.g., grammar, vocabulary, organization), the latter advocates a broader approach that focuses on text forms as well as the contexts, audiences, purposes, and functions of the text.

G. Relevant Previous Study

The first previous study is “Silent demonstration as a method of teaching to improve students’ understanding on writing procedure text at the seventh grade of MTS Hasan Kafrawi Pancur Mayong Jepara in the Academic year of 2010/2011”. This thesis was written by Ani Hayah. The research is raised based on the difficulty in understanding on writing procedure text. The silent demonstration is used to overcome the problem in which being an effective method to improve students understanding on writing procedure text. The research methodology used is experimental method which consist of experimental

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41 Khaled Barkaoui, Teaching Writing to Second Language Learners: Insights from Theory and Research. (University of Toronto: Canada, 2007). TESL reporter 40, 1. p 35-48

42 Hayland K, Teaching and Research Writing. (New York: Longman, 2002). P 191
group (VII A) and control group (VII C). During the research, there are two tests. First is pre-test and second is post-test. In the test, students asked to write the procedure text to gather data. After the data had been collected by using test, it was found that the pretest average of the experimental group was 60.00 and control group was 61.78. While, the post-test average of the experimental group was 77.56 and control group was 70.33. The obtained t-test was 3.794, whereas the t-table was 1.67 for α = 5%. The t-test score was higher than the t-table (3.794 > 1.67). It was meant that Ha was accepted while Ho was rejected. Since t-test score was higher than the t-table, silent demonstration was effective method in improving students’ procedure writing in MTs Hasan Kafrawi Pancur Mayong Jepara.

The second previous study was conducted by Eka Febriani from Yogyakarta State University in 2014. The title of the study is "Improving Students’ Skills in Writing Procedure Texts by Using Picture Series for the Seventh Grade Students of SMPN 3 Mertojuwan. The objective of this study is to find out if picture series can improve students' writing procedure text or not. The writer conducted the research as quantitative method. The participants of this research are 37 students which consists of 17 female students and 15 male students. The researcher conducted a classroom observation, documentations and an interview with the English teacher and students to gather the information about students difficulties. Then, the writer implemented the technique in two cycles. Finally, the result revealed that there is an improvement in students’ writing procedure text. It showed that the class' mean score of pre-test was 9.09 while the mean score of the post-test was 14.03 so that the gain score of the means is 5.04.

The third previous study was conducted by Tri Istianah from Semarang State University in 2011. The title of the study is "The Use of Genre-Based Approach in Teaching Writing Procedural Texts to Improve Students' Writing Skill.” The study aimed to investigate the use of Genre-Based approach could improve

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43 Ani Hayah, silent demonstration as a method of teaching to improve students’ understanding on writing procedure text. (Semarang: Walisongo State Islamic University, 2011)
44 Eka Febriani, Improving Students’ skill in Writing Procedure Text by Using Picture Series, (Yogyakarta: Yogyakarta State University, 2014)
students' writing skills or not. The subject of the study was twenty nine students of the eleventh grades of SMK N 1 slawi. To obtain the data, the writer carried out three steps: pre-test, formative test, and post test. Besides that, the observation using field notes and the questionnaires were also given to support the data. The result of this research revealed that genre-based approach can improve students' writing of procedure text. It showed that the result of post test in cycle 2 is 76.41 which is the pre-test before the treatment is 62.75. So, it can be stated that the students' writing skill increased 14.18. 45

Based on the three previous studies, there are similarity and difference that can be found. The three previous studies used quantitative as a method of the study. Moreover, the implementation of the treatment of the previous study still relate to teach the material of procedure text. Besides that, another similarity is the level of subject which the writer used high school students as the sample. However, the difference of this study is the writer use demonstration technique as a technique in teaching writing procedure text while the using silent demonstration technique for teaching speaking procedure text.

H. Thinking Framework

Regarding to the literature, the writer gets the point that writing is important in language learning as an objective. One of writing that should be mastered is writing procedure text. As we know that writing procedure text is one of English materials in grade VIII students syllabus. The purpose of learning procedure text based on the syllabus is to make students able to produce the simple procedure text. However, students sometimes become confuse in arranging the text because they lack of knowledge about procedure text, lack of vocabulary mastery and less the ideas.

The writer considered about using demonstration technique in teaching procedure text. Demonstration can visualize students and create mentally alert. For that reasons, it helps the students to understand in constructing the text. The

45 Tri Istianah, The Use of Genre-Based Approach in Teaching Writing Procedural Texts to Improve Students' Writing Skill, (Semarang : Semarang State University, 2011)
writer expected that demonstration technique will make students easier to construct a simple procedure text particularly in genre of recipes.

I. Research Hypothesis

Based on the theories, thoughts, and explanation above, therefore, the writer assumes that there is a significant effect of demonstration technique on students’ writing of procedure text.
CHAPTER III
RESEARCH METHODOLOGY

A. Place and Time of the Research

The writer conducted this research in several months. It began on April until July.

The place was used for this research is in SMP Al Fath Cirendeu which is located at Jl. Cirendeu Raya No. 36, Pisangan, Ciputat, Tangerang in academic year 2016/2017.

B. Method and Design of the Research

This research used quantitative method and the design of the research was quasi experimental study that aimed to find out the cause-effect between two variables.

Creswell stated that a quantitative method is a method which the investigation focus on the use of post positive statement for developing knowledge, the use of enquiry strategies such as experiment, surveys, and collect data on predetermined instruments to get specific statistic data.¹

Furthermore, the writer involved two groups, one class as an experimental class, and another class a control class. The pre-test and post test were given to the students in both experimental and the control class. The treatment was applied in experimental class which is writing procedure text through demonstration technique. Meanwhile in the control class only used usual way that is written instruction or lecturing technique.

After giving the treatment to the experimental class, the writer distributed post-test to both classes to see the effect of demonstration technique on students’ writing of procedure text. Lastly, the writer analyzed the data she had gotten from both experimental and control class. The experiment design as follows:

Table 3.1
Design of the Study

<table>
<thead>
<tr>
<th>Intact Groups</th>
<th>Measurement</th>
<th>Application of Independent Variable*</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Group</td>
<td>Pre-test</td>
<td>Experimental treatment (using Demonstration Technique)</td>
<td>Post-test</td>
</tr>
<tr>
<td>Control Group</td>
<td>Pre-test</td>
<td>Without experimental treatment (using lecturing, presentation, and drilling repetition)</td>
<td>Post-test</td>
</tr>
</tbody>
</table>

* The independent variable is Demonstration Technique while the dependent variable is students’ skill of Procedure text.

C. Population and Sample

Population is a group of individuals who have the same characteristics, while sample is a subgroup of the target population that the researcher plans to study for the purpose of making generalization about the target population is called sample.\(^2\)

The populations of this study are students taken from eighth grade of SMP Al Fath Cirendeu. There are two classes. There are 21 students in each class so the total was 42 students. The sample of this research will be taken from two classes which are VIII.G as a control class which was taught without demonstration technique and VIII.M as an experimental class which was taught using by demonstration technique. The writer assigned the both classes into experimental and control class by seeing the result of pre-test scores and writer judgement during Praktik Profesi Keguruan Terpadu program. Thus, the writer used purposive sampling which relied on the writer believed and judgement in selecting the sample. It is kind of sampling which allowed the writer to use his/her knowledge of the population to judge whether or not a particular sample will be representative. So, in determining the sample, the writer selected it based on

\(^2\) Ibid. p.177
characteristics of a population which is the class that need more treatment in teaching.

**D. Technique of Data Collection**

The writer collected the data by giving test to students. There are two tests given to students named pre-test and post-test. Pre-test was conducted for students in both experimental and control groups in order to know students’ initial ability in writing procedure text. After giving pre-test for both groups, the students in experimental group received treatment namely using demonstration technique, while students in control group had writing class without using demonstration technique. After giving the treatment, the writer conducted post-test to know the differences between two classes after the treatment was given.

**E. Research Instrument**

In this research, the test was in written form that the students should write the procedure text about the topic given. The tests divided into two tests, pre-test and post-test. The pre-test was given to the students before the treatment and the post given after the treatment. The items were used in pre-test and post-test are different. In pre-test, the writer asked students to make procedure text then writer gave the treatment for 3-4 meeting. Lastly, the writer held the post-test by asking them to make a procedure text based on what theme that writer prepared and finally it gave the result about their improvement.

The writer selected the test items based on the indicators in English syllabus for eighth grade students of junior high school. In addition, the quality of instrument used in a research is very important because it is qualified. The pre-test is given to the students before the treatment and the post given after the treatment. Then, students' writing procedure text was assessed by rubric of scoring writing. The writer uses analytical scoring by Sarah Cushing Weigle because it contains the items that the writer wants to assessed. ³

---

In order to assign score of the students, the pre-test and post-test have been conducted to get empirical evidence about the effect of using demonstration technique on students' writing of procedure text. This test was conducted to analyze whether or not if there is the significance difference on students' writing of procedure text score before and after implementing demonstration technique. The test was about how to make a food and drink. The instrument of the research was provided in Table 3.2

**WORKSHEET**

**TEST OF FREE WRITING PROCEDURE TEXT**

For experimental class

Write a Procedure Text about “How to make fried rice” based on your knowledge

- You have 60 minutes to write your essay.
- Scoring will be based on organizational structure, developing ideas, appropriate vocabulary selection, grammar usage, and the use of effective diction and right
- Maximum words at least 100 words
- This test is purposed to conduct the research, so the result of the test will not affect to your English score.

In determining the score or assessment, furthermore, the writer used written rating scale proposed by Sarah Cushing Weigle.\(^4\) The scoring rubric of the test provided a measure of quality of performance on the basis of five criteria: organization, developing Ideas, vocabulary, grammar and mechanic. The scores was provided in Table 3.6.

**Table 3.6**

<table>
<thead>
<tr>
<th>Scoring Rubric of Writing Procedure Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>Well-organized, logical sequencing –etc</td>
</tr>
</tbody>
</table>

\(^4\) *ibid*
<table>
<thead>
<tr>
<th>Content</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logical but incomplete sequencing – etc</td>
<td>17-14 (good to average)</td>
</tr>
<tr>
<td>Lacks logical sequencing and development – etc</td>
<td>13-10 (fair to poor)</td>
</tr>
<tr>
<td>No organization, not enough to evaluate – etc</td>
<td>9-7 (very poor)</td>
</tr>
<tr>
<td><strong>Relevant to assigned topic – etc</strong></td>
<td>30-27 (excellent to very good)</td>
</tr>
<tr>
<td><strong>Mostly relevant to topic – etc</strong></td>
<td>26-22 (good to average)</td>
</tr>
<tr>
<td><strong>Inadequate development topic –etc</strong></td>
<td>21-17 (fair to poor)</td>
</tr>
<tr>
<td><strong>not enough to evaluate –etc</strong></td>
<td>16-13 (very poor)</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td></td>
</tr>
<tr>
<td>Word form mastery, appropriate register (word use for particular situation –etc )</td>
<td>20-18 (excellent to very good)</td>
</tr>
<tr>
<td>Occasional errors of word form, choice, usage but meaning not obscured</td>
<td>17-14 (good to average)</td>
</tr>
<tr>
<td>Frequent errors of word form, choice, usage and meaning confused or obscured –etc</td>
<td>13-10 (fair to poor)</td>
</tr>
<tr>
<td>Little knowledge of English vocabulary, word form or not enough to evaluate</td>
<td>9-7 (very poor)</td>
</tr>
<tr>
<td><strong>Language use</strong></td>
<td></td>
</tr>
<tr>
<td>Few errors of word order/ function, articles, preposition –etc</td>
<td>25-22 (excellent to very good)</td>
</tr>
<tr>
<td>Several errors of word order/ function, articles</td>
<td>21-19 (good to average)</td>
</tr>
<tr>
<td>Frequent errors of word order/function, articles, preposition –etc</td>
<td>17-11 (fair to poor)</td>
</tr>
<tr>
<td>Dominated by errors, or not enough to evaluate –etc</td>
<td>10-5 (very poor)</td>
</tr>
<tr>
<td><strong>Mechanic</strong></td>
<td></td>
</tr>
<tr>
<td>Few errors of spelling, punctuation, capitalization –etc</td>
<td>5 (excellent to very good)</td>
</tr>
<tr>
<td>Occasional errors of spelling, punctuation, capitalization –etc</td>
<td>4 (good to average)</td>
</tr>
<tr>
<td>Frequent errors of spelling, punctuation, capitalization –etc</td>
<td>3 (fair to poor)</td>
</tr>
<tr>
<td>Dominated by errors of spelling, punctuation, capitalization –etc</td>
<td>2 (very poor)</td>
</tr>
<tr>
<td><strong>Total Score</strong></td>
<td></td>
</tr>
</tbody>
</table>
F. Validity

Instrument is an important thing in a quantitative research since it is used as a primary tool in collecting data. In this research, primary instrument used is a test. A good instrument especially for writing used in quantitative research had to have validity and reliability. An instrument said to be a valid test, when it measures what it wants to measure.\(^5\)

The validity of the essay is taken from the triangulation of school's curriculum and text book used by the teacher. Meanwhile inter-rater reliability (agreement between raters) was used in assessing students' procedure text writing both in pre-test and post-test, because two raters were involved. Inter-rater reliability refers to the tendency of different raters to give, the same scores to the same scripts. Then, to know the validity of inter-raters, one can start by asking few basic questions:

a. First, is about doing scoring procedures – in particular, scoring guide – accurately reflect the construct being measured?
b. Next, is whether the scoring procedures are being implemented in appropriate way?
c. Third question is whether the scores obtained from the test allow us to make appropriate inferences about writing ability.\(^6\)

G. Technique of Data Analysis

After the scores from the pre-test and post-test of both classes were obtained, the writer conducted preliminary data analysis such as normality and homogeneity test to prepare it for further actual analysis. The normality and homogeneity of these data were tested by using SPSS 20. If the data distribution was normal and homogenous, the analysis would use the t-test hypothesis testing.

1. Test Normality

Test of normality and homogeneity in this research were conducted through SPSS (Special Package for the Social Sciences) 22 version. Test of

\(^6\) Op.Cit, p.137
normality was conducted in order to know whether the distribution from the two classes were normal or not. The test of normality was using Kolmogorov-Smirnov and Shapiro-Wilk table. Sig. score in Kolmogorov-Smirnov and Shapiro-Wilk table should be above 0.05 in order to have normal distributed data.

2. Test of homogeneity

The test of homogeneity in this research was also conducted through SPSS 22. Test of homogeneity was conducted to know whether the data from two classes had the same or different variant. The test of homogeneity was using Levene’s table. Sig. score in Levene table should be above 0.05 in order to have homogeneity distribution data. These two kind of tests were conducted in pre-test score and post-test score.

After being analyzed on SPSS and finding out that the data distribution was normal and homogenous, the writer analyzed the pre-test and post-test of experimental and control classes. The writer used t-test formula to conduct t-test in manual calculation. T-test is used to compare the scores between experimental and control class. So the writer used t-test to find out the difference between experimental class which was taught by using demonstration technique and control class which was taught without using demonstration technique.

The writer will use statistical analysis to analyze the data. The writer will use t-test formula to calculate the data with the significance degree 5%. The formula of t-test is as follows:

\[ t_0 = \frac{M_x - M_y}{SE_{mx-my}} \]

The formula above is the main formula. Before using that formula, the researcher also used some calculation procedures such as below: (experimental group is X variable, control group is Y variable).

a. Determining mean of variable X and Y, with formula:

\[ M_x = \frac{\sum X}{N_1} \quad M_y = \frac{\sum Y}{N_2} \]

\( M_x \) = the mean of gained score of experimental group
\( M_y \) = the mean of gained score of control group
\[ \Sigma X = \text{sum of gained score of experimental group} \]
\[ \Sigma Y = \text{sum of gained score of control group} \]
\[ N_1 = \text{number of students of experimental group} \]
\[ N_2 = \text{number of students of control group} \]

b. Determining standard deviation score of variable X and Y, with formula:

\[ SD_x = \sqrt{\frac{\sum d^2}{N}} - \frac{\sum (d)^2}{N} \quad SD_y = \sqrt{\frac{\sum Y^2}{N_2}} \]

c. Determining Standard Error Mean of Variable X and Y, with Formula:

\[ SE_{M1} = \frac{SD_1}{\sqrt{N_1 - 1}} \]
\[ SE_{M2} = \frac{SD_2}{\sqrt{N_2 - 1}} \]

d. Determining Standard Error of Different Mean of Variable X and Mean of Variable Y, with formula:

\[ SE_{M1} - SE_{M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2} \]

e. Determining degrees of Freedom \((df)\), with formula:

\[ df = (N_1 + N_2) - 2 \]

SD\(_x\) = standard deviation score of experimental group
SD\(_y\) = standard deviation score of control group
\[ \Sigma X^2 = \text{sum of squared deviation of score of experimental group} \]
\[ \Sigma Y^2 = \text{sum of squared deviation of score of control group} \]
\[ N_1 = \text{number of students of experimental group} \]
\[ N_2 = \text{number of students of control group} \]
\[ SE_{M1} = \text{Standard Error of experimental group} \]
\[ SE_{M2} = \text{Standard Error of control group} \]

Statistically, the hypotheses of this study are expressed as follows:

\[ Ho : \mu_1 = \mu_2 \quad : \text{the alternative hypotheses (Ha) is rejected and the null hypotheses is accepted} \]
**Ha : \( \mu_1 \neq \mu_2 \) : the alternative hypotheses (Ha) is accepted and the null hypotheses is rejected.

Note :
- \( \mu_1 \) : Mean of the experimental class
- \( \mu_2 \) : Mean of the controlled class

**H. Statistical Hypotheses:**

The assumption of the hypotheses:

1. **If** \( t_o > t_c \), the null hypotheses (Ho) is rejected and the alternative hypothesis is accepted. It means that there is significant difference between the students’ writing scores in procedure text who are taught by using demonstration technique and who are taught without using demonstrative technique at the eighth grade students of *SMP Al Fath* Cirendeu (\( \mu_1 \neq \mu_2 \)). In other word, demonstration technique is effective in teaching writing in procedure text.

2. **If** \( t_o < t_c \), the null hypotheses (Ho) is accepted and the alternative hypotheses (Ha) is rejected. It means that there is no significant difference between the between the students’ writing scores in procedure text who are taught by using demonstration technique and who are taught without using demonstrative technique at the eighth grade students of *SMP Al Fath* Cirendeu (\( \mu_1 = \mu_2 \)). In other word, demonstration technique is not effective in teaching writing of procedure text.
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. Description of Data

This chapter focuses with the presentation of the result of the test given to the sample, the students of SMP Al Fath Cirendeu. The result was used to get empirical evidence about the effect of using demonstration technique on students’ writing of procedure text at eighth grade of SMP Al Fath Cirendeu in 2016/2017 academic year. The result of the study is presented as the data description based on the result of the test. The result of the test. The result of the data analysis obtained through writing test.

a. The Score of Pre-test

The data of this part were collected from students' pre-test score which was conducted before the writer implemented the demonstration technique. The data is presented in the table 4.1 below.

Table 4.1
Students’ Writing Score before Implementing Demonstration technique
(Experimental Class)

<table>
<thead>
<tr>
<th>No</th>
<th>Participants</th>
<th>Pre-Test Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student 1</td>
<td>71.4</td>
</tr>
<tr>
<td>2</td>
<td>Student 2</td>
<td>74</td>
</tr>
<tr>
<td>3</td>
<td>Student 3</td>
<td>75.4</td>
</tr>
<tr>
<td>4</td>
<td>Student 4</td>
<td>70.2</td>
</tr>
<tr>
<td>5</td>
<td>Student 5</td>
<td>58.4</td>
</tr>
<tr>
<td>6</td>
<td>Student 6</td>
<td>73.4</td>
</tr>
<tr>
<td></td>
<td>Student</td>
<td>Score</td>
</tr>
<tr>
<td>----</td>
<td>-----------</td>
<td>--------</td>
</tr>
<tr>
<td>7</td>
<td>Student 7</td>
<td>54.8</td>
</tr>
<tr>
<td>8</td>
<td>Student 8</td>
<td>55</td>
</tr>
<tr>
<td>9</td>
<td>Student 9</td>
<td>74.4</td>
</tr>
<tr>
<td>10</td>
<td>Student 10</td>
<td>71.6</td>
</tr>
<tr>
<td>11</td>
<td>Student 11</td>
<td>75</td>
</tr>
<tr>
<td>12</td>
<td>Student 12</td>
<td>73</td>
</tr>
<tr>
<td>13</td>
<td>Student 13</td>
<td>54</td>
</tr>
<tr>
<td>14</td>
<td>Student 14</td>
<td>74.2</td>
</tr>
<tr>
<td>15</td>
<td>Student 15</td>
<td>71.2</td>
</tr>
<tr>
<td>16</td>
<td>Student 16</td>
<td>73.2</td>
</tr>
<tr>
<td>17</td>
<td>Student 17</td>
<td>54</td>
</tr>
<tr>
<td>18</td>
<td>Student 18</td>
<td>73</td>
</tr>
<tr>
<td>19</td>
<td>Student 19</td>
<td>56</td>
</tr>
<tr>
<td>20</td>
<td>Student 20</td>
<td>72</td>
</tr>
<tr>
<td>21</td>
<td>Student 21</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>Σ</td>
<td>1408.2</td>
</tr>
<tr>
<td></td>
<td>Average Score</td>
<td>67.0571</td>
</tr>
</tbody>
</table>

The data showed the score of 21 students in VIII-M, the mean of pre-test gained is 67.06. The minimum score in the pre-test is 54, and the maximum score is 75.4. However, based on the interview with the teacher, the standards minimum score for English subject is 75. It means that most students' score are still below the standard minimum score.

b. The score of Post-test

The data of this part were collected from students' post-test score which was conducted after the writer implemented the demonstration technique. The data is presented in Table 4.2 below.
Table 4.2
Students’ Writing Score after Implementing Demonstration Technique
(Experimental Class)

<table>
<thead>
<tr>
<th>No</th>
<th>Participants</th>
<th>Post-Test Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student 1</td>
<td>82</td>
</tr>
<tr>
<td>2</td>
<td>Student 2</td>
<td>84</td>
</tr>
<tr>
<td>3</td>
<td>Student 3</td>
<td>85.8</td>
</tr>
<tr>
<td>4</td>
<td>Student 4</td>
<td>81</td>
</tr>
<tr>
<td>5</td>
<td>Student 5</td>
<td>72</td>
</tr>
<tr>
<td>6</td>
<td>Student 6</td>
<td>83.4</td>
</tr>
<tr>
<td>7</td>
<td>Student 7</td>
<td>77.2</td>
</tr>
<tr>
<td>8</td>
<td>Student 8</td>
<td>76.4</td>
</tr>
<tr>
<td>9</td>
<td>Student 9</td>
<td>83</td>
</tr>
<tr>
<td>10</td>
<td>Student 10</td>
<td>81</td>
</tr>
<tr>
<td>11</td>
<td>Student 11</td>
<td>84</td>
</tr>
<tr>
<td>12</td>
<td>Student 12</td>
<td>83</td>
</tr>
<tr>
<td>13</td>
<td>Student 13</td>
<td>75</td>
</tr>
<tr>
<td>14</td>
<td>Student 14</td>
<td>83</td>
</tr>
<tr>
<td>15</td>
<td>Student 15</td>
<td>78.6</td>
</tr>
<tr>
<td>16</td>
<td>Student 16</td>
<td>83</td>
</tr>
<tr>
<td>17</td>
<td>Student 17</td>
<td>74.8</td>
</tr>
<tr>
<td>18</td>
<td>Student 18</td>
<td>82</td>
</tr>
<tr>
<td>19</td>
<td>Student 19</td>
<td>71.6</td>
</tr>
<tr>
<td>20</td>
<td>Student 20</td>
<td>84.4</td>
</tr>
<tr>
<td>21</td>
<td>Student 21</td>
<td>71</td>
</tr>
</tbody>
</table>

\[ \sum \]

Average Score 79.819
The data showed of 21 students in VIII-M, the sum score of post-test is 1676.2 while the mean of post-test gained is 79.82. Furthermore, it can be seen that the minimum score of the post-test is 71 and the maximum score of the post-test is 85.8.

Based on the data collected from pre-test and post test of experimental class, the average scores of pre-test is 67.06 while the average scores of post test is 79.82. Furthermore, the result calculation of pre-test and post-test is calculated by using t-test with the level of significant 5% to decide significance difference of the result on students’ writing score before and after implementing demonstration technique. The calculation result can be seen in Table 4.3

<table>
<thead>
<tr>
<th>Participants</th>
<th>Pre-Test Score</th>
<th>Post Test Score</th>
<th>Gained Score (D)</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>71.4</td>
<td>82</td>
<td>10.6</td>
<td>112.36</td>
</tr>
<tr>
<td>Student 2</td>
<td>74</td>
<td>84</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Student 3</td>
<td>75.4</td>
<td>85.8</td>
<td>10.4</td>
<td>108.16</td>
</tr>
<tr>
<td>Student 4</td>
<td>70.2</td>
<td>81</td>
<td>10.8</td>
<td>116.64</td>
</tr>
<tr>
<td>Student 5</td>
<td>58.4</td>
<td>72</td>
<td>13.6</td>
<td>184.96</td>
</tr>
<tr>
<td>Student 6</td>
<td>73.4</td>
<td>83.4</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Student 7</td>
<td>54.8</td>
<td>77.2</td>
<td>22.4</td>
<td>501.76</td>
</tr>
<tr>
<td>Student 8</td>
<td>55</td>
<td>76.4</td>
<td>21.4</td>
<td>457.96</td>
</tr>
<tr>
<td>Student 9</td>
<td>74.4</td>
<td>83</td>
<td>8.6</td>
<td>73.96</td>
</tr>
<tr>
<td>Student 10</td>
<td>71.6</td>
<td>81</td>
<td>9.4</td>
<td>88.36</td>
</tr>
<tr>
<td>Student 11</td>
<td>75</td>
<td>84</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>Student 12</td>
<td>73</td>
<td>83</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Participants</td>
<td>Pre-Test Score</td>
<td>Post Test Score</td>
<td>Gained Score (D)</td>
<td>D²</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------</td>
<td>----------------</td>
<td>------------------</td>
<td>-----</td>
</tr>
<tr>
<td>Student 1</td>
<td>69.6</td>
<td>80</td>
<td>10.4</td>
<td>108.16</td>
</tr>
<tr>
<td>Student 2</td>
<td>76</td>
<td>82</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>Student 3</td>
<td>74.6</td>
<td>85</td>
<td>10.4</td>
<td>108.16</td>
</tr>
<tr>
<td>Student 4</td>
<td>73.2</td>
<td>82</td>
<td>8.8</td>
<td>77.44</td>
</tr>
<tr>
<td>Student 5</td>
<td>68.8</td>
<td>81</td>
<td>12.2</td>
<td>148.84</td>
</tr>
<tr>
<td>Student 6</td>
<td>70</td>
<td>72</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Student 7</td>
<td>52.8</td>
<td>53</td>
<td>0.2</td>
<td>0.04</td>
</tr>
<tr>
<td>Student 8</td>
<td>53</td>
<td>62</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>Student 9</td>
<td>72.2</td>
<td>81</td>
<td>8.8</td>
<td>77.44</td>
</tr>
</tbody>
</table>
The data showed that the score of 21 students in VIII-G, the mean of pre-test gained is 70.29. The minimum score in the pre-test is 52.8, and the maximum score is 76. The sum score of post-test is 1627 while the mean of post-test gained is 77.47. Furthermore, it can be seen that the minimum score of the post-test is 53 and the maximum score of the post-test is 85. Based on the data showed in the table above, it can be seen that the minimum gained score is -1.6 and the maximum gained score is 22. Otherwise, the sum of gained score is 150.8 and the sum of squared gained score is 1657.2. The mean of gained score is 7.18 and the mean of squared gained score is 78.91.

It can be inferred from the difference between students in experimental class and control class that the score of experimental class which was taught by using Demonstration Technique in learning Procedure Text was higher than the students’ score in control class which learning writing procedure text with conventional technique. The progress of both classes can be seen in diagram below.
2. Analysis Data

In this part, the calculation of data was used to analyze the hypothesis in order to get empirical evidence about the effect of using demonstration technique on students' writing of procedure text at eighth grade students of SMP Al Fath Cirendeu in 2016/2017 academic year.

a. Normality of the Data

The normality test is conducted before calculating the t-test. It purposed to know whether the data from the two classes has been normally distributed or not. The writer used Komogorov-Smirnov and Shapiro-Wilk to do the normality test. SPSS was used to analyze the data. The result can be seen as follow:

Table 4.6

<table>
<thead>
<tr>
<th></th>
<th>Kolmogorov-Smirnov(^a)</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>Experimental</td>
<td>.194</td>
<td>21</td>
</tr>
</tbody>
</table>

* This is a lower bound of the true significance.
a. Lilliefors Significance Correction
Based on the data in the Table 4.6, the test showed the significance of the experimental class was 0.61 and the control class was 0.35. If the data is higher in a significance $\alpha = 0.05$ the data was normal distributed. It can be concluded that the data is normally distributed because both classes’ significances are above 0.05.

**Table 4.7**

**Normality Test of Post-Test**

<table>
<thead>
<tr>
<th></th>
<th>Kolmogorov-Smirnov$^a$</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>Control</td>
<td>1.182</td>
<td>21</td>
</tr>
<tr>
<td>Experimental</td>
<td>1.160</td>
<td>21</td>
</tr>
</tbody>
</table>

*a. Lilliefors Significance Correction*

Based on the data in the Table 4.7, the test showed the significance of the experimental class was 1.69 and the control class was 0.68. If the data is higher in a significance $\alpha = 0.05$ the data was normal distributed. It can be concluded that the data is normally distributed because both classes’ significances are above 0.05.

**b. Homogenity of the Data**

After doing the normality test, the writer did the homogeneity test in order to test the similarity of the sample in both classes. The writer used Levene statistic test to calculate the homogeneity test. The results are presented as follows:

**Table 4.8**

**Homogenity Test of Pre-Test**

<table>
<thead>
<tr>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.028</td>
<td>1</td>
<td>40</td>
<td>0.317</td>
</tr>
</tbody>
</table>

The result of the data in the Table 4.8 showed that the significance of pre-test between experimental class and control class was 0.317. Therefore, the data of pre-test was homogenous because it was higher than 0.05.
Based on the data in the Table 4.9, the significance of post-test between experimental class and control class was 0.496. Therefore, the data of post-test was homogenous because it was higher than 0.05.

c. **Hypothesis Test**

After finishing the normality and homogeneity test, the writer calculated the data by using t-test to know the significant difference between students’ writing of procedure text in experimental class and students’ writing of procedure text in control class. The researcher used data from post-test of experimental and control classes, and gained score from both classes. The calculation result of the gained score of the experimental class (X) and the control class (Y) is presented as below:

<table>
<thead>
<tr>
<th>No</th>
<th>Student (X)</th>
<th>Student (Y)</th>
<th>X-MX</th>
<th>Y-MY</th>
<th>(X-MX)^2</th>
<th>(Y-MY)^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10.6</td>
<td>10.4</td>
<td>-2.16</td>
<td>3.22</td>
<td>4.6656</td>
<td>10.3684</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>6</td>
<td>-2.76</td>
<td>-1.18</td>
<td>7.6176</td>
<td>1.3924</td>
</tr>
<tr>
<td>3</td>
<td>10.4</td>
<td>10.4</td>
<td>-2.36</td>
<td>3.22</td>
<td>5.5696</td>
<td>10.3684</td>
</tr>
<tr>
<td>4</td>
<td>10.8</td>
<td>8.8</td>
<td>-1.96</td>
<td>1.62</td>
<td>3.8416</td>
<td>2.6244</td>
</tr>
<tr>
<td>5</td>
<td>13.6</td>
<td>12.2</td>
<td>0.84</td>
<td>5.02</td>
<td>0.7056</td>
<td>25.2004</td>
</tr>
<tr>
<td>6</td>
<td>10</td>
<td>2</td>
<td>-2.76</td>
<td>-5.18</td>
<td>7.6176</td>
<td>26.8324</td>
</tr>
<tr>
<td>7</td>
<td>22.4</td>
<td>0.2</td>
<td>9.64</td>
<td>-6.98</td>
<td>92.9296</td>
<td>48.7204</td>
</tr>
<tr>
<td>8</td>
<td>21.4</td>
<td>9</td>
<td>8.64</td>
<td>1.82</td>
<td>74.6496</td>
<td>3.3124</td>
</tr>
<tr>
<td>9</td>
<td>8.6</td>
<td>8.8</td>
<td>-4.16</td>
<td>1.62</td>
<td>17.3056</td>
<td>2.6244</td>
</tr>
<tr>
<td>10</td>
<td>9.4</td>
<td>2</td>
<td>-3.36</td>
<td>-5.18</td>
<td>11.2896</td>
<td>26.8324</td>
</tr>
</tbody>
</table>
Based on the data in the Table 4.7 above, it can be concluded that the total score of the experimental class was 268 and the control class was 150.8. Furthermore, t-test formula was used to get empirical evidence about the effect of implementing demonstration technique on students' writing of procedure text. Before using the t-test formula, the writer has to seek the differences of mean variables, the standard derivation scores of variables and the standard error mean of variables. the formula as follow:

1. Determining mean of variable X (experimental class):

\[ M_x = \frac{\Sigma f_x}{N_1} \]
\[ = \frac{268}{21} \]
\[ M_x = 12.76 \]

2. Determining Mean of Variable Y (control class):

\[ M_y = \frac{\Sigma f_y}{N_2} \]
\[ = \frac{150.8}{21} \]
\[ M_y = 7.180952 \]
3. Determining standard deviation score of variable X:

\[ \text{SDx} = \sqrt{\frac{\Sigma x^2}{N}} \]
\[ = \sqrt{\frac{473.96}{21}} \]
\[ = \sqrt{22.56} \]
\[ \text{SDx} = 4.75 \]

4. Determining standard deviation score of variable Y:

\[ \text{SDy} = \sqrt{\frac{\Sigma y^2}{N_2}} \]
\[ = \sqrt{\frac{574.3}{21}} \]
\[ = \sqrt{27.34} \]
\[ \text{SDy} = 5.23 \]

5. Determining standard error of mean of variable X:

\[ \text{SEMx} = \frac{\text{SDx}}{\sqrt{N_1-1}} \]
\[ = \frac{4.75}{\sqrt{21-1}} \]
\[ = \frac{4.75}{\sqrt{20}} \]
\[ = \frac{4.75}{4.47} \]
\[ \text{SEMx} = 1.06 \]

6. Determining standard error of mean of variable Y:

\[ \text{SEmy} = \frac{\text{SDy}}{\sqrt{N_2-1}} \]
\[ = \frac{5.23}{\sqrt{21-1}} \]
7. Determining standard error of difference mean of variable X and Y:

\[ \text{SEM}_x - \text{SEM}_y = \sqrt{\text{SEM}^2_x + \text{SEM}^2_y} \]

\[ \text{SEM}_x - \text{SEM}_y = \sqrt{(1.06)^2 + (1.17)^2} \]

\[ \text{SEM}_x - \text{SEM}_y = \sqrt{1.12 + 1.37} \]

\[ \text{SEM}_x - \text{SEM}_y = \sqrt{2.49} \]

\[ \text{SEM}_x - \text{SEM}_y = 1.58 \]

8. Determining \( t_0 \):

\[ t_0 = \frac{M_X - M_Y}{\text{SEM}_x - \text{SEM}_y} \]

\[ t_0 = \frac{12.76 - 7.18}{1.58} \]

\[ t_0 = \frac{5.58}{1.58} \]

\[ t_0 = 3.53 \]

9. Determining with degree of freedom (df) in significant level of 5%:

\[ \text{Df} = (N_1 + N_2) - 2 \]

\[ \text{Df} = (21 + 21) - 2 \]

\[ \text{Df} = 42 - 2 \]

\[ \text{Df} = 40 \]

\[ t_{\text{table}} \rightarrow 5\% = 1.684 \]

It can be concluded that \( t_0 > t_{\text{table}} = 3.53 > 1.684 \).

Testing the hypothesis becomes the important one because the calculation of hypothesis test is to answer the problem formulation of this study that whether
there is significant effect of implementing demonstration technique on students' on speaking ability or not. The criteria for hypothesis test as follow:

if $t_0 < t$, the $H_0$ is accepted

if $t_0 > t$, the $H_0$ is rejected or $H_a$ is accepted

Furthermore, based on the hypothesis that has been explained in Chapter II, which is:

$H_a$ : There is a significant effect of using demonstration technique on students writing of procedure text

$H_0$ : There is no significant effect of using demonstration technique on students writing procedure text

Based on the result of statistic calculation above, it is obtained the value of $t_0$ is 3.53 and the degree of freedom (df) is 1.684. By comparing the value of $t_0 = 3.53$ and $t_{table} = 1.684$, it is clear that $t_0$ is higher than $t_{table}$. Therefore, $H_0$ is rejected and $H_a$ is accepted. It can be concluded that there is a significant effect of using demonstration technique on students writing of procedure text.

10. Pooled standard deviation

$SD_{pooled} = \sqrt{((SD_x + SD_y)/2)}$

$SD_{pooled} = \sqrt{((4.75^2 + 5.23^2)/2)}$

$SD_{pooled} = \sqrt{(22.56 + 27.35)/2}$

$SD_{pooled} = \sqrt{24.95}$

$SD_{pooled} = 4.99$

11. Determining effect size formulation

$d = (\text{Mean from group A} - \text{Mean from group B})$ Pooled standard deviation

$d = (79.82 - 77.47)$

$d = 4.99$

$d = 0.47$

The criteria:

0.2 = small effect size

0.5 = medium effect size

0.8 = large effect size
After getting the result that showed there is a significant effect of using demonstration technique on students writing of procedure text. On the other hand, we should know the size effect of using demonstration technique. Based on the calculation above, we can conclude that the size effect of using demonstration technique is medium effect size because it shows the result is 0.47

B. Discussion

In the description of the data which was taken from 21 students of experimental class, Table 4.1 showed the description of the experimental class which has the mean of pre-test 67.05 before the implementation of demonstration technique. Furthermore, after the students were given the implementation of demonstration technique, the mean of post-test is 79.82 and the mean gained score is 12.76 the minimum score in pre-test is 54 and the maximum score is 75.4. The minimum score in post-test is 71 and the maximum score is 85.8. In summary, the minimum and the maximum scores in post-test were higher than pre-test.

Based on the result of statistic calculation, it is obtained the value of $t_0$ is 3.53 and the degree of freedom (df) 40 in the table t-score at significance level of 5% is 1.684. In the table of significance, it can be seen that on the df 40, and on the degree of significance 5%, the value of the degree of significance is 1.684. By comparing the value of $t_0 = 3.53$ and $t_{table} = 1.684$, it is clean that $t_0$ is higher than $t_{table}$.

Because $t_0$ is higher than $t_{table}$, so the Null Hypothesis ($H_0$) is rejected. It means that student's writing score taught by using demonstration technique is better. It showed that there is a significant difference on students' writing score and after implementing demonstration technique. Thus, the result of the present study supports the ideas that there is a significant effect of using demonstration technique on students' writing of procedure text.

As a result, demonstration technique promotes the learning process which facilitates students to practice their writing confidently. Demonstration technique makes students take a part in the class learning process and helps them to balanced their own types of learning such as auditory, visual and kinesthetic.
Moreover, demonstration technique also provides the students to create collaborative learning which the students will work together with their friends. Besides that, the strength of demonstration technique is it can develop their ideas in creating procedure text and their ideas will be useful for them in cookery class.

Furthermore, this study supported the previous studies that demonstration technique is found very helpful and effective to teach writing. This study, however, proved that demonstration technique not only can be implemented in teaching writing but also in teaching speaking. In addition, demonstration technique can also be implemented in all subject but it depends on students' level and needs.

Based on the implementation above, it can be summed up that using demonstration technique is effective to improve students' writing procedure text, especially for the eighth grade students at SMP Al Fath Cirendeu.
CHAPTER V
CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the data using quasi experimental design, it is proven that the students' writing of procedure text at eighth grade students of SMP Al Fath Cirendeu has improved. It can be seen from the data with the statistical hypothesis of significance level 5% showed that the mean score of experimental class after implementing the treatment by using demonstration technique is 79.82 and it was higher than the mean score before demonstration technique, it is 67.05. The data analysis, moreover, showed that the value of $t_0$ is 3.53 and $t_{table}$ is 1.684. It is clear that $t_0$ is higher than $t_{table}$ at significance level, because $t_0$ is higher that $t_{table}$, so $H_0$ is rejected and $H_a$ is accepted. It showed that there is a significant difference on students' speaking score before and after implementing demonstration technique.

From the data analysis of the study, it can be assumed that demonstration technique can give significant effect of students' writing of procedure text because the score of students' writing after being taught by demonstration technique is higher than before the writer gave the treatment. In addition, demonstration technique can promote students to enhance their vocabularies and develop ideas in writing procedure text. By having rich ideas and vocabularies, they can easily write the procedure text. Moreover, it also makes the students to be more active and fun in the class and they also can take part in group discussion. Moreover, demonstration has improved as well as their motivation to learn English. Result of the research showed that the students also improved their writing skills in almost of the five writing elements (content, organization, vocabulary, language use and mechanics). They become better in composing and arranging procedure text effectively and efficiently.

In summary, this study showed that using demonstration technique can affect students' writing of procedure text at the eighth grade students of SMP Al Fath Cirendeu.
B. Suggestions

The success of teaching learning process does not depend on the lesson program only, but also how the teachers and students can work together to reach the goal of learning even though it uses some techniques in learning process. Regarding to the teaching writing by using demonstration technique, the writer give some suggestions for the teacher, the students and the further research as follow:

For the teachers

1. The teacher should be more creative in creating the good atmosphere in the classroom. It is very important in learning procedure text using demonstration technique. The class should be more fun and relax.
2. Besides that, demonstration technique is flexible which it can be conducted both in individual and group so the teacher should prepare the lesson program which one for individual and group.
3. Before started the lesson, the teacher should explore students' knowledge or experience about procedure text.
4. The teacher should realize that there are high and slow learners in the class. Therefore, the students should be able to give an extra treatment to the slow learners.

For the students

1. The students should be able to take part in the team work to help them in developing ideas and enrich vocabularies
2. The students are expected to be more confident in learning process
3. The students are expected to use English not only in the class but also outside the class
4. The students should have good relationship with the teacher. For example: they ask the teacher if they have difficulties in understanding the words or being confused in writing procedure text.

Further research

- The result of this study can be used as basic information or reference about implementation demonstration technique in writing procedure text for other research in conducting the similar study.
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1[^http://brechonana.blogspot.com/2014/09/contoh-procedure-text-bahasa-inggris.html]: accessed on December, 20th 2016. At 8pm
**APPENDIX 1**

**SILABUS**

**Sekolah**: SMP Al Fath Cirendeu  
**Kelas**: VIII (Delapan)  
**Mata Pelajaran**: Bahasa Inggris  
**Semester**: 2 (Dua)

**Standar Kompetensi**: Menulis

1. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount, narrative, and procedure* untuk berinteraksi dengan lingkungan sekitar

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| 12.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar | Teks fungsional : - undangan - pengumuman pesan singkat | Teks fungsional : undangan, pengumuman pesan singkat | 1. Review tujuan komunikatif dan ciri-ciri kebahasaan teks fungsional pendek terkait materi  
2. Menulis kalimat sederhana untuk mengundang, mengumumkan, pesan singkat  
3. Melengkapi teks fungsional pendek  
4. Menulis teks fungsional pendek | Menulis teks fungsional pendek berbentuk : - Pengumuman - Undangan - pesan singkat | Tes tulis Essay | 7 x 40 menit | 1. Buku teks yang relevan  
2. Contoh teks fungsional  
3. Gambar terkait materi dan topik  
4. Benda sekitar |
2. Membuat kalimat sederhana terkait teks narrative  
3. Mengembangkan langkah retorika teks recount dan narrative | Menulis teks pendek dan sederhana dalam bentuk narrative dengan langkah retorika yang benar | Tes tertulis Uraian | 7 x 40 menit | 1. Buku teks yang relevan  
2. Buku cerita bahasa Inggris  
3. Gambar - gambar terkait cerita |
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Membuat draft teks <em>recount</em> dan <em>narrative</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Menulis teks <em>recount</em> dan <em>narrative</em> berdasarkan draft yang dibuat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6. Memajang hasil tulisan di dinding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.3. Mengungkapkan makna dan langkah retorika dalam teks prosedural pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dengan lingkungan sekitar berbentuk procedure</td>
<td>Teks Prosedural <em>Procedure Text</em></td>
<td><em>Ciri kebahasaan teks procedure text</em></td>
<td><em>Langkah retorika teks (procedure)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Review ciri kebahasaan teks *procedure*  
2. Membuat kalimat sederhana terkait teks *procedure*  
3. Mengembangkan langkah retorika teks *procedure*  
4. Membuat draft teks *procedure*  
5. Menulis teks *procedure* berdasarkan draft yang dibuat  
6. Memajang hasil tulisan di dinding

<table>
<thead>
<tr>
<th>Teknik</th>
<th>Bentuk Instrumen</th>
<th>Contoh Instrumen</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>7 x 40 menit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Buku teks yang relevan</td>
</tr>
<tr>
<td>2. Buku cerita bahasa Inggris</td>
</tr>
<tr>
<td>3. Gambar - gambar terkait prosedur</td>
</tr>
</tbody>
</table>

Mengetahui:  
Kepala SMP Al Fath Cirendeu.  
Cirendeu, 2 Februari 2017  
Guru Mata Pelajaran,

Dra. Ninik Hariyani, M.Pd  
Firda Amalia
APPENDIX 2
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

KELAS EXPERIMEN

Nama Sekolah : SMP Al Fath Cirendeu
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/2
Alokasi Waktu : 2 x 40 menit
Tema : Procedure Text
Aspek Skill : Menulis (Writing )

I. Standar Kompetensi

12. Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi Dasar

12.3 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

Sub Kompetensi :

12.3.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat berbentuk: procedure.

III. Indikator

Dengan membaca teks procedure siswa mampu :

12.3.1.1 Mengenal teks sederhana dalam bentuk procedure.
12..3.1.2 Menulis teks pendek dan sederhana dalam bentuk procedure dengan langkah retorika yang benar.

**IV. Tujuan Pembelajaran**

Pada akhir pembelajaran, siswa dapat:

1. Siswa dapat mengetahui teks sederhana dalam bentuk procedure.
2. Siswa mampu menulis teks pendek dan sederhana dalam bentuk procedure dengan langkah retorika yang benar.

Karakter siswa yang diinginkan: Dapat dipercaya (Trustworthiness)
Rasa hormat dan perhatian (respect)
Tekun (diligence)

**V. Materi Pembelajaran**

1. Procedure Text is designed to describe how something is achieved through a sequence of actions or steps.

2. Purpose is to help us do a task or make something. They can be a set of instructions or directions.

3. Generic Structure of Procedure Text
   a. Goal (the final purpose of doing the instructions)
   b. Materials (ingredients, utensils, equipment to do the instructions)
   c. Steps (a set instructions to achieve the final purpose)

4. Language Features
   a. Using simple present tense
   b. Use time connection
   c. Use of imperative sentence/command

Teks monolog berbentuk procedure, contohnya:

<table>
<thead>
<tr>
<th><strong>Goal</strong></th>
<th><strong>How to Make Sandwich</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ingredients</td>
<td>- 2 slices of bread</td>
</tr>
<tr>
<td></td>
<td>- Peanut butter</td>
</tr>
<tr>
<td></td>
<td>- A banana</td>
</tr>
<tr>
<td></td>
<td>- Honey</td>
</tr>
</tbody>
</table>
Steps

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Take two slices of bread.</td>
</tr>
<tr>
<td>2.</td>
<td>Spread peanut butter.</td>
</tr>
<tr>
<td>3.</td>
<td>Cut up a banana into small slices and put them on one of the slices of bread.</td>
</tr>
<tr>
<td>4.</td>
<td>Pour some honey over the bananas.</td>
</tr>
<tr>
<td>5.</td>
<td>Put the other slice of bread on top.</td>
</tr>
</tbody>
</table>

VI. MetodePembelajaran/Teknik: Demonstration technique

VII. Langkah-langkahKegiatan

1. Kegiatan Awal
   - Menyapa para siswa (greeting)
   - Berdoa
   - Mengecek presensi siswa
   - Memeriksa dan mempersiapkan kondisi kelas
   - Memberitahu tujuan pembelajaran
   - Melakukan apersepsi

2. Kegiatan Inti
   Eksplorasi (10 menit)
   dalam kegiatan eksplorasi :
   - Siswa diajak untuk bermain games “fill in the blank” GRI_D (lalu ada gambar menunjukkan action “grind”)
   - Siswa diminta untuk mendemonstrasikan action tersebut (act it out)
   - Siswa diminta untuk saling berbagi informasi kepada teman sebangku tentang makanan atau minuman kesukaan mereka. (think-pair-share) “what kind drink do you like” “ have you made/ cooked it ?”

Elaborasi (50 menit)
Dalam kegiatan elaborasi :
   - Siswa akan dibagi kedalam beberapa kelompok dimana satu kelompok terdiri atas 4-5 orang
   - Guru menujukkan gambar kepada siswa (gambar sandwich) Tanya jawab dalam membuat sandwich - Who likes sandwich?
- Do you know how to make a sandwich?
  • Siswa akan diberikan pertanyaan
    - What are the ingredients?
    - What are the steps
  • Setiap kelompok akan diberikan waktu untuk berdiskusi dengan teman kelompoknya
  • Setiap kelompok diminta untuk menulis procedure sederhana
  • Setiap kelompok akan diminta untuk menyebutkan ingredients secara lengkap
  • Setiap kelompok untuk mendemonstrasikan dengan gerakan bagaimana cara membuat sandwich dengan alat bantu media ciptaan mereka sendiri
  • Setiap kelompok diminta untuk memberikan respon atau tanggapan mengenai presentasi kelompok lain.

Konfirmasi (10 Menit)
Dalam kegiatan konfirmasi, guru:
  • Guru menunjuk secara acak siswa untuk menebak kata kerja yang sering digunakan dalam procedure text
  • Siswa diminta untuk menulis kata kerja yang digunakan dalam procedure text

3. Kegiatan Penutup (5 Menit)
  • Siswa bersama guru menyimpulkan dan mereview kegiatan yang sudah dipelajari, dan diberitahu maksud dari setiap tugas yang guru berikan
  • Siswa diberikan tugas untuk practice kembali dirumah untuk pertemuan berikutnya guru akan memanggil acak untuk maju kedepan.
  • Setelah itu Siswa diminta pendapat atau perasaan mereka setelah belajar materi tersebut
  • Guru mengapresiasi peserta didik yang turut aktif dalam pembelajaran dan memberikan motivasi kepada peserta didik yang masih pasif
  • Mengadakan relaxasi kembali untuk mengembalikan semangat siswa guru meminta siswa menarik nafas dalam-dalam dan menghembuskan secara perlahan setelah itu mengucapkan “Alhamdulilahi robbil alamin”
VIII. Sumber/Bahan/Alat
· Sumber:
Buku teks Next move
· Bahan/Alat:
alat tulis, white board, gambar, media sederhana
IX. Penilaian
Jenis Test : Tes Tulis

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Tehnik</th>
<th>Bentuk</th>
<th>Contoh Instrumen</th>
</tr>
</thead>
</table>
| Menulis teks pendek dan sederhana dalam bentuk procedure den gan langkah retorika yang benar. | Tes tulis Produk | Unjuk kerja Produk | Complete the following text using the words given! 
Arrange sentences into correct procedure text! 
Please write the ingredients and steps how make something of your favorite food or drink! |

Akhir

<table>
<thead>
<tr>
<th>Rubrik Penilai</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siswa</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Keterangan:

Organization
- 20-18 (excellent to very good)
- 17-14 (good to average)
- 13-10 (fair to poor)
- 9-7 (very poor)

Content
- 30-27 (excellent to very good)
- 26-22 (good to average)
- 21-17 (fair to poor)
<table>
<thead>
<tr>
<th></th>
<th>16-13 (very poor)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary</strong></td>
<td>20-18 (excellent to very good)</td>
</tr>
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<td><strong>TOTAL</strong></td>
<td></td>
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</tbody>
</table>

Cirendeu, 10 April 2017

Mengetahui,

Guru Pamong Mahasiswa PPL

Hannisa Pratiwi, S.Pd Firda Amalia

Kepala SMP Al Fath Cirendeu

Dra. Ninik Hariyani, M.Pd
APPENDIX 3
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

KELAS EXPERIMEN

Nama Sekolah : SMP Al Fath Cirendeu
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/2
Alokasi Waktu : 2 x 40 menit
Tema : Procedure Text
Aspek Skill : Menulis (Writing)

I. Standar Kompetensi
12. Menulis
Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi Dasar
12.2 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

Sub Kompetensi :
12.3.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat berbentuk: procedure.

12.3.2 Mendemonstrasikan kosakata yang ada dalam teks prosedure dengan menggunakan gestur maupun mimik secara akurat, lancar dan sesuai dengan konteks yang dibahas.
III. Indikator

Dengan membaca teks procedure siswa mampu:

12.3. 1.1 Mengenal teks sederhana dalam bentuk procedure.
12.3.1.2 Menulis teks pendek dan sederhana dalam bentuk procedure dengan langkah retorika yang benar.
12.3.2.1 Mendemonstrasikan kosakata dari bacaan teks sederhana procedure text

IV. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:
3. Siswa dapat mengetahui teks sederhana dalam bentuk procedure.
4. Siswa mampu mendemonstrasikan kata kerja yang ada dalam procedure text
5. Siswa mampu menulis teks pendek dan sederhana dalam bentuk proceduredengan langkah retorika yang benar.

Karakter siswa yang diinginkan: Dapat dipercaya (Trustworthiness)
Rasa hormat dan perhatian (respect)
Tekun (diligence)

V. Materi Pembelajaran

1. Procedure Text is designed to describe how something is achieved through a sequence of actions or steps.
2. Purpose is to help us do a task or make something. They can be a set of instructions or directions.
3. Generic Structure of Procedure Text
   a. Goal (the final purpose of doing the instructions)
   b. Materials (ingredients, utensils, equipment to do the instructions)
   c. Steps (a set instructions to achieve the final purpose)
4. Language Features
   a. Using simple present tense
   b. Use time connection
c. Use of imperative sentence/command

Teks monolog berbentuk procedure, contohnya:

<table>
<thead>
<tr>
<th>Goal</th>
<th>How to Make Chicken Parm Lasagna</th>
</tr>
</thead>
</table>
| Ingredients | 3 chicken breasts  
2 cups Italian bread crumbs  
5 eggs  
1 cup flour  
24 ounces marinara sauce  
15 ounces ricotta  
8 lasagna noodles  
2 cups mozzarella  
2 cups parmesan  
Vegetable oil |
| Steps | Preheat oven to 350°F/180°C.  
Cut chicken breasts in half widthwise (pound thin if necessary) and season with salt and pepper.  
Coat the chicken in flour, egg, and finally in bread crumbs.  
Heat oil in a cast iron skillet and fry the chicken on both sides until brown (about 4 minutes each side). Set aside.  
In a bowl, whisk one egg into the ricotta, then set aside.  
In a casserole dish, spread ⅓ of the jar of marinara on the bottom, top with lasagna noodle overlapping with each noodle.  
Spread half of the ricotta mixture on top of the noodles and layer with chicken.  
Top the chicken with ½ cup of mozzarella and a ½ cup of parmesan.  
Continue layering in the same order and top with remaining cheeses.  
Cover with foil and bake for 45-60 minutes uncovering the lasagna for the last 10 minutes of baking.  
Sprinkle with fresh basil and enjoy! |

VI. Metode Pembelajaran/Teknik: Demonstration technique

VII. Langkah-langkah Kegiatan

4. Kegiatan Awal
   • Menyapa para siswa (greeting)  
   • Berdoa  
   • Mengecek presensi siswa
Memeriksa dan mempersiapkan kondisi kelas
Memberitahu tujuan pembelajaran
Melakukan apersepsi

5. **Kegiatan Inti**

Eksplorasi (10 menit)

dalam kegiatan eksplorasi:
- Siswa diajak untuk bermain games “hide and say” dimana siswa akan diberikan beberapa jenis contoh “verb” yang sering digunakan dalam procedure text dalam bentuk tulisan dan gambar
- Lalu siswa diminta untuk menyebutkan masing-masing gambar dan semakin lama gambar tersebut hilang satu persatu.
- Lalu masing-masing siswa diminta untuk memberikan tebak-tebakan ketemannya dengan memperagakan aktivitasnya lalu teman yang dia tunjuk harus

Elaborasi (40 menit)

Dalam kegiatan elaborasi:
- Siswa akan dibagi kedalam beberapa kelompok dimana satu kelompok terdiri atas 4-5 orang
- Setiap kelompok akan diberikan waktu untuk berdiskusi dengan teman kelompoknya
- Setiap kelompok diminta untuk menyusun steps mengenai menu makanan yang telah ditentukan
- Lalu setiap kelompok diminta untuk menonton video memasak untuk menjawab apakah susunan yang mereka buat sudah benar atau belum (self assessment)
- Setiap kelompok untuk mendemonstrasikan dengan gerakan bagaimana cara membuat makanan tersebut dengan alat bantu media ciptaan mereka sendiri
- Setiap kelompok diminta untuk memberikan respon atau tanggapan mengenai presentasi kelompok lain.

Konfirmasi (30 Menit)

Dalam kegiatan konfirmasi, guru:
- Siswa diminta menulis teks prosedur tentang menu makanan yang mereka suka secara individual, setelah itu dikumpulkan
- Siswa bersama guru menyimpulkan dan mereview kegiatan yang sudah dipelajari, dan diberitahu maksud dari setiap tugas yang guru berikan
- **Kegiatan Penutup (5 Menit)**
- Siswa diberikan tugas untuk practice kembali dirumah untuk pertemuan berikutnya guru akan memanggil acak untuk maju kedepan dan mendemonstrasikan langkah-langkah yang ada dalam teks prosedur
- Setelah itu Siswa diminta pendapat atau perasaan mereka setelah belajar materi tersebut
- Mengadakan relaxasi kembali untuk mengembalikan semangat siswa guru meminta siswa menarik nafas dalam-dalam dan menghembuskan secara perlahan setelah itu mengucapkan “Alhamdulilahi rabbil alamin”

VIII. Sumber/Bahan/Alat
- **Sumber:**
  - Buku teks Next move
- **Bahan/Alat:**
  - alat tulis, white board, gambar, media sederhana, OHP, laptop, speaker

IX. Penilaian

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik</th>
<th>Bentuk</th>
<th>Contoh Instrumen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menulis teks pendek dan sederhana dalam bentuk procedure dan langkah retorika yang benar.</td>
<td>Tes tulis</td>
<td>Unjuk kerja</td>
<td>Complete the following text using the words given!</td>
</tr>
<tr>
<td>瞌睡</td>
<td>Produk</td>
<td>Produk</td>
<td>Arrange sentences into correct procedure text!</td>
</tr>
</tbody>
</table>

Akhir

Please write the ingredients and steps how make something of your favorite food or drink!
Rubrik Penilaian

<table>
<thead>
<tr>
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</table>

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<td></td>
<td>9-7 (very poor)</td>
</tr>
<tr>
<td>Content</td>
<td>30-27 (excellent to very good)</td>
</tr>
<tr>
<td></td>
<td>26-22 (good to average)</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td>2 (very poor)</td>
</tr>
</tbody>
</table>

Cirendeu, 17 April 2017
Mengetahui,
Guru Pamong
Han
nisa
Pratiwi, S.Pd

Firda Amalia
Kepala SMP Al Fath Cirendeu

Hannisa Pratiwi, S.Pd
Firda Amalia
Kepala SMP Al Fath Cirendeu

Dra. Ninik Hariyani, M.Pd
APPENDIX 4
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
KELAS EXPERIMENT

Nama Sekolah : SMP Al Fath Cirendeu
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/2
Alokasi Waktu : 2 x 40 menit
Tema : Procedure Text
Aspek Skill : Menulis (Writing)

I. Standar Kompetensi

12. Menulis
Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi Dasar

12.3 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

Sub Kompetensi :

12.3.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat berbentuk: procedure.

12.3.2 Mendemonstrasikan kosakata yang ada dalam teks procedure dengan menggunakan gestur maupun mimik secara akurat, lancar dan sesuai dengan konteks yang dibahas.
III. Indikator

Dengan membaca teks procedure siswa mampu:

12.1.1.1 Mengenal teks sederhana dalam bentuk procedure.
12.3.1.2 Menulis teks pendek dan sederhana dalam bentuk procedure dengan langkah retorika yang benar.
12.3.2.1 Mendemonstrasikan kosakata dari bacaan teks sederhana procedure text

IV. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

6. Siswa dapat mengetahui teks sederhana dalam bentuk procedure.
7. Siswa mampu mendemonstrasikan kata kerja yang ada dalam procedure text
8. Siswa mampu menulis teks pendek dan sederhana dalam bentuk procedure dengan langkah retorika yang benar.

Karakter siswa yang diinginkan:

- Dapat dipercaya (Trustworthiness)
- Rasa hormat dan perhatian (respect)
- Tekun (diligence)

V. Materi Pembelajaran

1. Procedure Text is designed to describe how something is achieved through a sequence of actions or steps.
2. Purpose is to help us do a task or make something. They can be a set of instructions or directions.
3. Generic Structure of Procedure Text
   a. Goal (the final purpose of doing the instructions)
   b. Materials (ingredients, utensils, equipment to do the instructions)
   c. Steps (a set instructions to achieve the final purpose)
4. Language Features
   a. Using simple present tense
   b. Use time connection
   c. Use of imperative sentence/command

Teks monolog berbentuk procedure, contohnya:
How to make special fried rice

<table>
<thead>
<tr>
<th>Goal</th>
<th>How to Make Potato Balls</th>
</tr>
</thead>
</table>
| Ingredients | • 1 kg Potatoes  
• 2 Tsp pepper powder  
• Processed Cheese Cubes  
• Bread Crumbs  
• Salt to taste  
• Egg  
• Oil for frying |
| Steps | • Take boiled Potatoes, Grate them in a Bowl  
• Add salt to taste  
• Add 2 Tsp Pepper Powder  
• Mash the Potatoes  
• Make Small Balls of mashed Potatoes  
• Fill in the cheese  
• Dip in the Egg wash  
• Roll it in Breadcrumbs  
• Deep fry until Golden Brown |

VI. Metode Pembelajaran/Teknik: Demonstration technique

VII. Langkah-langkah Kegiatan

6. Kegiatan Awal
- Menyapa para siswa (greeting)
- Berdoa
- Mengecek presensi siswa
- Memeriksa dan mempersiapkan kondisi kelas
- Memberitahu tujuan pembelajaran
- Melakukan apersepsi

7. Kegiatan Inti
Eksplorasi (10 menit)
da lam kegiatan eksplorasi:
- Siswa diminta untuk mengoreksi tugas menulis teks prosedure temannya minggu lalu
- Siswa diminta untuk menggaris bawahi kosakata yang kurang tepat
- Siswa diminta untuk memberikan penjelasan sedikit dari kesalahan yang ditemui di dalam tugas temannya
Elaborasi (40 menit)
Dalam kegiatan elaborasi:
- Siswa masing-masing akan diberikan selembar kertas
- Siswa akan diperlihatkan video yang di “mute” suaranya
- Siswa diminta memberikan kalimat yang tepat sesuai gerakan yang ditampilkan di video tersebut melalui tulisan
- Akan ada beberapa tahap-tahap dalam video tersebut yang harus di tuangkan dalam video tersebut
- Siswa diminta untuk mendemonstrasikannya setelah semua siswa selesai menulis

Konfirmasi (30 Menit)
Dalam kegiatan konfirmasi, guru:
- Siswa diminta menulis teks prosedur tentang menu makanan yang mereka ingin buat dalam pelajaran “cookery” secara individual, setelah itu dikumpulkan
- Siswa bersama guru menyimpulkan dan mereview kegiatan yang sudah dipelajari, dan diberitahu maksud dari setiap tugas yang guru berikan

Kegiatan Penutup (5 Menit)
- Siswa diberikan tugas untuk practice kembali dirumah untuk pertemuan berikutnya
- Setelah itu Siswa diminta pendapat atau perasaan mereka setelah belajar materi tersebut
- Mengadakan relaxasi kembali untuk mengembalikan semangat siswa guru meminta siswa menarik nafas dalam-dalam dan menghembuskan secara perlahan setelah itu mengucapkan “Alhamdulilahhirobbil alamin”

VIII. Sumber/Bahan/Alat
- Sumber : Buku teks Next move
- Bahan/Alat : alat tulis, white board, gambar, media sederhana, OHP, laptop, speaker
IX. Penilaian

Jenis Test : Tes Tulis

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<td>Unjuk kerja</td>
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<td>Produk</td>
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Vocabulary: 20-18 (excellent to very good)  
17-14 (good to average)  
13-10 (fair to poor)  
9-7 (very poor)

Language Use: 25-22 (excellent to very good)  
21-19 (good to average)  
17-11 (fair to poor)
<table>
<thead>
<tr>
<th>Mechanic</th>
<th>10-5 (very poor)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 (excellent to very good)</td>
</tr>
<tr>
<td></td>
<td>4 (good to average)</td>
</tr>
<tr>
<td></td>
<td>3 (fair to poor)</td>
</tr>
<tr>
<td></td>
<td>2 (very poor)</td>
</tr>
</tbody>
</table>

Cirendeu, 24 April 2017

Mengetahui,

Guru Pamong

Hanisah Pratiwi, S.Pd

Mahasiswa PPL

Firda Amalia

Kepala SMP Al Fath Cirendeu

Dra. Ninik Hariyani, M.Pd
APPENDIX 5
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

KELAS EXPERIMEN

Nama Sekolah : SMP Al Fath Cirendeu
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/2
Alokasi Waktu : 2 x 40 menit
Tema : Procedure Text
Aspek Skill : Menulis (Writing)

I. Standar Kompetensi
12. Menulis
Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi Dasar
12.3 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

Sub Kompetensi :
12.3.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat berbentuk: procedure.

III. Indikator

Dengan membaca teks procedure siswa mampu:
12.3.1.1 Mengenal teks sederhana dalam bentuk procedure sesuai dengan ciri kebahasaannya dan fungsinya

12.3.1.2 Menulis teks pendek dan sederhana dalam bentuk procedure dengan langkah retorika yang benar.

IV. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

9. Siswa dapat mengetahui teks sederhana dalam bentuk procedure.

10. Siswa mampu menulis teks pendek dan sederhana dalam bentuk procedure dengan langkah retorika yang benar.

Karakter siswa yang diinginkan: Dapat dipercaya (Trustworthnines) Rasa hormat dan perhatian (respect) Tekun (diligence)

V. Materi Pembelajaran

1. Procedure Text is designed to describe how something is achieved through a sequence of actions or steps.

2. Porpose is to help us do a task or make something. They can be a set of instructions or directions.

3. Generic Structure of Procedure Text
   a. Goal (the final purpose of doing the instructions)
   b. Materials (ingredients, utensils, equipment to do the instructions)
   c. Steps (a set instructions to achieve the final purpose)

4. Language Features
   a. Using simple present tense
   b. Use time connection
   c. Use of imperative sentence/command

Teks monolog berbentuk procedure, contohnya:

<table>
<thead>
<tr>
<th>Goal</th>
<th>How to Make Sandwich</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ingredients</td>
<td>- 2 cllices of bread</td>
</tr>
<tr>
<td></td>
<td>· Peanut butter</td>
</tr>
</tbody>
</table>
| · A banana  
| · Honey  |
|---|---|
| **Steps** | 1. Take two slices of bread.  
| | 2. Spread peanut butter.  
| | 3. Cut up a banana into small slices and put them on one of the slices of bread.  
| | 4. Pour some honey over the bananas.  
| | 5. Put the other slice of bread on top.  |

**VI. Metode Pembelajaran/Teknik:** Demonstration technique

**VII. Langkah-langkah Kegiatan**

8. **Kegiatan Awal**
   - Menyapa para siswa (greeting)
   - Berdoa
   - Mengecek presensi siswa
   - Memeriksa dan mempersiapkan kondisi kelas
   - Memberitahu tujuan pembelajaran
   - Melakukan apersepsi

9. **Kegiatan Inti**
   **Eksplorasi (15 menit)**
   dalam kegiatan eksplorasi:
   - Siswa diminta untuk memahami teks prosedur yang telah dibagikan oleh guru
   - Siswa diminta untuk membaca satu persatu step yang ada dalam teks prosedur
   - Siswa diminta untuk menggaris bawahi yang merupakan kata kerja dalam teks prosedur

   **Elaborasi (50 menit)**
   Dalam kegiatan elaborasi:
   - Siswa diminta untuk memperhatikan penjelasan guru tentang generic structure yang ada pada teks prosedure
   - Siswa diminta untuk memberikan contoh yang lain sesuai pengalaman mereka
   - Siswa diminta membuat teks prosedure tentang cara membuat nasi goreng

**Konfirmasi (10 Menit)**
Dalam kegiatan konfirmasi, guru:

- Guru mengulas kembali pelajaran yang sudah dipelajari

**10. Kegiatan Penutup (5 Menit)**

- Siswa bersama guru menyimpulkan dan mereview kegiatan yang sudah dipelajari, dan diberitahu maksud dari setiap tugas yang guru berikan
- Siswa diberikan tugas untuk practice kembali dirumah untuk pertemuan berikutnya Setelah itu Siswa diminta pendapat atau perasaan mereka setelah belajar materi tersebut
- Guru mengapresiasi peserta didik yang turut aktif dalam pembelajaran dan memberikan motivasi kepada peserta didik yang masih pasif
- Mengadakan relaxasi kembali untuk mengembalikan semangat siswa guru meminta siswa menarik nafas dalam-dalam dan menghembuskan secara perlahan setelah itu mengucapkan “Alhamdulilahihirobbil alamin”

VIII. Sumber/Bahan/Alat

- Sumber : Buku teks Next move
- Bahan/Alat : alat tulis, white board, gambar, media sederhana

IX. Penilaian

Jenis Test : Tes Tulis

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik</th>
<th>Bentuk</th>
<th>Contoh Instrumen</th>
</tr>
</thead>
</table>
| Menulis teks pendek dan sederhana dalam bentuk procedure dengan langkahretorika yang benar. Akhir | Tes tulis | Unjuk kerja Produk | Complete the following text using the words given!
| | | | Arrange sentences into correct procedure text! |
| | | | Please write the ingredients and steps how make something of your favorite food or drink! |
Rubrik Penilaian

<table>
<thead>
<tr>
<th>Siswa</th>
<th>Aspek Penilaian</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Organization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Content</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vocabulary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Use</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mechanic</td>
<td></td>
</tr>
</tbody>
</table>

Keterangan:

<table>
<thead>
<tr>
<th>Organization</th>
<th>20-18 (excellent to very good)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17-14 (good to average)</td>
</tr>
<tr>
<td></td>
<td>13-10 (fair to poor)</td>
</tr>
<tr>
<td></td>
<td>9-7 (very poor)</td>
</tr>
<tr>
<td>Content</td>
<td>30-27 (excellent to very good)</td>
</tr>
<tr>
<td></td>
<td>26-22 (good to average)</td>
</tr>
<tr>
<td></td>
<td>21-17 (fair to poor)</td>
</tr>
<tr>
<td></td>
<td>16-13 (very poor)</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>20-18 (excellent to very good)</td>
</tr>
<tr>
<td></td>
<td>17-14 (good to average)</td>
</tr>
<tr>
<td></td>
<td>13-10 (fair to poor)</td>
</tr>
<tr>
<td></td>
<td>9-7 (very poor)</td>
</tr>
<tr>
<td>Language Use</td>
<td>25-22 (excellent to very good)</td>
</tr>
<tr>
<td></td>
<td>21-19 (good to average)</td>
</tr>
<tr>
<td></td>
<td>17-11 (fair to poor)</td>
</tr>
<tr>
<td></td>
<td>10-5 (very poor)</td>
</tr>
<tr>
<td>Mechanic</td>
<td>5 (excellent to very good)</td>
</tr>
<tr>
<td></td>
<td>4 (good to average)</td>
</tr>
<tr>
<td></td>
<td>3 (fair to poor)</td>
</tr>
<tr>
<td></td>
<td>2 (very poor)</td>
</tr>
</tbody>
</table>

Cirendeu, 15 April 2017

Mengetahui,

Guru Pamong 

Hanisah Pratiwi, S.Pd 

Mahasiswa PPL

Firda Amalia

Kepala SMP Al Fath Cirendeu

Dra. Ninik Hariyani, M.Pd
APPENDIX 6
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
KELAS EXPERIMEN

Nama Sekolah : SMP Al Fath Cirendeu
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/2
Alokasi Waktu : 2 x 40 menit
Tema : Procedure Text
Aspek Skill : Menulis (Writing)

I. Standar Kompetensi

12. Menulis
Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi Dasar

12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

Sub Kompetensi:

12.1.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat berbentuk: procedure.

III. Indikator

Dengan membaca teks procedure siswa mampu:

12.3.1.1 Mengenal teks sederhana dalam bentuk procedure.
12.3.1.2 Menulis teks pendek dan sederhana dalam bentuk procedure dengan langkah retorika yang benar.

IV. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:
11. Siswa dapat mengetahui teks sederhana dalam bentuk procedure.
12. Siswa mampu menulis teks pendek dan sederhana dalam bentuk procedure dengan langkah retorika yang benar.

Karakter siswa yang diinginkan: Dapat dipercaya (Trustworthnines)
Rasa hormat dan perhatian (respect)
Tekun (diligence)

V. Materi Pembelajaran

1. Procedure Text is designed to describe how something is achieved through a sequence of actions or steps.
2. Purpose is to help us do a task or make something. They can be a set of instructions or directions.
3. Generic Structure of Procedure Text
   a. Goal (the final purpose of doing the instructions)
   b. Materials (ingredients, utensils, equipment to do the instructions)
   c. Steps (a set instructions to achieve the final purpose)
4. Language Features
   a. Using simple present tense
   b. Use time connection
   c. Use of imperative sentence/command

Teks monolog berbentuk procedure, contohnya:

<table>
<thead>
<tr>
<th>Goal</th>
<th>How to Make Sandwich</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ingredients</td>
<td>- 2 slices of bread</td>
</tr>
<tr>
<td></td>
<td>· Peanut butter</td>
</tr>
<tr>
<td></td>
<td>· A banana</td>
</tr>
<tr>
<td></td>
<td>· Honey</td>
</tr>
<tr>
<td>Steps</td>
<td>1. Take two slices of bread.</td>
</tr>
<tr>
<td></td>
<td>2. Spread peanut butter.</td>
</tr>
</tbody>
</table>


3. Cut up a banana into small slices and put them on one of the slices of bread.
4. Pour some honey over the bananas.
5. Put the other slice of bread on top.

VI. Metode Pembelajaran/Teknik: Demonstration technique

VII. Langkah-langkah Kegiatan

11. Kegiatan Awal
   - Menyapa para siswa (greeting)
   - Berdoa
   - Mengecek presensi siswa
   - Memeriksa dan mempersiapkan kondisi kelas
   - Memberitahu tujuan pembelajaran
   - Melakukan apersepsi

12. Kegiatan Inti
    Eksplorasi (15 menit)
    dalam kegiatan eksplorasi:
    - Siswa diminta untuk menerjemahkan teks prosedur yang telah dibagikan oleh guru
    - Siswa diminta untuk menentukan generic structure dari teks tersebut
    - Siswa diminta untuk menggaris bawahi kosakata yang sulit

    Elaborasi (50 menit)
    Dalam kegiatan elaborasi:
    - Siswa akan dibagi kedalam beberapa kelompok
    - Setiap kelompok diminta untuk menyusun teks prosedur
    - Setiap kelompok diminta untuk mempresentasikan teks yang mereka sudah susun (tanpa demonstrasi)
    - Siswa yang lain diminta untuk menanggapi kelompok yang sedang presentasi tersebut
    - Siswa diminta membuat teks prosedure tentang cara membuat nasi goreng

    Konfirmasi (10 Menit)
    Dalam kegiatan konfirmasi, guru:
• Guru mengulas kembali pelajaran yang sudah dipelajari

13. **Kegiatan Penutup (5 Menit)**

• Siswa bersama guru menyimpulkan dan mereview kegiatan yang sudah dipelajari, dan diberitahu maksud dari setiap tugas yang guru berikan

• Siswa diberikan tugas untuk practice kembali dirumah untuk pertemuan berikutnya. Setelah itu Siswa diminta pendapat atau perasaan mereka setelah belajar materi tersebut

• Guru mengapresiasi peserta didik yang turut aktif dalam pembelajaran dan memberikan motivasi kepada peserta didik yang masih pasif

• Mengadakan relaxasi kembali untuk mengembalikan semangat siswa guru meminta siswa menarik nafas dalam-dalam dan menghembuskan secara perlahan setelah itu mengucapkan “Alhamdulilahi robbil alamin”

VIII. Sumber/Bahan/Alat

- Sumber : Buku teks Next move

- Bahan/Alat : alat tulis, white board, gambar, media sederhana

IX. Penilaian

Jenis Test : Tes Tulis

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik</th>
<th>Bentuk</th>
<th>Contoh Instrumen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menulis teks pendek dan sederhana dalam bentuk proceduredengan langkahahretorika yang benar.</td>
<td>Tes tulis</td>
<td>Unjuk kerja</td>
<td>Complete the following text using the words given!</td>
</tr>
<tr>
<td>Akhir</td>
<td>Produk</td>
<td>Produk</td>
<td>Arrange sentences into correct procedure text!</td>
</tr>
</tbody>
</table>

Please write the ingredients and steps how make something of your favorite food or drink!

Rubrik Penilaian

<table>
<thead>
<tr>
<th>Siswa</th>
<th>Aspek Penilaian</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Organization</td>
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</tr>
<tr>
<td></td>
<td>Content</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vocabulary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Use</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mechanic</td>
<td></td>
</tr>
</tbody>
</table>
Keterangan:

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>20-18</td>
<td>(excellent to very good)</td>
</tr>
<tr>
<td></td>
<td>17-14</td>
<td>(good to average)</td>
</tr>
<tr>
<td></td>
<td>13-10</td>
<td>(fair to poor)</td>
</tr>
<tr>
<td></td>
<td>9-7</td>
<td>(very poor)</td>
</tr>
<tr>
<td>Content</td>
<td>30-27</td>
<td>(excellent to very good)</td>
</tr>
<tr>
<td></td>
<td>26-22</td>
<td>(good to average)</td>
</tr>
<tr>
<td></td>
<td>21-17</td>
<td>(fair to poor)</td>
</tr>
<tr>
<td></td>
<td>16-13</td>
<td>(very poor)</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>20-18</td>
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<td>(good to average)</td>
</tr>
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<td></td>
<td>13-10</td>
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<td>9-7</td>
<td>(very poor)</td>
</tr>
<tr>
<td>Language Use</td>
<td>25-22</td>
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<td></td>
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<tr>
<td></td>
<td>17-11</td>
<td>(fair to poor)</td>
</tr>
<tr>
<td></td>
<td>10-5</td>
<td>(very poor)</td>
</tr>
<tr>
<td>Mechanic</td>
<td>5</td>
<td>(excellent to very good)</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>(good to average)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>(fair to poor)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>(very poor)</td>
</tr>
</tbody>
</table>

Cirendeu, 22 April 2017

Mengetahui,

Guru Pamong

Hanisah Pratiwi, S.Pd

Mahasiswa PPL

Firda Amalia

Kepala SMP Al Fath Cirendeu

Dra. Ninik Hariyani, M.Pd
APPENDIX 7
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
KELAS EXPERIMEN

Nama Sekolah : SMP Al Fath Cirendeu
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/2
Alokasi Waktu : 2 x 40 menit
Tema : Procedure Text
Aspek Skill : Menulis (Writing)

I. Standar Kompetensi

12. Menulis
Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi Dasar

12.3 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

Sub Kompetensi :

12.3.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat berbentuk: procedure.

III. Indikator

Dengan membaca teks procedure siswa mampu :

12.3.1.1 Mengenal teks sederhana dalam bentuk procedure.
12.3.1.2 Menulis teks pendek dan sederhana dalam bentuk procedure dengan langkah retorika yang benar.

IV. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

13. Siswa dapat mengetahui teks sederhana dalam bentuk procedure.

Karakter siswa yang diinginkan: Dapat dipercaya (Trustworthiness)
Rasa hormat dan perhatian (respect)
Tekun (diligence)

V. Materi Pembelajaran

1. Procedure Text is designed to describe how something is achieved through a sequence of actions or steps.

2. Purpose is to help us do a task or make something. They can be a set of instructions or directions.

3. Generic Structure of Procedure Text
   a. Goal (the final purpose of doing the instructions)
   b. Materials (ingredients, utensils, equipment to do the instructions)
   c. Steps (a set instructions to achieve the final purpose)

4. Language Features
   a. Using simple present tense
   b. Use time connection
   c. Use of imperative sentence/command

Teks monolog berbentuk procedure, contohnya:

<table>
<thead>
<tr>
<th>Goal</th>
<th>How to Make Sandwich</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ingredients</td>
<td>- 2 slices of bread</td>
</tr>
<tr>
<td></td>
<td>· Peanut butter</td>
</tr>
<tr>
<td></td>
<td>· A banana</td>
</tr>
<tr>
<td></td>
<td>· Honey</td>
</tr>
<tr>
<td>Steps</td>
<td>1. Take two slices of bread.</td>
</tr>
<tr>
<td></td>
<td>2. Spread peanut butter.</td>
</tr>
</tbody>
</table>
3. Cut up a banana into small slices and put them on one of the slices of bread.
4. Pour some honey over the bananas.
5. Put the other slice of bread on top.

VI. MetodePembelajaran/Teknik: Demonstration technique

VII. Langkah-langkahKegiatan

14. Kegiatan Awal
- Menyapa para siswa (greeting)
- Berdoa
- Mengecek presensi siswa
- Memeriksa dan mempersiapkan kondisi kelas
- Memberitahu tujuan pembelajaran
- Melakukan apersepsi

15. Kegiatan Inti

Eksplorasi (15 menit)

- Siswa diminta untuk mendengarkan rekaman suara tentang teks prosedur
- Siswa diminta untuk menulis satu persatu step yang ada dalam teks prosedur
- Pembahasan jawaban

Elaborasi (60 menit)

- Siswa diminta untuk menulis teks prosedur tentang makanan yang akan mereka buat dikelas cookery.

Konfirmasi (5 Menit)

- Guru mengulas kembali pelajaran yang sudah dipelajari

16. Kegiatan Penutup (5 Menit)

- Siswa bersama guru menyimpulkan dan mereview kegiatan yang sudah dipelajari, dan diberitahu maksud dari setiap tugas yang guru berikan
- Siswa diberikan tugas untuk practice kembali dirumah untuk pertemuan berikutnya Setelah itu Siswa diminta pendapat atau perasaan mereka setelah belajar materi tersebut
- Guru mengapresiasi peserta didik yang turut aktif dalam pembelajaran dan memberikan motivasi kepada peserta didik yang masih pasif
- Mengadakan relaxasi kembali untuk mengembalikan semangat siswa guru meminta siswa menarik nafas dalam-dalam dan menghembuskan secara perlahan setelah itu mengucapkan “Alhamdulilahairobbil alamin”

VIII. Sumber/Bahan/Alat
- Sumber : Buku teks Next move
- Bahan/Alat : alat tulis, white board, gambar, media sederhana

IX. Penilaian

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik</th>
<th>Bentuk</th>
<th>Contoh Instrumen</th>
</tr>
</thead>
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<td>Menulis teks pendek dan sederhana dalam bentuk procedure dengan langkah retorika yang benar.</td>
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<td>Complete the following text using the words given!</td>
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<td>Arrange sentences into correct procedure text!</td>
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<td>Please write the ingredients and steps how make something of your favorite food or drink!</td>
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Rubrik Penilaian

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Cirendeu, 8 Mei 2017

Mengetahui,

Guru Pamong Mahasiswa PPL

Hanisah Pratiwi, S.Pd Firda Amalia

Kepala SMP Al Fath Cirendeu

Dra. Ninik Hariyani, M.Pd
APPENDIX 8
The Instrument of Treatment 1

- Write a Procedure Text about “How to make fried rice” based on your knowledge
- You have 60 minutes to write your essay.
- Scoring will be based on organizational structure, developing ideas, appropriate vocabulary selection, grammar usage, and the use of effective diction and right

APPENDIX 9
The Instrument of Treatment 2

- Write a Procedure Text about “How to make sandwich” based on your experience in cookery class
- You have 60 minutes to write your essay.
- Scoring will be based on organizational structure, developing ideas, appropriate vocabulary selection, grammar usage, and the use of effective diction and right

APPENDIX 10
The Instrument of Treatment 3

- Write a Procedure Text about “How to make” based on your knowledge
- You have 60 minutes to write your essay.
- Scoring will be based on organizational structure, developing ideas, appropriate vocabulary selection, grammar usage, and the use of effective diction and right
APPENDIX 15

Instrument of the study for Pre-Test Experimental Group

- Write a Procedure Text about “How to Make Fried Rice” based on your knowledge.
- You have 60 minutes to write your essay.
- Scoring will be based on organizational structure, developing ideas, appropriate vocabulary selection, grammar usage, and the use of effective diction and right punctuation.

Instrument of the study for Post-Test Experimental Group

- Write a Procedure Text about “How to Make ......” based on the menu in cookery class
- You have 60 minutes to write your essay.
- Scoring will be based on organizational structure, developing ideas, appropriate vocabulary selection, grammar usage, and the use of effective diction and right punctuation.

Instrument of the study for Pre-Test Control Group

- Write a Procedure Text about “How to Make Fried Rice” based on your knowledge.
- You have 60 minutes to write your essay.
- Scoring will be based on organizational structure, developing ideas, appropriate vocabulary selection, grammar usage, and the use of effective diction and right punctuation.

Instrument of the study for Post-Test Control Group

- Write a Procedure Text about “How to make ......” based on the menu in cookery class
- You have 60 minutes to write your essay.
- Scoring will be based on organizational structure, developing ideas, appropriate vocabulary selection, grammar usage, and the use of effective diction and right punctuation.
## APPENDIX 12
### PRE-TEST SCORE OF CLASS 8M

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APPENDIX 16

TABLE OF DEGREE FREEDOM

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Confidence level C
SURAT KETERANGAN
No: 090/SK/SMP/VII/2017

Saya yang bertanda tangan di bawah ini:

Nama : Dra. Ninik Haryani, M.Pd.
Jabatan : Kepala SMP Al-Fath Cirendeu

Menerangkan bahwa:

Nama : Firda Amalia
NIM : 1113014000006
Jurusan : Pendidikan Bahasa Inggris, UIN Syarif Hidayatullah Jakarta

Nama diatas adalah benar mahasiswa yang telah melaksanakan penelitian skripsi di SMP Al-Fath Cirendeu dengan judul "The Effect of Demonstration Technique on Students' Writing of Procedure Text (A Quasi-experimental Study at Second Grade Students of SMP Al-Fath Cirendeu)" penelitian ini dilaksanakan pada tanggal 10 April – 10 Mei 2017.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagai mana mestinya.

Tangerang Selatan, 10 Juli 2017

Mengetahui,
Kepala SMP Al-Fath Cirendeu,

Dra. Ninik Haryani, M.Pd.
APPENDIX 18

Al-Fath
Junior High School
Sekolah Islami Berwawasan Teknologi

SURAT KETERANGAN
No : 098/SK/SMP/VII/2017

Nama : Dra. Ninik Hariyani, M.Pd.
Jabatan : Kepala SMP Al-Fath Cirendeue

Menerangkan bahwa:
Nama : Firda Amalia
NIM : 1113014000006
Jurusan : Pendidikan Bahasa Inggris, UIN Syarif Hidayatullah Jakarta


Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagai mana mestinya.

Tangerang Selatan, 10 Juli 2017

Mengetahui,
Kepala SMP Al-Fath Cirendeue

Dra. Ninik Hariyani, M.Pd.
APPENDIX 19

[Document content]

Yang Terhormat,
Kepala SMP Al Fath Cirendeu
Di Tempat

Assalamu’alaikum wr.wb.
Dengan hormat kami sampaikan bahwa,
Nama : Firda Amalia
NIM : 1113014000006
Jurusan : Pendidikan Bahasa Inggris
Semester : 6 (delapan)

Judul Skripsi: The Effect of Demonstration Technique on Students’ Writing of Procedure text (A Quasi-experimental Study at Second Grade Students of SMP Al Fath Cirendeu)

adalah benar mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun Skripsi, dan akan mengadakan penelitian (riset) di instansi/sekolah/madrasah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
APPENDIX 20

PENGESAHAN PROPOSAL SKRIPSI

Nama: Fida Amalia
NIM: 111301100046
Jurusan/Prodi: Pendidikan Bahasa Inggris
Judul Proposal: The Effect of demonstrative technique on students’ writing skill of Procedure text (A Quasi Experimental Study at the eighth grade of SMP Nusantara Indah, in the academic year 2016/2017)

Proposal skripsi dengan judul tersebut di atas telah dijukkan pada tanggal 20 Januari 2017, telah direvisi sesuai dengan saran penanggung, dan telah dinilai LULUS.

Jakarta, 21 Januari 2017

Pengusul I

Pengusul II

Ismahani, Drs, M.Hum
NIP. 19740335 200003 2 001

Dr. Sanardi Kartawinata, Drs, EdI
NIP. 195012277903

Dikenal sebagai
1. Nora Aisyah, M. Si
2. Ors. Sutanto Kurniawan, DrI (IPK)

(Zahariil Amry, M.T.)