

**THE EFFECTIVENESS OF USING VIDEOS TO TEACH
WRITING PROCEDURE TEXT**

**(An Experimental Research at the Eleventh Grade of MAN Sukoharjo
in the Academic Year of 2017/2018)**

THESIS

Submitted as a Partial Requirements

For the Undergraduate Degree in English Education Department



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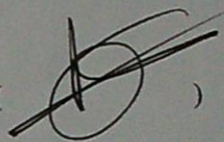
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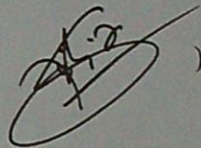
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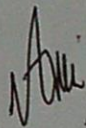
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I hereby sincerely state that the thesis entitled “The Effectiveness of Using Videos to Teach Writing Procedure Text (An Experimental Research at the Eleventh Grade of MAN Sukoharjo in the Academic Year of 2017/2018)” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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DEDICATION

I dedicate this thesis to the people who I love yesterday, now and tomorrow ever after. They always give me spirit, motivation, inspiration, and support to the whole of my life:

1. My beloved parents
2. My beloved brother
3. My best friends of IAIN Surakarta
4. All of my friends

MOTTO

“You have to fight to reach your dream. You have to sacrifice and
work hard for it”

~Lionel Messi~

“I just hate losing and that gives you an extra determination to work
harder”

~Wayne Rooney~

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Alhamdulillah, all praises to be to Allah, the single power, the Lord of the universe, master of the judgment day, for all blessings and mercies so the researcher was able to finish this thesis entitled “The Effectiveness of Using Videos to Teach Writing Procedure Text (An Experimental Research at the Eleventh Grade of MAN Sukoharjo in the Academic Year of 2017/2018)”. Peace be upon Prophet Muhammad S.A.W, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express his deepest thanks to all of those who had helped, supported, and suggested his during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the next researcher and the reader in general.

Surakarta, July 2018

The Researcher

Bonar Sambodo

TABLE OF CONTENT

TITLE PAGE	i
ADVISOR SHEAT	ii
RATIFICATION.....	iii
ADMISSION SHEAT	iv
DEDICATION.....	v
MOTTO	vi
PRONOUNCEMENT	vii
ACKNOWLEDGMENT.....	viii
TABLE OF CONTENT	x
ABSTRACT	xiv
LIST OF TABLE	xv
LIST OF FIGURE	xvi
LIST OF APPENDICES	xvii
CHAPTER I: INTRODUCTION	
A. Background of the Study	1
B. Identification of the Problem.....	5
C. Limitation of the Problem.....	5
D. Problem Formulation.....	6
E. Objectives of the Study.....	6
F. Benefits of the Study	6
G. Definition of Key Terms.....	7

CHAPTER II: REVIEW ON RELATED LITERATURE

A. Theoretical Description	9
1. The Review on Writing Skill	9
a. The Definition of Writing	9
b. The Purpose of Writing.....	10
c. The Process of Writing	11
d. Micro and Macro skills of Writing	13
e. Teaching Writing	14
f. The Scoring of Writing Skill	19
2. Review on Text	23
a. Definition of Text	23
b. Types of Text.....	24
3. Review on Procedure Text.....	25
a. Definition of Procedure Text	25
b. Language Features and Structures of Procedure Text	26
4. Review on Media	28
a. Definition of Media	28
b. Kinds of Media	28
c. The Advantages of Media.....	30
d. Selecting Media in a Classroom	31
e. The Importance of Media in Teaching	32
5. The Nature of Video	32
a. The Definition of Video.....	32

b. The Benefits of Using Video	33
c. Teaching Procedure Text Using Video.....	36
6. The Nature of Picture.....	38
a. The Definition of Picture	38
b. The Function of Picture	39
c. The Criteria of Good Picture	40
B. Previous Study	41
C. Rationale	43
D. Action Hypothesis.....	43

CHAPTER III: RESEARCH METHODOLOGY

A. Research Design	45
B. Setting of the Research.....	46
C. Population, Sample and Sampling.....	46
D. Technique of Collecting Data.....	48
E. Technique of Analyzing Data.....	51

CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION

A. Research Findings.....	59
1. .Data of Experimental Group	60
2. .Data of Control Group	63
B. Data Analysis.....	66
1. Normality.....	66
2. Homogeneity	67
3. Hypothesis Testing	69

C. Discussion	71
CHAPTER V: CONCLUSION, IMPLICATION, AND SUGGESTION	
A. Conclusion	77
B. Implication.....	77
C. Suggestion	78
BIBLIOGRAPHY	80

ABSTRACT

Bonar Sambodo. 2018. The Effectiveness of Using Videos to Teach Writing Procedure Text (An Experimental Research at the Eleventh Grade of MAN Sukoharjo in the Academic Year of 2017/2018). Thesis. Surakarta. English Education Department. Islamic Education and Teacher Training Faculty.

Advisor : Dr. Yusti Arini, M. Pd.

Keyword : Videos, Pictures, Writing Skill, Procedure Text.

The objective of this research is to find out the effectiveness of Videos in teaching writing procedure text of the eleventh grade students of MAN Sukoharjo in the academic year 2017/2018.

The research design in this research was quasi experimental research (Pretest posttest design) with quantitative approach. The population of this research was the eleventh grade students of MAN Sukoharjo in the academic year 2017/2018. The samples of this research were the students of XI IPA 1 as experimental group and XI IPS 1 as control group. The experimental group and control group were chosen by using cluster random sampling technique. The dependent variable in this research is writing skill of procedure text and videos is independent variable. The experimental group taught by using videos, while the control group taught by using pictures. The data were gathered through tests which were delivered into the pretest and the posttest. The researcher used mean, median, mode, and standard deviation to calculate data description. Furthermore, to analyze the data the researcher used normality test from Lilifors theory, homogeneity from bartlet theory, and t-test for hypothesis test.

The alternative hypothesis is that use of videos is effective to teach writing procedure text for eleventh grade students of MAN Sukoharjo in the academic year 2017/2018. The result of the research showed that videos is effective to teach writing procedure text. From the result of statistic calculation, it is obtained that the value of t_o is 6.804 and degree of freedom (df) is 54. In the table of significance 5%, the value of degree of significance is 2.00488. Comparing those value, the result is $6.804 > 2.00488$ which means t obtained is higher than t table. In other word, the Alternative Hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected. Therefore teaching writing procedure text for the eleventh grade students of MAN Sukoharjo in the academic year 2017/2018 by using videos is effective.

LIST OF TABLE

Table 2.1 Writing Score	19
Table 4.1 Pre-test and Post-test Score of Experimental Group.....	60
Table 4.2 Frequency Distribution of Posttest in Experimental Class	62
Table 4.3 Pre-test and Post-test Score of Experimental Group.....	63
Table 4.4 Frequency Distribution of Posttest in Control Class.....	65
Table 4.5 Summary of Normality Test Using Liliefors	66
Table 4.6 The Result of Homogeneity Test	68
Table 4.7 Equality of Variances.....	69
Table 4.8 The Result of T-test.....	70

LIST OF FIGURE

Figure 4.1 Histogram of Experimental Group	62
Figure 4.2 Histogram of Control Group.....	65

LIST OF APPENDICES

Appendix 1 Syllabus	85
Appendix 2 Lesson Plan.....	88
Appendix 3 List Name of Experimental Group Students	154
Appendix 4 List Name of Control Group Students.....	155
Appendix 5 Post-test Score of Experimental Group Students	156
Appendix 6 Post-test Score of Control Group Students	157
Appendix 7 Frequency Distribution of Experimental Group.....	158
Appendix 8 Frequency Distribution of Control Group	160
Appendix 9 Computation Mean of Experimental Group.....	162
Appendix 10 Computation Mean of Control Group	163
Appendix 11 Computation of Mode of Experimental Group	164
Appendix 12 Computation of Mode of Control Group.....	165
Appendix 13 Computation of Median of Experimental Group	166
Appendix 14 Computation of Median of Control Group.....	167
Appendix 15 Computation of Standard Deviation of Experimental Group	168
Appendix 16 Computation of Standard Deviation of Control Group	169
Appendix 17 Normality of Experimental Group	170
Appendix 18 Normality of Control Group.....	171
Appendix 19 Computation Data of Homogeneity	172
Appendix 20 T-test of Independent Sample.....	174
Appendix 21 Students' Activities	176
Appendix 22 Sample of Students' Activities	178

CHAPTER 1

INTRODUCTION

A. Background of the Study

Language is a means of communication that is important in people's daily activities. Sanggam (2008: 1) states that language is a set of rules used by human as a tool of their communication. Language can be used to express their feeling, idea, desires, and view to other people. Through language, they are able to understand meaning of sound and signal. So, that they can use language to communicate continuously each other formal and informal setting. All activities of the people depend on their communication using the language.

There are many kinds of language in the world. English is one of the international languages. Most people in the world use English language to communicate with others. English language is used as foreign language in Indonesia. Learning a foreign language is an integrated process. It is important to be taught to improve the English language for Indonesian people. English is important subject taught in elementary school till university moreover and event in the kindergarten. It can be concluded that it is not the new subject in the school for the students, but also it is still to be a difficult subject to learn for them.

There are four language skills in teaching English; they are reading, listening, speaking, and writing. Writing is one of the four

skills in English that is necessary to be taught. Writing is a form of communication to deliver or express feeling through written form (Harmer, 2001). People can communicate with each other not only by speaking directly, but also by writing in a piece of paper to express what they want to talk about. People usually write information in order to know each other by sending a letter or short message. In this case, writing really takes part in sharing information to others.

As one skill of English, writing can help students to learn and develop their English by expressing their knowledge, experience, and so on. It can be expressed in the form of essay a paragraph, a letter, a short story and etc. There are many students are find that difficulty when they are asked to write because they do not know vhow to start and what topic that they should choose.

The researcher conducted the research at MAN Sukoharjo to the students of eleventh grade. The researcher chose MAN Sukoharjo as the place for conducting the research because MAN Sukoharjo has a good facilities (computer and LCD) to support in teaching learning process. Besides, the researcher wants to know how eleventh grade students' achievement in writing procedure text.

There are many kinds of method to help in learning English. The teacher uses their creative idea to find something as a media in teaching English to attract the students' interest. The teacher hopes that teaching writing using those things as a media, make the students

enjoy and understand subject matter easily. The reason of learning is to change students intellectuality, morality, and sociality. Teaching using media is important to improve teaching learning process, the materials of learning can be delivered more clearly, and learning methods can be more various. Learning writing at Senior High School can be done with many kinds of media to help the students in writing skill such as: picture, video, card, and so on.

In teaching and learning process, teacher needs media to convey the material easily. One of the media is video. Harmer (2003: 290) states that video can enhance simulations, not only because it can provide feedback when students can watch themselves and evaluate their performance, but also because the presence of a video helps students feel more realistic.

Tomalin (1991: 48) states that video is an effective way of studying body language. Video is one of the tools that can help the teacher needs the materials to the students. Video shows the animation picture and the sound that contains the material. The students like to get material by watching or listening. With this media, hopefully the students will be more interested in giving attention to the lesson than using teacher's media. In this research the researcher uses video to teach procedure text. Video was considered to be one of media that can be used in English teaching and learning process.

The other media can be used to teach writing is pictures. Pictures is needed to uses as the media in teaching writing procedure texts. Pictures can make a particularly powerful contribution to both the content and the process of language learning. Pictures can increase the motivation of the students to write something. Gerlach (1980: 277), states that there are some advantages of using pictures: a) They are inexpensive and widely available; it means pictures does not expensive, and simple pictures can used as media that easy to get, e.g. from newspaper or from magazine; b) they provide common experiences for an entire group; some picture has different definition from each people; c) the visual detail make it possible to study object which would turn back to be impossible; d) they can help you to prevent and correct disconcertion; e) they offer a stimulus to further study, reading, and research visual evidence is power tool; f) they help to focus attention and to develop critical judgment; g) they are easily manipulated.

Based on the explanation above, the researcher used a media to teach and deliver the material of procedure text, so the researcher wants to justify that using videos in teaching procedure text writing is effective or not. So the researcher is interested in conducting a research entitled “The Effectiveness of Using Videos to Teach Writing Procedure Text (An Experimental Research at the Eleventh Grade of MAN Sukoharjo in the Academic Year of 2017/2018)”.

B. Identification of the Problems

Based on preliminary observation, the students' class of tenth grade at MAN Sukoharjo in academic year 2017/2018 faced some problems in English teaching learning, the problems can be identified as follows:

1. The students have low motivation in learning English.
2. The method used by the teacher does not make the students active in the class.
3. Teachers do not apply the overall learning model because it is expected to take time.
4. The student often lost their focus when the teacher explained the material in the class even it was the important material that students should be understood.

C. Limitation of the Problem

It is impossible to conduct a wide research and explanation. To avoid that, it is necessary to limit the problem to make more understand and effective. In this research, the researcher chooses procedure text as the material. The limitation of the problem is writing of procedure text. The researcher used videos in the experimental class and used media pictures in the control class.

By using video, teachers can get the benefit of audio and visual support at the same time. Video can help the teachers to avoid general problems in the classroom like boredom, weariness, and falling to understand the relevance of the information. It can give more detailed information about the object in the content. It could give imagination about the content of the video that is related to the materials. The researchers want to know the differences between using videos and using pictures to teach writing procedure text at the eleventh grade students' of MAN Sukoharjo.

D. Problem Formulation

Based on the background of the study, the problem of the study can be formulated: Is there any positive and significant effect of using videos to teach writing of procedure text among the eleventh grade students of MAN Sukoharjo?

E. Objective of the Study

Based on the problem formulation above, the research objective is to find out whether using Videos is effective to teach writing of procedure text among the eleventh grade students of MAN Sukoharjo.

F. Benefits of the Study

1. Theoretically

This research enriches the studies on writing procedure text using you tube video. It can also be new reference to other researchers.

2. Practically

- a. For the students, it may motivate students to increase their writing class, so that they will have a good skill and knowledge in writing procedure text. Besides, the students are more interested when teacher uses video as teaching media on writing skill.
- b. For the teachers, they can use the result of this study as a new reference if they want to increase their students in teaching procedure text.
- c. For the school, the result of this study can give a new way in teaching-learning process at MAN Sukoharjo.

G. Definition of Key Terms

To avoid misunderstanding of the concept in this study, the researcher gives some definition as follows:

1. Effectiveness

Effectiveness refers to the intervention's ability to do more good than harm for the target population in a real world setting (Dean Schillinger, 2010: 17).

2. Writing

Writing is the process of thinking to invent ideas, thinking about how to express into good writing, arranging the ideas into statement and paragraph clearly (Nunan, 2003:88).

3. Procedure Text

Anderson and Katty (2003: 50) state that procedure text is a piece of text that gives us instructions for doing something.

4. Video

Sadiman (1986: 76) explains that video is an audiovisual media that can be used to distribute messages from senders to receivers so that it can facilitate learners to study about certain material.

5. Picture

Picture is not just an aspect of method but through its representation of place, object, and people, it is essential part of the overall experiences. (Wright, 1989: 2)

6. Experimental Research

Experimental study is a kind of research that is used to establish a cause and effect relationship between two variables. The researcher aims to establish that one variable, independent variable cause changes in another variable, the dependent variable. (Arikunto, 2006:272)

CHAPTER II

RIVIEW ON RELATED LITERATURE

A. Theoretical Description

1. Review on Writing Skill

a. Definition of Writing

Bryne (1997) says that on one level, writing can be said to be the act of forming symbols; making marks on flat surface of some kind. Graphic symbols here include letters or combinations of letters that relate to the sound people make when they speak. The symbols have to be arranged, according to certain conventions, to form words, sentences, and/or paragraph. But actually writing is more than the production of graphic symbols. He also states that writing involves the encoding of a message of some kind; that is translating thoughts into language.

Enre (1988) defines that writing as a process of thinking systematically, so that what is being written can be easily understood. Writing as an act of communication which takes place between the writer and the reader via the text in an interactive process (Celce-Murcia, 2001).

Caswell (2004) defines writing as the vehicle for communication. It means that writing is a development process that each student can successfully experience at different levels when it is approached systematically. In addition to promoting the need for

good communication skills, writing provides opportunities for students to develop clear thinking skills.

Writing is one of important skills that language learners need to learn as an essential component not only for their academic practice but also later in their professional life. Pardiyo stated that writing is a process of sharing information, message, or ideas in grammatically correct sentences. The information, ideas, and message are wrapped in the form of text, which conventionally agreed by the language user community about some criteria with them. They are: Purpose, rhetorical structure, linguistic realization or grammatical structures. (Pardiyo, 2010)

Thus, it can be stated that writing is one of the language skills which need a physical and mental process of students to express ideas, feelings, experience, message and opinion through words.

b. The Purpose of Writing

McMahan, et al. (1996: 8) mentions the purpose of writing as follows:

- 1) To express the writer's feeling

The writer wants to express his feeling and thought in written forms, as in a diary or a love letter. It is what is so called expressive.

2) To entertain the readers

The writer intends to entertain the readers through the written form. The writer usually uses aesthetical material to entertain the readers. It is called literary writing.

3) To inform the readers

The writer intends to give information or explain something to the reader. It is kind of informative writing

4) To persuade the readers

The writer wants to persuade or convince the readers about his opinion of concept or idea. It is called persuasive writing.

Based on the explanation above, it can be concluded that the purposes of writing is to make the readers interested. Writing process provides the students with a series of planned learning experiences to help them understand the nature of writing at every point.

c. The Process of Writing

In producing a good written text, a writer has to exceed several stages. Spratt, Pulverness, and Williams (2005: 27) state that the writing process consist of seven stages: brainstorming, making notes, planning, draft, editing, producing another draft, and proof reading. Brainstorming is a series of strategies designed to think of everything about topic. Planning is a series of strategies designed to organize ideas. Drafting is a series of strategies

designed to write a piece of writing that it is not yet finished. Editing is a series of strategies designing to correct and improve the text, while proof-reading is a series of strategies designed to check for mistakes in accuracy.

Lines (2005:105) states that the process of writing is often describe as consisting of five activities such as: prewriting, writing, revising, editing, and publishing.

1) Prewriting

Prewriting is also called planning. Prewriting is all activities to prepare for writing. The writers must know the purpose of their writing and the audiences. Into this step the writer have to select subject that becomes a topic. Next step is writing the title. The title has to attract the reader's attention.

2) Writing

The next step is to get thoughts and ideas down on paper. These activities also called drawing. In this step the writers have to write down any ideas related to the topic.

3) Revising

Revising is the process of seeing again, or discovering a new division for the writing the students procedure during prewriting and writing. In revising should be focused on content and not grammatical or spelling error. The function of

revising is to control, in this step there are the activities of re – examine and re – evaluate the written form.

4) Editing

Editing is used to correct error in grammar, sentence structure, spelling, and punctuation.

5) Publishing

After editing the form of a piece of written, the next step is published.

In reality, the writing process is more complex than stages above, of course, and the various stages of planning, brainstorming, drafting, reviewing, re-drafting and writing are done in a recursive way: it means that writers plan, draft, and edit but then often re-plan, re-draft and re-edit in to a final version of the text.

d. Micro-skills and Macro-skills of Writing

Writing ability is the competence of the students to be able to use English written and correctly by using good grammar, vocabulary, organization and cohesion.

Micro skills are part of the academic writing that focus on working at the sentence and paragraph level e.g. defining, classifying, and exemplifying. Here are six micro skills presented in teaching principle by Brown (2004:221):

- 1) Procedure grapheme and orthographic patterns of English
- 2) Procedure writing at an efficient rate of speed to suit the purpose
- 3) Procedure an acceptable core of words and use appropriate word order patterns;
- 4) Use acceptable grammatical systems
- 5) Express a particular meaning in different grammatical forms;
- 6) Use cohesive devices in writing discourse.

And there are 3 macro-skills:

- 1) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 2) Develop and use a battery of writing strategies, such as accurately assessing the audience interpretation, using pre-writing devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.
- 3) Appropriately accomplish the communicative functions of written texts according to form and purpose. Distinguish between literal and implied meanings when writing.

By mastering micro and macro skills of writing above, it will help the students to gain the success in their writing. Those

skills are the basic skill that should be mastered by the writer (students) in order to get better result for their writing product.

e. Teaching Writing

Brown (2000:7) in his principles of language learning and teaching argues that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.

Harmer (1998: 261-262) statement the teacher not only needs to deploy some or all the usual roles when they ask students to write, but also they should have the ones of these important roles when they are teaching writing, the roles are: motivator, resource, and feedback provider. Based on Harmer, when teaching writing teachers are expected to act as:

1) Motivator

Teacher will be able to motivate the students, create the right conditions for the generations of ideas, persuade them of the usefulness of the activity, and encourage them to make as much effort as possible for maximum benefit. And also help them to generate their idea.

2) Resource

Teacher should be ready to supply information and language where necessary. Teachers need to tell the students that they are available and be prepared to look the

students' work as it progress, offer advice and suggestions in a constructive and tactful way.

3) Feedback provider

Teachers should respond positively and encouragingly to the content of what students have written.

Writing allows us to express ourselves. Through writing we can inform others, carry out transaction, persuade, infuriate, and tell how we feel, come to terms with problems, and learn to shape our thoughts, our ideas and our lives. There are several approaches to teaching writing that are presented by (Raimes, 1983) as follows:

1) The Controlled to Free Approach

The controlled to free approach in is sequential: students are first given sentences exercises, then paragraph to copy or manipulate grammatically by changing questions to statements, present to past, or plural to singular. They might also change words to clauses or combine sentences. With these controlled compositions, it is relatively easy to for students and yet avoid errors, which makes error correction easy. Students are allowed to try some free composition after they have reached an intermediate level of proficiency. As such, this approach stress on grammar,

syntax and mechanics. It emphasizes accuracy rather than fluency or originality.

2) The Free-Writing Approach

This approach stresses writing quantity rather than quality. Teachers who use this approach assign vast amounts of free writing on given topics with only minimal correction. The emphasis in this approach is on content and fluency rather than on accuracy and form. Once ideas are down on the page, grammatical accuracy and organization follow. Thus, teachers may begin their classes by asking students to write freely on any topic without worrying about grammar and spelling for five or ten minutes. The teachers do not correct these pieces of free writing. They simply read them and may comment on the ideas the writer expressed. Alternatively, some students may volunteer to read their own writing aloud to the class. Concern for “audience” and “content” are seen as important in this approach.

3) The Paragraph Pattern Approach

Instead of accuracy of grammar or fluency of content, the Paragraph Pattern Approach stresses on organization. Students copy paragraphs and imitate model passages. They put scrambled sentences into paragraph

order. They identify general and specific statements and choose to invent an appropriate topic sentence or insert or delete sentences. This approach is based on the principle that in different cultures people construct and organize communication with each other in different ways.

4) The Grammar Syntax Organization Approach

This approach stresses on simultaneous work more than one composition feature. Teachers who follow this approach maintain that writing cannot be seen as composed of separate skills which are learned sequentially. Therefore, student should be trained to pay attention to organization while they also work on the necessary grammar and syntax. This approach links the purpose of writing to the forms that are needed to convey message.

5) The Communicative Approach

This approach stresses the purpose of writing and the audience for it. Student writers are encouraged to behave like writers in real life. Traditionally, the teacher alone has been the audience for student writing. But some feel writers do their best writing is truly a communicative act, with a writer writing for real reader.

6) The Process Approach

In this approach, students are trained to generate ideas for writing, think of the purpose and audience, and write multiple drafts in order to present written products that communicate their own ideas. Teachers who use this approach give students time to try ideas and feedback on the content of what they write in their drafts. As such, writing becomes a process of discovery for the students as they discover new ideas and new language forms to express them.

Furthermore, learning to write is seen as a development process that helps students to write as a professional authors do, choosing their own topics and genres, and writing from their own experiences or observations. A writing process approach requires that teachers give students greater responsibility for, and ownership of, their own learning. Students make decisions about genre and choice of topics, and collaborate as they write.

f. The Scoring of Writing Skill

There are five aspects which are used as considering on scoring. They are content, organization, vocabulary, language use (grammar), and mechanics. According to Heaton (1990:146) the scoring guidance is as follow:

2.1 Table of Writing Score

Item Analysis	Score	Criterion of Scoring
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Content	<ul style="list-style-type: none"> • 30-27 • 26-22 • 21-17 • 16-13 	<ul style="list-style-type: none"> • Excellent to very good: knowledgeable - substantive etc. • Good to average: some knowledge of subject – adequate range – etc. • Fair to poor: limited knowledge of subject – little substance – etc. • Very poor: does not show knowledge of subject - non substantive.
Organization	<ul style="list-style-type: none"> • 20-18 • 17-14 • 13-10 • 9-7 	<ul style="list-style-type: none"> • Excellent to very good: fluent expression-ideas clearly stated. • Good to average: somewhat choppy-loosely organized but main ideas stand out. • Fair to poor: not fluent-ideas confused or disconnected. • Very poor: does not communicate-no organization.

Vocabulary	<ul style="list-style-type: none"> • 20-18 • 17-14 • 13-10 • 9-7 	<ul style="list-style-type: none"> • Excellent to very good: sophisticated range-effective word/idiom choice and usage. • Good to average: adequate range-occasional errors of word/idiom form, choices, usage, but meaning not obscured. • Fair to poor: limited range-frequent errors of word/idiom form, choice, usage. • Very poor: essentially translation-little knowledge of English vocabulary, idioms, word form.
Grammar/language use	<ul style="list-style-type: none"> • 25-22 • 21-18 	<ul style="list-style-type: none"> • Excellent to very good: effective complex construction, few errors of agreement, tense, etc. • Good to average: effective but simple constructive in grammar.

	<ul style="list-style-type: none"> • 17-11 • 10-5 	<ul style="list-style-type: none"> • Fair to poor: major problem is simple/complex construction in grammar. • Very poor: virtually no mastery of sentence construction rules.
Mechanic	<ul style="list-style-type: none"> • 5 • 4 • 3 • 2 	<ul style="list-style-type: none"> • Excellent to very good: demonstrates mastery of conventions. • Good to average: occasional errors of spelling, punctuation, capitalization, etc. • Fair to poor: frequent errors of spelling, punctuation – etc. • Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc.

For clearer explanation, the following are the criteria for scoring writing which are used in this study:

- 1) Content: the agreement with the title.
- 2) Organization: paragraph unity, coherence, and cohesion.
- 3) Vocabulary: the precision of using vocabulary.
- 4) Language Use or Grammar: tenses and pattern.
- 5) Mechanics: spelling and punctuation.

The researcher chooses analytic scoring to analyze the students score. In analytic scoring, scores in five elements will help to call the students' and teachers' attention to areas of needed improvement. For students, it provides feedback on specific aspect of their writing, while for teachers; it gives diagnostic information for planning the following instruction.

Based on the theories above, it can be concluded that writing is the difficult skill for the English learners as the second language to be mastered. The difficulties are life the structure, grammar, ideas, and many more. The skill in writing includes the competence of punctuation and capitalization. The components that can be assessed in writing skill are selecting appropriate vocabulary, organizing information, generating ideas, making grammatical sentence, punctuation spelling, and mechanics.

2. Review on Text

a. Definition of Text

Before going to the definition of the procedure text, it is better to know definition of the text itself. In general, text is any form of written material. Text is arranged of alphabetical that make a word. The word with meaning or have not meaning is text. But, especially in writing skill, texts are put in the sentences that to communicate a meaning.

Hornby (2000: 1397) defined “Text is the main written or printed part of a book or page, contrasted with notes”. Richards (2010: 594) on his book “Longman Dictionary of Applied Linguistic” stated that “Text is a segment of spoken or written language. It has some characteristics: it is normally made up of several sentences, has distinctive structure and, has a particular communicative function or purpose, and often can be understood in relation to the context”.

b. Types of the Text

According to Djuharie (2007: 9) there are many kinds of text. The genres of texts are: descriptive, explanation, report, exposition, procedure, review, narrative, recount, and news item. Each of the text above has different meaning and function based on each purpose of the text.

- 1) Description text is a text that has aims to give detail describes of someone, something, a place or an animal. For example: My Pet.

- 2) Explanation text based on the function to explain a process of shaping, a theory, concept, ideology, definition and another thing that related to natural phenomena. For example: A Brief Summary of Speech Production.
- 3) Report text peel and observation or experimental result about things, animals, people or place.
- 4) Exposition text aims to make sure opinion, ideas, view of writer on a topic.
- 5) Procedure text aims to give guidance, method, steps to doing something. Generally procedure text contain about tips or steps to make a thing and doing activity. For example: How to Make a Cheese Omelette.
- 6) Review text aims gives reviews about a work of film, music, book, exhibition, etc. For example: Final Destination 3.
- 7) Recount text is a type of text contents reported events, someone activity or experience of someone.

For all of many types of text, the researcher use procedure text in this research.

3. Review on Procedure Text

a. Definition of Procedure Text

Procedure text is one of the factual texts in text types of English. Hartono (2005: 6) said that procedure text for the text giving information about how something for accomplished through

a sequence of actions or steps. This might include instruction for how to accomplish a task or play a game, directions for getting a place, and rules of behaviors.

According to Anderson and Katty (2003: 50) procedure text is a piece of text that gives us instructions for doing something. The purpose of procedure text is to explain how something can be done. Some examples of procedure text are recipe instructional manual, directions, rule of game, etc.

As it can be seen above, procedure text is defined as a text that explains, tells or shows someone how to do something, to make something and to get someplace, that have to be done in a series of sequenced steps.

b. Language Features, and Structures of Procedure Text

According to Anderson (1998: 28), procedure text usually includes the following language features:

- 1) Sentences begun with action verb (imperative sentences). E.g.,
pour hot water in to the cup.
- 2) Sequence words or temporal conjunction (e.g. firstly, next, then) and number (e.g. 123) that show the order for carrying out the procedure.
- 3) Adverbs of manner to describe how the actions should be performed. E.g. quickly, firmly.
- 4) Precise terms and technical language. E.g. ml, grams, etc.

All of the points of language features of procedure text above are usually used in writing procedure text. Generally, a procedure text is arranged of three main parts; Aim or Goal of the procedure, List of materials which needed to complete the procedure, and sequence of steps in correct order that need to be taken to accomplish the task.

- 1) An introductory statement giving the aim or goal.

This part can be the little of the procedure text, it is also may include an introductory paragraph.

- 2) List of materials needed for completing the procedure.

This part usually takes form in kind of list, though sometimes it also can be in form of paragraph. In certain procedure text this part sometime is omitted or left out.

- 3) A sequence of steps in the correct order.

This is the last part of procedure text which shows a sequence of steps that need to be taken by readers to complete the task. The sequence usually is shown by numbers (1, 2, 3 ...) or by using words such as first, second, third, etc. words such as now, next, and after this sometimes are used as well. Commonly, the steps usually begin with a command such as add, stir, and push. (Anderson, 1998: 31)

According to Anderson and Anderson (1997: 50-54) there are three principal components of generic structure in procedure text namely:

- 1) Goal is an introductory statement that gives the aim or goal of the instruction.
- 2) Material is the list of the materials that will be needed for completing the procedure.
- 3) Step is a sequence of steps oriented to achieving the goal.

Thus for explanation above, it can be concluded that there are three points of generic structure of procedure text. Nevertheless, the structure above is sometimes not found in certain types of procedures texts. For example, in procedure text that tells the readers direction of how to get to certain place or procedure text of rules of behavior there is no list materials needed.

4. Review on Media

a. Definition of Media

According to Gagne and Briggs in Azhar (2006: 4) media is device used to deliver content of material which includes some of books, recorder, video, film, photograph, picture, television, and computer. Usman and Asnawir (2002: 12) media is anything used to send message(s) from the sender(s) to receiver(s), so it can be aroused the learners' thought, feeling, and interest to gear the

students' learn. According to Heinich et al in Azhar (2006: 4) states that medium is things that deliver information from source to the receiver. Using media creatively will make students to study better and can increase their performance in accordance with the goal that they want.

Based on the statements above, media is a tool which has an important function to support teaching learning process in the classroom and it helps the teacher to transfer the knowledge for the students.

b. Kinds of Media

Arsyad (2005) states that media can be classified into three categories: visual, audio, and audio visual. The visual is the ability to interpret, negotiation, and make meaning from information presented in the form of an image, extending the meaning of literacy, which commonly signifies interpretation of a written or printed text. Visual is based on the idea that pictures can be read the meaning can be communicated through a process or reading. The audio is an electrical or other representation of sound. The audiovisual may refer to works with both a sound and a visual component. The production or use of each works, or the equipment used to create and present such works:

1) Visual Media

Visual media means all the props used in the process of learning that can be enjoyed through the eye senses. For example; blackboard, pictures, stick figures, and flashcard.

2) Audio Media

There are two kinds of audio media that are commonly used. First is radio; it means electronics\ tool that can be used to listen the new important events, life problems, etc. second is audio cassette; the tool is cheaper than the other.

3) Audio Visual Media

In audio visual, there are many kinds such as: a) Video is one kind of media audio visual, besides film. In learning process, the tool is usually presented in the form of VCD. b) Computer has all the benefit of the other media. Computer is able to show text, picture, sound and picture, and can also be used interactively.

Based on the explanation above, there are 3 kinds of media. In this research, the researcher use audio visual media.

c. The Advantages of Media

Good media can help the teacher to achieve the teaching learning goals. It can enhance the understanding of materials in the classroom to the students. Media also provides information such as

cultural input which is impossible to be brought its real things in classroom. Celce-Murcia (2001: 461) states about the advantages of using media in language learning:

- 1) Media server as an important motivator in the language teaching process.
- 2) Audiovisual materials provide students with context, meaning, and guidance. They thus create contextualized situation within which language items are presented and practiced.
- 3) Media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world.
- 4) Media provides a way of addressing the needs of both visual and auditory learners.
- 5) By bringing media into the classroom, teachers can expose their students to multiple input sources.
- 6) Media helps students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process.
- 7) Media provides a means of presenting material in a time-efficient and compact manner, and of stimulating students' senses, thereby helping them process information more readily.

Media are very useful to contribute the process of teaching learning, especially to memorize, to be easier, to attention, to interest the students, and etc.

d. Selecting Teaching Media in a Classroom

Before the teachers teach in the classroom, they must select media that can help them in the teaching learning process; the knowledge about characteristics of media is needed and become the base of media selection. Selecting media will help apply the basic steps in the instructional development process to choose and apply appropriate media. According to Sukiman (2012: 47) these basic steps to select the media in the teaching learning process in the classroom are:

- 1) The teacher knows the details of appropriate media.
- 2) The teacher assumes that media chosen can image better.
- 3) The teacher assumes that media chosen can interest the students' attention.

Based on the explanation above, the researcher chooses video as the media to teach procedure text writing.

e. The Importance of Media in Teaching

The importance of media can be seen from its roles and function in teaching learning process. According to Prawiradilega

and Siregar (2002: 6) media have two main roles, those are: media AVA (Audio Visual Aids), so it can give the students concrete experiences and media as a communication, so it can connect the students as a receivers with the materials in order that it can be received well.

In the next page, Prawidalega and Siregar (2004: 8-13) explain the detail function of media are: give the knowledge about the learning goals, motivate the students, present the information, stimulate the discussion, lead the students' activities, do the exercises and quizzes, strength the learning process, give the stimulation experiences.

Based on the explanation above, the researcher conducted that video is appropriated way to teach writing procedure text. Students can watch the real action through Video. They can imagine what contains in the Video. It supports the students to get good messages from the Video. Furthermore, it can give new experience and avoid some problems in the writing procedure text.

5. The Nature of Video

a. The Definition of Video

Video is one of media that can be used by teachers to teach their students in the classroom. It helps the teachers transfer the materials that are related to the lesson. The students can watch the acts and hear the language in the video. They can catch the

materials in the video clearly. Video can be a powerful educational and motivational tool in the teaching and learning process.

According to Smaldinho (2002: 283) states that video is an electronic storage of moving images. He adds that any electronic media format that employs “motion pictures” to present a message can be referred to as video. Harmer (2003: 290) states that video can enhance simulations, not only because it can provide feedback when students can watch themselves and evaluate their performance, but also because the presence of a video help make students feel more realistic.

McLuhan and Fiore in Lever (2003: 332) explain that videos are highly regarded instructional method with its roots in the constructivist learning styles, and multiple intelligences theoretical camps. Using sight, sound, video are the perfect medium for students who are auditory, visual and kinesthetic-tactile learners.

The video used in this research in procedure text for teaching writing. These videos come with ready materials that can be used directly.

b. The Benefits of Using Video

According to Berk (2009: 2) videos can have a strong effect on the mind and senses. While, according to Tomalin (1991: 48)

there are some benefits of teaching English using video. They are as follows:

1) Children enjoy language learning with the video

One of the aims of teaching English to learners is to instill in them. The idea that language learning is happy experience and video creates an attractive enjoyable learning environment. Teaching using video make the teaching learning process more various. The various media that are applied by the teachers can motivate the students to learn and give comfortable feeling during teaching learning process in the classroom.

2) Video is an effective way of studying body language

Language learners are learning about the world around them. Because the video consist of action, so the students can learn about body language based on the action of the video.

3) Children gain confidence through repetition

Children love to hear stories again and again and the same goes for video. By watching a video several times children can learn by absorption and imitation.

According to Harmer (2007: 282), there are many reasons why video can add a special, extra dimension to the learning experience:

1) Seeing language-in-use: one of the main advantages of video is that students do not just hear language, they see it too. This

greatly aids comprehension, since for example; general meaning and moods are often conveyed through expression, gesture, and other visual clues.

- 2) Cross-cultural awareness: video uniquely allows students a look at situations far beyond their classroom. This is especially useful if they want to see. It is great value in giving students a chance to see such a thing as what kinds of food people eat in other countries, and what they wear.
- 3) The power of creation: when students use video cameras themselves, they are given the potential to create something memorable and enjoyable. The task of video making can provoke genuinely creative and communicative uses of the language, with students finding themselves and doing new things in English.
- 4) Motivation: for all reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use well as hear it, and this is coupled with interesting tasks.

Raimes (1997: 8) states that video can draw the attention of the students (attention), come up the emotions to being more active in writing lessons (affection), support the students in sharing their feelings in written forms (cognitive), and help the students who

have less achievements in lesson orally (compensatory). Video is related to writing action.

Based on the statement above, the researcher concluded that the main advantages of videos can designed with students at particular level in student's mind. It is comprehensible, and it can design to appeal to students' topic interest. The researcher chooses video as an appropriate media to teach procedure text writing.

c. Teaching Procedure Text Writing Using Video

In the process of teaching and learning in the classroom, the teacher can use good media to support the teaching-learning process. In this research, the researcher will use Video to teach procedure text in writing.

Duffy (2008: 124-125) states that video learning should not be passive. These are some guidelines relating to the specific use of video to promote active viewing and maximize learning:

1) Segment

Allow your students to watch the video in short segments.

2) Notes

Videos are ideal for developing note-taking skills. Take notes on the first viewing, then rewind, replay and check them. This can be done individually or collectively as a class discussion / brainstorming session.

3) Pause

Use the “pause” feature to temporarily stop the tape and allow your students to try to predict/recall what will happen next.

4) Sound off

For video sequence that relies on visuals, turn the sound off and narrate. This technique works especially well for listening the steps of a process.

5) Preview

Each video carefully to determine it is suitability for the lesson’s objectives and student’s learning outcomes.

6) Integrate

The video includes into the overall learning experience by adding an experimental component to the lesson. Activities can be done prior to viewing; to set the stage, review, provide background information, identify new vocabulary words, or to introduce the topic.

7) Cut

It is often unnecessary and time-consuming to screen a program in its entirety. When previewing a program, look for segments, particularly relevant or useful to the lesson or activity planned.

8) Focus

Give the students a specific responsibility while viewing. Introduce the video with a question, things to look for, unfamiliar vocabulary, or an activity that will make the programs' content more clear or meaningful. By charging students with specific viewing responsibilities, teachers can keep students "on task" and direct the learning experience to the lesson's objectives. Be sure and follow-up during and after viewing the tape.

9) After

When students have viewed the video consider, what interested them? What didn't they understand? How can you relate the program to their experiences and feelings?

Teachers suggest giving much practice in teaching English for their students about the materials clearly. For example in teaching writing procedure text, the teacher can use Videos to make easy understanding of procedure text. By showing the Video, students can understand what they watch, so they remember easily to make procedure text.

It can be concluded that Video is appropriate and effective in teaching writing procedure text, because it helps to make English lesson memorable. It also takes concentrating the students' mind on the object. It will generate interest and help create an

atmosphere conducive or enjoyable to learning and it will not make students bored in the classroom.

6. The Nature of Picture

a. The Definition of Picture

According to Harmer (2004: 69) states that picture can stimulate students' creativity, especially in writing. Picture works in provoking the imagination and creativity so that they can produce good piece of writing. He also explains that some situations, grammar, and vocabulary works can be presented by picture. Futhermore, when they look at the picture, each students will have their own imagination inside the picture. Starting from that, they will have something (an idea) to write.

Nagaraj (1990: 168) states that another effective way of getting learners to learn words is through using picture. Picture can be drawn on the blacboard, chart papers or even cutouts.

Based on the explanation above picture can be said as a media that can make students easy to understand about writing, especially writing procedure text. Picture as visual aids can be helpful to the teachers of foreign language in a number of different ways. It can be brighten up the classroom and bring more variety into language lessons.

b. The Function of Picture

According to Raimes (1983: 330), there are several functions of pictures, such as:

- 1) Pictures provide shared experience for students in the classroom. Picture can emerge the students' needs of the appropriate vocabulary, idiom, and sentence structure to discuss what they see.
- 2) Pictures provide for the used of a common vocabulary and common language forms in the classroom.
- 3) Pictures provide a variety of task, for example, sentence-combining exercise, sequencing of sentences to the writing of original dialogs, ect.
- 4) Pictures provide a focus of interest for students. Pictures bring the outside world into the classroom in a vividly concrete way.

From those explanations, the writer can conclude that pictures offer many functions in learning English. They can motivate students to take a part in the classroom, catch students' attention and interest, provide them a variety of task, stimulus them to learn English, especially learning writing.

c. The Criteria of Good Picture

Wright (1989: 3) said that there are some criteria for selecting good pictures for the students, such as:

- 1) The aid must be easy to prepare and organize by the teacher.
- 2) The aid must be interesting for students.

- 3) The aid must be meaningful and authentic.
- 4) The aid must be sufficient amountn language.

Wright gave further explanation about the statement above that picture must be meaningful and sufficient for the students in order the students can get value from the teacher's explanation. It also should be interesting, so the students could be more interested and motivated to see it.

Based from above, the researcher concluded that good pictures have some criteria, such as pictures must be efficient, interesting, relevant and meaningful in teaching learning process, the students can get better understanding about materials given by teachers. As a result, teaching learning process will work well.

B. Previous Study

In this subchapter, the researcher would like to review some previous studies that support his view about effectiveness of using Video to teach writing procedure text. There are some studies related to this research:

First, Nunun Indrasari conduct a research about improving students' writing skill of narrative text by using short videos at the eighth grade students of SMP Negeri 2 Temanggung. The research aims to find out whether short videos can improve students' writing skill and how far the short videos can improve students' writing skill at the eighth grade students of SMP Negeri 2 Temanggung. The result of the research shows

that there are positive improvements in either students' writing skill or the class situation during the teaching learning process. It can be seen from the result of the test which is improved, from the comparison between the pre-test conducted before the action and the post-test comparison after the action. The mean scores of the test result are 68.22 for the pre-test, 75.58 for the post-test in cycle 1, and 78.31 for the post-test in cycle 2. By watching the videos, the students get the stimulus about certain topics so that they can easily construct and generate the ideas in to a narrative story based on the video given. From the t-test computation in the students' test score, it is showed that the improvement of the students' writing skill by using short videos is significant.

Second, Rina conduct a research about the effectiveness of using video for teaching procedure text writing. The research aims to know whether the use of video media is effective or not for teaching procedure text. The research use quantitative approach with experimental method. The researcher use quasi-experimental design. The result of the research shows that the students who are taught using video have higher score in procedure text writing. The research show the mean of students post-test for experimental class is 77.01 and for control class is 73.50. The result of t-test show that t-score is higher (2.173) that t-table (2.007). Based on the explanation above, the researcher concludes that using video is effective to teach procedure text.

The similarity between the all of previous study and the research is object of the study that is writing. In addition, the researcher also used same media that is Video. The similarity between the second previous study and the research is teaching in procedure text. The differences between first previous study and the research is teaching in narrative text and teaching in procedure text.

Based on the explanation above, it can be assumed that Video will be effectiveness to teach procedure text in writing skill to the eleventh grade students of MAN Sukoharjo in the academic year 2017/2018.

C. Rationale

As Hammond in Nunan (1998:86) says that many children from non-English speaker's backgrounds, who can produce well-structured and reasonably grammatical oral text are much less successful when it comes to writing. Based on the statement above the researcher concludes that the writing skill of children from non-English speakers backgrounds especially the eleventh grade students of MAN Sukoharjo is still low.

Teaching English by using Video help the teacher to create contexts in which the language is useful and meaningful. By using these media, the students will know which part they should write first. It can give more detailed information about the object in the content. It could give imagination about the content of the video that are related to the

materials. The students watch the video while they pay attention to the scene and they know what are contained in the video. Therefore they can watch it and hear the language from video so they can learn and write down based on what they have seen and heard from the video into the paper. Video is expected to be able attract students' attention and make them fell more interested.

D. Action Hypothesis

Kinds of hypothesis which are used here are: Zero hypothesis (H_0), is the hypothesis which state that there is no significant effect of the object in the research. It is also called Negative hypothesis and Alternative hypothesis (H_a), is hypothesis which state that there are any significant effect of the object in the research. It is also called Positive hypothesis. The criteria of the test of hypothesis as follow:

1. H_0 : There is no significant effect of using Videos to teach writing procedure text at the eleventh grade students of MAN Sukoharjo.
2. H_a : There is a significant effect of using Videos to teach writing procedure text at the eleventh grade students of MAN Sukoharjo.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research uses an experimental design with a quantitative approach. Muijs (2004:1) states that quantitative approach is explaining phenomena by collecting numerical data that are analyzed using mathematically based method (in particular statistic), so in quantitative approach the researcher collected numerical data. This is closely use mathematically based method and the data have to be in numerical form. This study uses an experimental research, Sugiyono (2013:72) states that experimental research is the method of research that used to search the effect of particular treatment toward other in controlled condition.

The researcher used quasi experimental design. This design has control group but it cannot fully to control external variables that affect the conduct of experiment. Quasi experimental design is used because it is difficult to obtain the control group used for research. The model for this research is pretest-posttest design nonequivalent group. The experimental group and the control group are given the pre-test and post-test in order to measure the effectiveness of Videos to teach writing skill on procedure text.

Considering the statement above, the researcher was conducted this research by choosing two classes of the eleventh grade students of MAN Sukoharjo as the sample of the research. One group as the experimental

group, they will take procedure text by using Videos and second as the control group, they will take procedure text by using pictures.

B. Setting of the Research

This research was conducted in MAN Sukoharjo in the academic year of 2017/2018. The location of MAN Sukoharjo is in Jl. Samahudin Jetis, Carikan, Sukoharjo.

C. Population, Sample, and Sampling

1. Population

Population is people or other things discussed in the research (Arikunto, 2002:108). Furthermore, she stated that population is the total number of the subjects of an investigation. Sugiyono (2013:117) states that population is the generalization area that consist of object or subject that have quality and ceratin characteristics that decided by researcher to learned and then will take that conclusion.

The population of this research is eleventh grade students' of MAN Sukoharjo in the academic year 2017/2018. There are 216 students that are divided into three classes namely sciences, religions and socials.

2. Sample of Study

Sample is part off all representatives of a population that are analyzed. Sekaran (2000:267) writes that a sample is a subset of the population. Then, Arikunto (2006:131) states that sample is a part of population that can represent all the population obeserved. The sampling technique of this study is cluster random sampling technique

in which each class has same opportunity to be selected from a frame or a list. The samples of this research are two classes of eleventh grade students of MAN Sukoharjo in the academic year 2017/2018. The first class is XI science 1 as experimental group and the second is XI social 1 as control group.

3. Sampling

Margono (2003:121) states that sampling is technique to choose sample that the number of sample is to collect the data source, by considering the nature and the distribution of population. The researcher uses cluster random sampling. Sugiyono (2013:121) states that cluster random sampling is sampling technique used to determine the sample when the object will be examined or the data source is very wide. The procedure of the cluster random sampling as below:

- a. The researcher made a list of all classes.
- b. The researcher wrote each class name on small paper.
- c. The researcher rolled the paper.
- d. The researcher took the rolled paper into box.
- e. The researcher shakes the box and took two rolled paper. For example the first rolled paper was class A, it become experimental group. The second rolled paper was class B, it become control class.

D. Technique of Collecting Data

The researcher used quantitative method. The quantitative data in the form of number are the result of students' writing assesment both taken from pre and post test. In collecting quantitative data, the researcher used test consisting of pre test and post test conferment. In the techniques of collecting data the researcher uses:

1. Try Out Test

Try out test shows the results of pre test and post test which is different or not. The try out test was given to other class that was not experimental group of the students of MAN Sukoharjo. The researcher checks the readability from the text to measure the readable of the test. This can be done by giving the try out to the students.

2. Readability Test

Readability is how easily written materials can be read and understood. Readability is used to ensure the understandable instruction, that is, the instruction leads the students to write as what is expected. Hughes (1989:39-40) mentions some factors to write a good instruction. First, the instruction should be clear and explicit. Second, it should avoid the supposition that students all reveal what is intended. Third, the test writer should not really on the student's power of telepathy to elicit the desired behaviour. There is no formula to redability test.

a. The instruction for the writing test are:

1) Choose one topics for procedure text:

a) How to Make a Glass of Iced Tea.

b) How to Make a Cup of Coffee.

c) How to Make a Bowl of Noddle.

2) Work individually to write procedure text consisting of goal, tool or ingredients, and steps.

b. Readability of test items:

No	Questions	Yes	No
1.	Do you understand the instructions of the text?		
2.	Is the kind of the text to be written in this test stated clearly?		
3.	Is the way to answer this test understandable?		
4.	Is the organization of the text demande in this test understable?		
5.	Is the topics interesting?		

To know whether the test is readable or not, the try out is given to other students out the samples that have same levels with the sample.

When the result is more than 75% of respondents give “yes” answer to each item or readability test, it can be concluded that the item of writing test is readable.

3. Pre-test and Post-test

Testing is an important part of teaching and learning process. Brown (2004:3) defines a test as a method of measuring a person’s ability, knowledge, or performance in a given domain. Test also defines as the series of questions which is used to measure the skill, knowledge, or performance in a given area. The test is used to know the students’ writing skill achievement after being during treatment. Writing test in this research is used as a media to get data of the students’ writing score of procedure text.

a. Pre-test

Pre test is provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment (2008:301). At the first meeting, the researcher will give pre-test to both groups (experimental and control group) as the sample of research. This test give in order to know how far the student’s ability in English writing narrative text. It determined to diagnosed individual’s specific strengths and weakness in English writing procedure text.

b. Treatment

After conducting the pre-test, the researcher will give the treatment using videos for experimental group and using pictures for control group.

c. Post-test

A post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment (Creswell, 2008:301). After the students treated by Videos in teaching writing procedure text for experimental group and using pictures for control group. The researcher delivered a test to all of students as the sample and asked them to do the test individually. Finally, the students' answer sheet submitted and the students' results will treat as the data of the study.

E. Technique of Analyzing Data

After collecting, the next step is analyzing the data. The data is to analyze the difference between the two groups that use different technique. To know the difference between two groups teach by using videos and the other group teach by using pictures, the researcher analyzes the data using data description, pre-requisite test and T-test.

1. Data description

The data description is used to analyze the students writing score from post-test. The data description consist of mean, median, mode,

and standard deviation of the writing score. The formula of mean, median, mode and standard derivation as follows:

a. Mean

Mean is the average value of data group. It is gained from summing up all individual data of the group and dividing it by the total of the individuals.

The formula as follows:

$$\bar{x} = \frac{\sum fixi}{n}$$

Where:

$\sum fi$ = frequency of students score

\bar{x} = midpoint of students score

n = the sum of students

b. Median

Median is the central value of a data group. It is gained by picking the middle value of the data ranged from the lowest to the highest or inversely. The formula of median as follows:

$$Me = L + i \left[\frac{\frac{1}{2}n - cfb}{fw} \right]$$

Where:

Md = the median

L = the lower limit of the interval within which the median lies.

i = the interval size

cfb = the cumulative frequency in all interval below the interval containing the median.

fw = the frequency of cases within the interval containing the median.

n = the sum of group

c. Mode

Mode is the most frequent value of a data group. It is gained by counting the similar data and finding the highest. The formula of mode as follows:

$$Mo = L + i \left[\frac{f_1}{f_1 + f_2} \right]$$

Where:

Mo = mode

L = the lower limit of the interval within which the modes lies

i = interval (class width)

f_1 = the frequency of the interval containing mode reduced by that the previous interval.

f_2 = the frequency of the interval containing mode reduced by that the previous interval.

d. Range

Range is the gap between the highest and the lowest value in a data group. It is gained by subtracting the highest value with the lowest value. The formula of range as follows:

$$R = X_t - X_r$$

Where:

R = range

X_t = the highest value

X_r = the lowest value

e. Standard deviation

Standard deviation is the distance of an individual value from the mean. The formula of standard deviation as follows:

$$Sd = \sqrt{\frac{1}{n-1} \left\{ \sum f_1 (x_1)^2 - \frac{(\sum f_1 X_1)^2}{n} \right\}}$$

Where:

Sd = standard deviation

$\sum f_i$ = frequency of students

x_i = students score

n = sum of students

2. Pre-requisite test

It was used to know the legality of sample.

a. Normality test

Normality test is used to determine whether the data of experimental and control group come from normal distribution or not. The steps as followed:

1) Calculating s value with the following formula:

$$s = \sqrt{\frac{(x - \bar{x})^2}{n - 1}}$$

Where:

x = students score

\bar{x} = the average of students score

n = sum of students

2) Calculating z , with the following formula:

$$z = \frac{x - \bar{x}}{s}$$

3) Comparing the maximum result of L for each item of questions with L_t and the normality test could be found. If $L_{\max} > L_t$, the

distribution of the test does not run normally but if $L_{\max} \leq L_t$ the distribution of the test run normally.

b. Homogeneity

Homogeneity test is intended to show that two or more groups of data samples come from population having the same variants. The formula of homogeneity is as follow:

1) Determining variance (s_i^2)

$$s_i^2 = \frac{n \sum x_i^2 - (\sum x_i)^2}{n - 1}$$

2) Seeking S^2

$$s^2 = \{\sum (n_i - 1) s_i^2 / \sum (n_i - 1)\}$$

3) Determining Log S^2

4) Seeking B value

$$B = (\log S^2) \sum (n_i - 1)$$

5) Seeking X_o^2

$$X_o^2 = (ln10) \{B - (n_1 - 1) \log \sum s_i^2\}$$

6) X_o^2 compare with X_t^2 in table chi square

If X_o is lower than X_t it means that the data are homogeneous.

(Sugiyono, 2013:137).

3. Hypothesis Testing

In order to answer the objectives of the study, the researcher examined the data in the following steps. Firstly, the test was done in

both groups, experimental groups that using Videos and control group using Pictures in writing procedure text. Secondly, the result of the test was scored by using analytical scale. Thirdly, the means score of two groups were determined. Finally, the two means were compared by applying t-test formula. T-test was used to differentiate whether the students' result of students' writing procedure text by using Videos and using Pictures was significant or not. The researcher used the formula as follows:

The T-test formula is as follow:

$$S_{x_1-x_2} = \sqrt{\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}$$

Where:

$\sum x_1$ = Sum of students' score (experimental group)

$\sum x_2$ = Sum of students' score (control group)

n_1 = sum of students (experimental group)

n_2 = sum of students (control group)

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S_{x_1 - x_2}}$$

Where:

\bar{X}_1 = the mean of experimental group

\bar{X}_2 = the mean of control group

t = the effectiveness of the treatment (the t value)

$S_{x_1-x_2}$ = variant

(Sugiyono, 2013:273)

If t_o is higher than t_t ($t_o > t_t$) with α 0.05, H_o is rejected and it can be concluded that there is a significant difference between two groups.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discusses the result of the research conducted in second grade students of MAN Sukoharjo. This chapter provides some findings and discussion about the use of videos in procedure texts. This chapter consists of the research finding, data analysis, and discussion.

A. Research Findings

The objective of the research is to check whether there is any significant different between the students taught using videos and using pictures. The researcher chooses two classes as the sample of research. They are XI IPA 1 consists 28 students' as an experimental group and XI IPS 1 consists 28 students' as control group.

The researcher gave pre-test to the both experimental and control group to know that classes were homogenous. The researcher gave the treatment and then gave them post-test. The result of the post-test of both the groups are compared by using T-test. The data description of both groups can be seen as follow:

1. Data of Experimental Group

The experimental group is class XI IPA 1 that was taught by using videos. The experimental group consist of 28 students. The data

is obtained from the post-test scores of experimental and control group. Data will be presented in Table 4.1.

Table 4.1 Pre-test and Post-test Scores of Experimental Group

No	Name	Score	
		Pre-test	Post-test
1	ASP	66	83
2	ANH	67	74
3	AK	72	80
4	APN	67	78
5	AR	67	78
6	ARPR	75	76
7	DSH	68	78
8	DAPN	67	83
9	HF PJ	72	83
10	HSPT	73	83
11	HWA	60	85
12	IH	60	74
13	IAI	72	80
14	KRD	72	83
15	KWA	65	85
16	LNR	75	74
17	LHWP	60	80
18	LIQ	72	81
19	ME	60	80
20	MSAH	65	74
21	MS	73	80
22	NNPS	73	81
23	NDR	75	77
24	RMU	65	80
25	RA	60	74
26	SMS	76	80
27	US	80	78
28	ZER	65	77
SUM		1922	2219
AVERAGE		68.6429	79.25
MAX		80	85
MIN		60	74

From Table 4.1, the total score of posttest in experimental group is 2219. The highest score is 85 and the lowest score is 74. So that the mean score for $n = 28$ is 79.35.

The steps of intervals following below:

- 1) The total score of posttest in experimental group is 2219
- 2) The highest score is 85
- 3) The lowest score is 74
- 4) Range is $85 - 74 = 11$
- 5) Number of Class = $1 + (3.3) * \text{LOG}(28) = 6$
- 6) Interval = Range/Number of Class
 $= 11/6 = 1.9 = 2$ is used.

Descriptive analysis of the posttest data showed that the score was 74 up to 85, the mean was 79.35, the standard deviation is 3.39, the mode is 80.61, the median is 79.94. The frequency distribution of the data of posttest experimental group is in Table 4.2, histogram and polygon are presented in figure 4.1.

Table 4.2 Frequency Distribution of Posttest Scores in Experimental Group

class limit	class boundaries	mid point (X_1)	Tally	Frequency (f_1)	percentage	$f_1 X_1$
74 – 75	73.5 - 75.5	74.5	IIII	5	17.85714286	372.5
76 – 77	75.5 - 77.5	76.5	III	3	10.71428571	229.5
78 – 79	77.5 - 79.5	78.5	IIII	4	14.28571429	314
80 – 81	79.5 - 81.5	80.5	IIII III	9	32.14285714	724.5
82 – 83	81.5 - 83.5	82.5	IIII	5	17.85714286	412.5

84 – 85	83.5 - 85.5	84.5	II	2	7.142857143	169
				28	100	2222

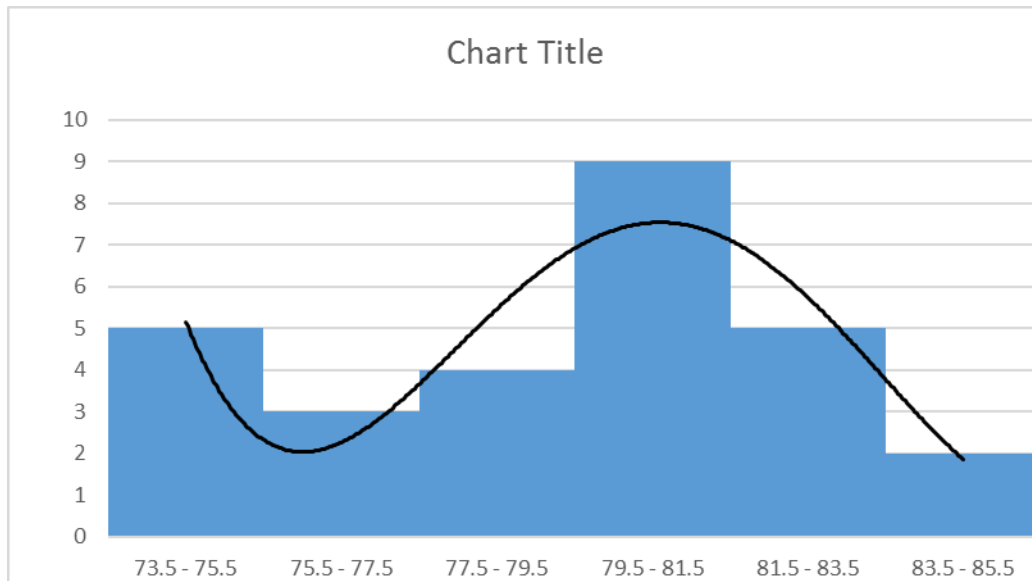


Figure 4.1 Histogram of Experimental Group

2. Data of Control Group

Control Group is the group taught by using pictures. This control group is class XI IPS 1 which consist of 28 students. The data are obtained from the posttest given to the control group and will be explained here. The data is explained in the table. The table includes the table of pre-test and Post-test scores of control group in Table 4.3.

Table 4.3 Pre-test and Post-test Scores of Control Group

No	Name	Score	
		Pre-test	Post-test
1	ASJ	71	72
2	ADD	70	71
3	AD	66	70
4	APU	71	74
5	APN	70	66
6	DRSPU	69	75
7	DS	68	75
8	ETL	72	61
9	IF	71	71
10	KNH	70	75
11	LKD	72	67
12	LKA	70	62
13	MN	64	70
14	MNR	70	75
15	MHR	72	75
16	MAYW	68	76
17	NNA	71	75
18	NRM	70	73
19	RPA	66	73
20	RADS	72	61
21	RF	67	74
22	SM	69	78
23	SWQ	69	78
24	SKI	64	73
25	SS	72	75
26	SP	70	72
27	YY	69	75
28	YNM	61	67
SUM		1934	2009
AVERAGE		69.0714	71.75
MAX		72	78
MIN		61	61

From the Table 4.3, the total score of posttest in control group is 2009. The highest score is 78 and the lowest score is 61. So that the mean score for $n = 28$ is 71.64.

The steps of interval as following below:

- 1) The total score of posttest in control group is 2009
- 2) The highest score is 78
- 3) The lowest score is 61
- 4) Range is $78 - 61 = 17$
- 5) Number of class = $1 + (3.3) * \text{LOG}(28)$
= 6
- 6) Interval = Range/Number of Class
= $17/6 = 2.9 = 3$ is used

Descriptive analysis of the posttest data showed that the score was 61 up to 78. The mean was 71.64, the standard deviation is 4.742, the mode is 73.73, the median is 72.96. The frequency distribution of the data of posttest experiment group is in the table 4.4; histogram and polygon are presented in figure 4.2.

Table 4.4 Frequency Distribution of Posttest Scores in Control Group

class limit	class boundaries	mid point (X_1)	Tally	Frequency (f_1)	percentage	$f_1 X_1$
61 - 63	60.5 - 63.5	62	III	3	10.71428571	186
64 - 66	63.5 - 66.5	65	I	1	3.571428571	65
67 - 69	66.5 - 69.5	68	II	2	7.142857143	136
70 - 72	69.5 - 72.5	71	IIII I	6	21.42857143	426
73 - 75	72.5 - 75.5	74	IIII IIII III	13	46.42857143	962
76 - 78	75.5 - 78.5	77	III	3	10.71428571	231
				28	100	2006

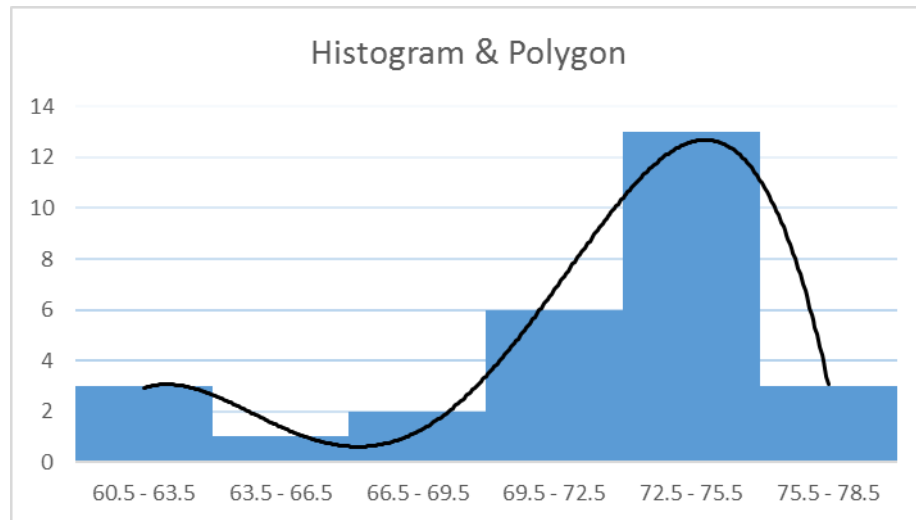


Figure 4.2 Histogram of Control Group

B. Data Analysis

The normality test is to reveal that the samples are in normal distribution. The homogeneity test is to reveal that both samples of experiment group and control are homogeneous.

1. Normality

Normality test is used to test the sample from the population whether they have normal distribution or not. In this research, the researcher used Liliefors for the normality. The sample are called has a normality distribution of L_{maximum} is lower than L_{table} with $\alpha = 0.05$.

Table 4.5 The Summary of Normality Test Using Liliefors

No	Data	Number of sample	L Obtained (L_o)	L Table (L_t)	Distribution of population
1	Posttest Experiment	28	0.123128	0.173	Normal

	Class				
2	Posttest Control Class	28	0.140114	0.173	Normal

The result of normality test of posttest data of students after given the treatment by teaching them using videos to teach students' writing procedure text have highest score (L_o Max) is 0.123128 and the L_{table} for $n = 28$ is 0.173. It means that the sample is normal distribution because L_o is lower than L_{table} . The result of normality test of posttest data of students after given the treatment by teaching them using pictures to teach students' writing procedure text have highest score (L_o Max) is 0.140114 and the L_{table} for $n = 28$ is 0.173. It means that the sample is normal distribution because L_o is lower than L_{table} .

2. Homogeneity

Homogeneity is done by using Bartlett test to know that the data are homogeneous or not. The data are homogeneous if X_0^2 is lower than X_t^2 at the level of significance $\alpha = 0.05$. From the calculation, it can be seen that the variant score in experimental group is 11.52. The variance in control group is 22.49.

Then determine X_0^2 with the formula: $X_0^2 = (ln10)\{B - \sum(n_i - 1) \log s_i^2\}$. After that, it can be seen the score of X_0^2 , then determine the distribution homogeneity with test criteria if $X_0^2 > X_t^2$, the data is not homogeneous and the other way if the $X_0^2 <$

X_i^2 , the data is homogeneous. The calculation of homogeneity test can be seen in Appendix 17.

Data Homogeneity

$$s_1^2 = \frac{\sum X_1^2 - \frac{(\sum X_1)^2}{n}}{n-1} = \frac{176167 - \frac{(2219)^2}{28}}{28-1} = 11.527$$

$$s_2^2 = \frac{\sum X_2^2 - \frac{(\sum X_2)^2}{n}}{n-1} = \frac{144753 - \frac{(2009)^2}{28}}{28-1} = 22.490$$

$$s^2 = \left\{ \frac{\sum (n_1 - 1) s_1^2}{\sum (n_1 - 1)} \right\}$$

$$s^2 = \frac{27(11.5277) + 27(22.4907)}{27+27} = 17.0092593$$

$$\log s^2 = \log 17.0092593 = 1.2306854$$

$$B = (\log s^2) \sum (n_1 - 1) = 1.2306854 (54) = 66.45701$$

Table 4.6 The Result of Homogeneity Test

Sample	Df	1/df	(S ₁) ²	log(S ₁) ²	(df)(Log(S ₁) ²)
1	27	0.03703704	11.527778	1.061746	28.66713109
2	27	0.03703704	22.490741	1.352004	36.5041015
∑	54	0.07407407			65.17123259

$$\begin{aligned}
X_o^2 &= (ln10)\{B - \sum(n_i - 1)\log s_i^2\} \\
&= (2,3026)(66.4570116 - 65.17123259) \\
&= 2.96063485
\end{aligned}$$

Because X_o^2 (2.960) is lower than X_r^2 (40.113) at the level of significance $\alpha = 0.05$, it can be concluded that the data are homogeneous.

3. Hypothesis Testing

The researcher purposed the alternative hypothesis (Ha) that there is significant difference ability in writing procedure text between students taught by Video and those by Picture at the eleventh grade students of MAN Sukoharjo. It can be seen that there is significant difference ability in writing procedure text between students taught by Videos and those by Pictures. Hypothesis testing can be done after the result of normality and homogeneity test are fulfilled. In order to know whether the hypothesis is accepted or not, the test is done by using independent sample t-test formula. The data which are analyzed in this research is posttest of two groups, experimental class and control class. H_o is rejected if $t_o > t_{table}$, it means that there is significant difference. The calculation of t-test can be seen in Appendix 18. The steps of t-test as follows:

- a. Seeking of Equality of Variances

Table 4.7 Equality of Variances

$\sum x_1^2$	$\sum x_2^2$	Df	Variances
311.25	607.25	54	1.102

$$\begin{aligned}
 S_{x_1-x_2} &= \sqrt{\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)} \\
 &= \sqrt{\frac{311.25 + 607.25}{28 + 28 - 2} \left(\frac{1}{28} + \frac{1}{28} \right)} = 1.102246
 \end{aligned}$$

From the calculation above, it can be seen that the variances from both of groups is 1.102.

b. Seeking t_{table}

It is the value that was determined the calculation of qualitative data t_{table} is 2.00488. (df = 54 and $\alpha = 0.05$)

c. Seeking t

Table 4.8 The Result of T-test

Df	Variances	Alpha (α)	t_{table}	t_o
54	1.102	0.05	2.0048	6.804286

$$\begin{aligned}
 t &= \frac{\bar{X}_1 - \bar{X}_2}{S_{x_1-x_2}} \\
 &= \frac{79.25 - 71.75}{1.102246} \\
 &= 6.804
 \end{aligned}$$

From the calculation above, it can be seen that t_o is 6.804.

(df = 54 and Alpha (α) is 0.05)

4. Criteria

The null hypothesis (H_o) is accepted if $t_o < t_{table}$. It means that there is no significant difference of ability in writing procedure text between students taught by Videos and those by Pictures.

The alternative hypothesis (H_a) is accepted if $t_o > t_{table}$. It means that there is significant difference of ability in writing procedure text between students taught by Videos and those by Pictures.

5. Results

Based on the calculation above, it can be obtained that the average score of students who are taught by using Videos was 79.25. The average score of students who are taught by Pictures was 71.75. The experimental group has higher score than the control group. From the result of calculation t-test, it can be seen that t_o is 6.804286 so $t_o > t_{table}$ ($6.804286 > 2.00488$) for the level of significance $\alpha = 0.05$ and df is 54, H_a is accepted or H_o is rejected. Because t_o (6.804286) $>$ t_{table} (2.00488). It can be concluded that there is significant difference of ability in writing procedure text between students taught by Videos and those by using Pictures.

From the clarification above, it can be seen that there is a significant effect of using Videos to teach writing procedure text at the eleventh grade students of MAN Sukoharjo.

C. Discussion

There are two groups of experimental research, they are experimental group and control group. In this research, source of data that become as experimental group was science 1 class. They were taught by using videos. While social 1 class as control group of this research. They were taught by using pictures.

The data were obtained from the students' post test scores of experimental and control group. The data of experimental group's post-test shows that the score is 74 up to 85. It means that the lowest score in experimental group is 74, while the highest score is 85. The mean is 79.35, the mode is 80.61, the median is 79.94, and the standard deviation is 3.39. Meanwhile the data of control group's post-test shows that the while the highest score is 78. The mean is 71.64, the mode is 73.73, the median is 72.96, and the standard deviation is 4.74.

Before the data was analyzed, normality and homogeneity test must be done. The normality test and homogeneity test were obtained also from students' post test scores. The data distribution of the experimental group is normal because the L Obtained is lower than L Table ($0.123128 < 0.173$), furthermore, the data distribution of the control is also normal because L Obtained is lower than L Table ($0.140114 < 0.173$). While the

data of both experimental group and control group are homogeneous. From the calculation, the variant score in experimental group is 11.52. The variance in control group is 22.49. Homogeneity is done by using Bartlett test. The data are homogeneous if X_0^2 is lower than X_t^2 at the level of significance $\alpha = 0.05$. Because X_0^2 (2.960) is lower than X_t^2 (40.113) at the level of significance $\alpha = 0.05$, it can be concluded that the data are homogeneous.

Because of the distribution of all the data is normal and homogeneous, so the hypothesis testing can be done. The criteria of the test of hypothesis is H_0 : There is no significant effect of using Videos to teach writing procedure text at the eleventh grade students of MAN Sukoharjo in academic year of 2016/2017. While H_a : There is a significant effect of using Videos to teach writing procedure text at the eleventh grade students of MAN Sukoharjo in academic year of 2017/2018.

In hypothesis testing, the computation of t-test shows that t_o is higher than t_{table} ($6.804286 > 2.00488$). The null hypothesis is rejected. It means that there is a significant difference of using videos to teach writing procedure text between the students are taught by using pictures of MAN Sukoharjo in academic year of 2017/2018. Moreover, the students who are taught by using videos have better achievement in writing procedure text than those who are taught by pictures.

The mean of the experimental group is 79.35, while the mean of control group is 71.64. The mean difference between them is 7.71. It

means that the average of the experimental group is higher than the average of the control group. In other words, the students who are taught by using videos have better achievement in writing procedure text than those who are taught by using pictures.

Based on the teaching-learning process in the classroom, teaching writing procedure text using video more interested in the learning process. Teaching writing procedure text using video gives opportunity for students to increase their writing skill which activities make them active in teaching-learning process. McLuhan and Fiore in Lever (2003: 332) explain that videos are highly regarded instructional method with its roots in the constructivist learning styles, and multiple intelligences theoretical camps. Using sight, sound, video are the perfect medium for students who are auditory, visual and kinesthetic-tactile learners.

The researcher play a video about procedure text. The researcher asked the students to watch and observe the video also the students have to pay attention about that. After the students understood about the content of the video, the researcher asked the students to arrange a procedure text based on the video by their own words on the paper.

Harmer (2003: 290), states that video can enhance stimulations, not only because it can provide feedback when students watch themselves and evaluate their performance, but also the presence of a video helps students feel more realistic. By using video, the students will know which part they should write first. They can watch the action and hear the language from

video, so they can write down based on what they have seen and heard into the paper. Teaching writing procedure text by using video can support students to be more interested and motivated. The students can be more active in teaching-learning process. Teaching-learning process in the classroom also more various.

Nagaraj (1990: 168) states that another effective way of getting learners to learn words is through using picture. The control group uses pictures as media. Teachers use the pictures media to teach writing procedure text of the students in control group. By using pictures, students easily create procedure text. Many students are happy to use pictures as a media for teaching. But also, there are students feels ordinary with a media in use by the teacher. Pictures look interesting because students can see firsthand what they are going to write. Students find it difficult when they receive a picture given by the teacher. Because they have to string their own words to create the procedure text. They must understand the meaning of the picture before they make the procedure text. Therefore, many students find it difficult when they start to make the procedure text. It was proved with the control group's average in the post test which lower than the experimental group ($71.75 < 79.25$).

The teaching-learning process in the classroom needs appropriate media to teach the students. Media are tools, which have important functions to support the teaching-learning process in the classroom and help the teacher to transfer the knowledge to the students. Therefore, the

teacher must choose appropriate media, so the students will enjoy the lesson. Based on the result of this research that there is significant effect of using videos in teaching writing procedure text at the eleventh grade students of MAN Sukoharjo in the academic year of 2017/2018.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

F. Conclusion

After analyzing the data, the researcher gets the result of the analysis. The result is there is significant difference of ability in writing procedure text between students taught by Videos and those by using Pictures. It can be proved from the t-test result that $t_o > t_{table}$ ($6.804286 > 2.00488$) for the level significant $\alpha = 0.05$. It can be seen that t_o is higher than t_{table} . It means that there is significant difference of ability in writing procedure text between students taught by Videos and those by using Pictures. So, there is a significant effect of using Video to teach writing procedure text at the eleventh grade students of MAN Sukoharjo.

Another result of the data analysis the mean score difference of post-test of the experimental group and the control group. The mean score of the experimental group is 79.3 and the mean of the control group is 71.6. It means that the mean score of experimental group is higher than mean score of the control group. It proved that teaching writing procedure text is effective.

G. Implication

The result of the research shows that using videos in teaching writing procedure text is more effective and give significant difference in the writing achievement than using pictures. It means that video is appropriate media to be used in teaching writing procedure text in MAN Sukoharjo. The selection of teaching using video is reasonable because it is based on the condition of the students. They are more active in the classroom. The conclusion has some implications as follows:

1. Teaching writing procedure text using video can be applied to the students of senior high school especially for the eleventh grade students.
2. Teaching using video builds students more active. It can motivate students to express their ideas in written and write that based on their own words on the paper.

H. Suggestion

Based on the conclusion above, the researcher gives some suggestions as follows:

1. For the teachers

Teaching English is difficult, so to make students interested in this subject, the teacher should use various media in teaching writing. Teacher can use appropriate media and method based on the situation. The suitable choice of teaching media and method can make teaching learning process run well.

2. For the students

The students should be active in teaching learning process and do more practices in writing. The students have to improve their competence in writing and be confidence to making sentences and paragraph in writing. The students have to be brave whenever they meet difficulties, asks the teacher to help them solving the problem.

3. For the researcher

The result of this research can be used as an additional reference for a similar research with different variables. Other researchers can develop with their other material which is suitable for the teaching learning process of English lesson.

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Appendix 1

SILABUS SMA/MA

Mata Pelajaran : **BAHASA INGGRIS**

Kelas : **XI**

Kompetensi Inti :

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat	teks prosedur berbentuk manual dan kiat-	Mengamati <ul style="list-style-type: none"> Siswa membaca/ membacakan/ mendengarkan berbagai macam 	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi 	4 x 2 JP	<ul style="list-style-type: none"> Manual dari berbagai produ

<p>mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<p>kiat (tips)</p> <p><i>Tujuan komunikasi</i> :</p> <p>menyelesaikan pekerjaan, secara lengkap dan urut.</p> <p><i>Struktur</i></p> <p>menyebutkan bahan/bagian dari benda yang dipaparkan secara lengkap, serta daftar langkah yang dilakukan</p> <p><i>Unsur Kebahasaan</i></p> <ul style="list-style-type: none"> • simple present tense • imperative, • Nomor yang menyatakan urutan 	<p>manual dan tip.</p> <ul style="list-style-type: none"> • Siswa mengamati tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur yang membaca, membacakan, menonton, dan mendengarkan <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru, siswa mempertanyakan tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa berlatih menggunakan kalimat imperative dalam memberikan tip secara lisan dan tulis • Siswa membacakan manual dan tip kepada teman dengan menggunakan unsur kebahasaan yang tepat • Secara individu siswa menyalin beberapa tips <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan beberapa manual dan tips • Dalam kerja kelompok terbimbing siswa membahas tentang masalah yang 	<p>sosial</p> <ul style="list-style-type: none"> • Kelengkapan dan keruntutan struktur teks prosedur • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan / penyampaian <p>Pengamatan (observations) Tujuan untuk memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, 		<p>k</p> <ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran / majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/file/ae/resource_file_s - http://earnenGLISH.britishcouncil.org/en/
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<p>aan dari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), sesuai dengan konteks penggunaannya.</p> <p>4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (<i>tips</i>).</p> <p>4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur</p>	<ul style="list-style-type: none"> • kata keterangan • ejaan, ucapan, intonasi, tekanan kata, tanda baca, tulisan tangan yang jelas dan rapi. 	<p>dihadapi pada saat membaca, mendengarkan, dan menuliskan manual dan tips dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan.</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa mempresentasikan beberapa tips yang disalin dari beberapa sumber • Siswa membuat jurnal belajar (<i>learning journal</i>) 	<p>dalam melaksanakan komunikasi</p> <ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks prosedur berbentuk manual dan tips • Kumpulan karya siswa yang mendukung proses penyuntingan teks prosedur. • Kumpulan hasil tes dan latihan. <p>Penilaian Diri dan Penilaian Sejawat</p>		
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kebahasaan yang benar dan sesuai konteks.			Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan pendidikan : MAN Sukoharjo

Kelas / semester : XI IPA I / Ganjil

Skill : Writing Skill

Tema / topik : Procedure text

Pertemuan Ke - : 1

Semester : 1 (Ganjil)

Alokasi waktu : 2 X 45 Menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran damai), santun, responsive dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.
4. Mengolah, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajari disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.

- 2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (tips), sesuai dengan konteks penggunaannya.
- 4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (tips).
- 4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

1. Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris.
2. Melakukan sikap yang bertanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional secara konsisten.
3. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis yang berkenaan dengan teks bergenre *procedure*.
4. Mampu mengungkapkan, membedakan dan mengaplikasikan fungsi serta struktur penggunaan *Procedure text* dalam kehidupan sehari-hari.

D. Tujuan Pembelajaran

1. Peserta didik mampu mengerjakan soal pre-test dengan kemampuan yang mereka miliki masing-masing.

E. Materi Pembelajaran (Terlampir)

Soal Pre-Test

F. Metode Pembelajaran

Pendekatan : Metode Ilmiah (Scientific Approach).

G. Media Alat dan sumber Pembelajaran

Media : Kertas Print Out

Sumber : Internet, sumber lain yang relevan.

H. Kegiatan Pembelajaran

No.	Kegiatan	Waktu

No.	Kegiatan	Waktu
1.	<p>Pendahuluan</p> <ol style="list-style-type: none"> 1. Guru masuk ke kelas dan membuka pembelajaran dengan mengucapkan salam serta menyapa menggunakan bahasa Inggris agar suasana pelajaran Inggris dapat langsung tercipta di pertemuan pertama. 2. Guru meminta ketua kelas untuk memimpin doa sebagai awal pembelajaran. 3. Guru memeriksa kehadiran siswa apakah jumlah siswa sesuai dengan absensi, guru juga memeriksa kerapihan siswa dan posisi duduk siswa. 4. Guru menampilkan video yang dapat memotivasi semangat belajar siswa. 	15 menit
2.	<p>Kegiatan Inti</p> <p>a. Eksperimen/Explore</p> <ol style="list-style-type: none"> 1. Siswa mengerjakan soal procedure text untuk pre-test. 	60 menit
3.	<p>Penutup</p> <ol style="list-style-type: none"> 1. Dibawah bimbingan guru, peserta didik mengumpulkan pekerjaan kepada guru. 2. Guru menjelaskan materi yang akan dipelajari pada pertemuan berikutnya. 3. Bersama-sama menutup pelajaran dengan berdoa 	15 menit

No.	Kegiatan	Waktu

I.

P

enilaian

Rubrik penilaian Essay

No	Categories	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Grammar	25
5	Mechanics	5
Total		100

Mengetahui,
2017

Guru Mata Pelajaran

Sukoharjo, 14 Oktober

Peneliti

Kuswahyuningsih, M.Pd

Bonar Sambodo

NIP. 197607182003122004

NIM. 133221155

Lampiran

Work individually to write procedure text about "How to make an Avocado Juice" consisting of goal, tool or ingredients, and steps.

Goals :

Materials :

Ingredients :

Steps :

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan pendidikan : MAN Sukoharjo
Kelas / semester : XI IPA I / Ganjil
Skill : Writing Skill
Tema / topik : Procedure text
Pertemuan Ke - : 2
Semester : 1 (Ganjil)
Alokasi waktu : 2 X 45 Menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran damai), santun, responsive dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.
4. Mengolah, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajari disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (tips), sesuai dengan konteks penggunaannya.
- 4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (tips).
- 4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

1. Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris.
2. Melakukan sikap yang bertanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional secara konsisten.
3. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis yang berkenaan dengan teks bergenre *procedure*.
4. Mampu mengungkapkan, membedakan dan mengaplikasikan fungsi serta struktur penggunaan *Procedure text* dalam kehidupan sehari-hari.

D. Tujuan Pembelajaran

1. Melalui contoh, peserta didik dapat menyusun *procedure text* dalam praktik menulis bahasa Inggris.
2. Setelah mengamati dan mendiskusikan teks *procedure*, peserta didik mampu memahami *procedure text* serta fungsi dan unsur kebahasaan sesuai konteks.
3. Peserta didik mampu mengaplikasikan fungsi social, struktur teks dan unsur kebahasaan dari *procedure text* dengan lingkungan sekitarnya.

E. Materi Pembelajaran (Terlampir)

F. Metode Pembelajaran

Pendekatan : Metode Ilmiah (Scientific Approach).

G. Media Alat dan sumber Pembelajaran

Media : Video, LCD dan Laptop

Sumber : Internet, sumber lain yang relevan.

H. Kegiatan Pembelajaran

No.	Kegiatan	Waktu
1.	<p>Pendahuluan</p> <ol style="list-style-type: none"> 1. Guru masuk ke kelas dan membuka pembelajaran dengan mengucapkan salam serta menyapa menggunakan bahasa Inggris agar suasana pelajaran inggris dapat langsung tercipta di pertemuan pertama. 2. Guru meminta ketua kelas untuk memimpin doa sebagai awal pembelajaran. 3. Guru memeriksa kehadiran siswa apakah jumlah siswa sesuai dengan absensi, guru juga memeriksa kerapihan siswa dan posisi duduk siswa. 4. Guru menampilkan video yang dapat memotivasi semangat belajar siswa. 	15 menit
2.	<p>Kegiatan Inti</p> <p>a. Mengamati</p>	60 menit

No.	Kegiatan	Waktu
	<p>1. Siswa mengamati pengertian <i>Procedure text</i> beserta contoh-contohnya pada slide yang ditampilkan oleh guru.</p> <p>b. Menanya</p> <p>1. Dengan bimbingan dan arahan guru siswa menanyakan tentang: Bagaimana ciri-ciri <i>Procedure text</i>.</p> <p>2. Dengan bimbingan dan arahan guru siswa menanyakan tentang: Bagaimana cara mengidentifikasi bagian-bagian dari <i>Procedure text</i>.</p> <p>c. Eksperimen/Explore</p> <p>1. Siswa bereksperimen tentang <i>Procedure text</i> yang diberikan oleh guru.</p> <p>2. Siswa melaporkan hasil dari isi <i>procedure text</i>.</p> <p>d. Asosiasi</p> <p>1. Siswa mampu mengasosiasikan dalam membedakan antara language feature yang digunakan dalam <i>Procedure text</i> dan dalam text jenis lain.</p> <p>2. Siswa mendapatkan feedback dari guru dan temannya berkaitan dengan apa yang disampaikan.</p> <p>e. Komunikasi.</p> <p>1. Guru memberikan penjelasan secara terperinci terkait dengan materi yang diajarkan.</p> <p>2. Siswa mengkomunikasikan pengalamannya ketika belajar bahasa inggris.</p>	
3.	<p>Penutup</p> <p>1. Dibawah bimbingan guru, peserta didik menyimpulkan materi pembelajaran secara demokratis.</p> <p>2. Guru menjelaskan materi yang akan dipelajari pada pertemuan berikutnya.</p>	15 menit

No.	Kegiatan	Waktu
	3. Bersama-sama menutup pelajaran dengan berdoa	

I.

P

enilaian

Rubrik penilaian Essay

No	Categories	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Grammar	25
5	Mechanics	5
Total		100

Mengetahui,
2017

Sukoharjo, 21 Oktober

Guru Mata Pelajaran

Peneliti

Kuswahyuningsih, M.Pd

Bonar Sambodo

NIP. 197607182003122004

NIM.

133221155

Lampiran

PROCEDURE TEXT

A. The Definition of Procedure Text

Procedure text is a text that is designed to describe how to something is achieved (accomplished) through a sequence of actions or steps.

B. The Generic Structure of Procedure Text

The generic structures of procedure text are:

- Goal. It is contain the purpose of the text (or title).
- Materials. It is contains the materials that used in the process.
- Steps. It is contain of the steps to make something in the goal (the actions that must be taken).

C. Language Features of Procedure Text

In the procedure text, we use:

- Simple present tense
- The use of commands, for example: 'put', 'mix'.
- The use of action verbs, for example: 'turn', 'pick up'.
- The use of connectivity to sequence the actions in the time, for example: 'then', 'while'.

The use of adverbials details of time and place, manner, and so on, for example: 'for five minutes', '2 centimeters from the top', 'carefully'.

RENCANA PELAKSANAAN PEMBELAJARAN**(RPP)**

Satuan pendidikan : MAN Sukoharjo
Kelas / semester : XI IPA I / Ganjil
Skill : Writing Skill
Tema / topik : Procedure text
Pertemuan Ke - : 3
Semester : 1 (Ganjil)
Alokasi waktu : 2 X 45 Menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama toleran damai), santun, responsive dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.
4. Mengolah, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajari disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (tips), sesuai dengan konteks penggunaannya.
- 4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (tips).
- 4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

1. Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris.
2. Melakukan sikap yang bertanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional secara konsisten.

3. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis yang berkenaan dengan teks bergenre *procedure*.
4. Mampu mengungkapkan, membedakan dan mengaplikasikan fungsi serta struktur penggunaan *Procedure text* dalam kehidupan sehari-hari.

D. Tujuan Pembelajaran

1. Melalui contoh, peserta didik dapat menyusun *procedure text* dalam praktik menulis bahasa Inggris.
2. Setelah mengamati dan mendiskusikan teks *procedure*, peserta didik mampu memahami *procedure text* serta fungsi dan unsur kebahasaan sesuai konteks.
3. Peserta didik mampu mengaplikasikan fungsi social, struktur teks dan unsur kebahasaan dari *procedure text* dengan lingkungan sekitarnya.

E. Materi Pembelajaran (Terlampir)

F. Metode Pembelajaran

Pendekatan : Metode Ilmiah (Scientific Approach).

G. Media Alat dan sumber Pembelajaran

Media : Video, LCD dan Laptop

Sumber : Internet, sumber lain yang relevan.

H. Kegiatan Pembelajaran

No.	Kegiatan	Waktu
1.	<p>Pendahuluan</p> <ol style="list-style-type: none"> 1. Guru masuk ke kelas dan membuka pembelajaran dengan mengucapkan salam serta menyapa menggunakan bahasa Inggris agar suasana pelajaran inggris dapat langsung tercipta di pertemuan pertama. 2. Guru meminta ketua kelas untuk memimpin doa sebagai awal pembelajaran. 3. Guru memeriksa kehadiran siswa apakah jumlah siswa sesuai dengan absensi, guru juga memeriksa kerapihan siswa dan posisi duduk siswa. 4. Guru menampilkan video yang dapat memotivasi semangat belajar siswa. 	15 menit

No.	Kegiatan	Waktu
2.	<p>Kegiatan Inti</p> <p>a. Mengamati</p> <p>1. Siswa mengamati pengertian <i>Procedure text</i> dan Language feature Procedure Text yang ditampilkan guru.</p> <p>b. Menanya</p> <p>1. Dengan bimbingan dan arahan guru siswa menanyakan tentang: Bagaimana cara mengidentifikasi bagian-bagian dari <i>Procedure text</i>.</p> <p>c. Eksperimen/Explore</p> <p>1 Siswa bereksperimen tentang <i>Procedure text</i> yang diberikan oleh guru.</p> <p>2 Siswa melaporkan hasil dari isi <i>procedure text</i>.</p> <p>d. Asosiasi</p> <p>1. Siswa mendapatkan feedback dari guru dan temannya berkaitan dengan apa yang disampaikan.</p> <p>e. Komunikasi.</p> <p>1 Guru memberikan penjelasan secara terperinci terkait dengan materi yang diajarkan.</p> <p>2 Siswa mengkomunikasikan pengalamannya ketika belajar bahasa inggris.</p>	60 menit
3.	<p>Penutup</p> <p>1. Dibawah bimbingan guru, peserta didik menyimpulkan materi pembelajaran secara demokratis.</p> <p>2. Guru menjelaskan materi yang akan dipelajari pada pertemuan berikutnya.</p> <p>3. Bersama-sama menutup pelajaran dengan berdoa</p>	15 menit

I.

P

enilaian

Rubrik penilaian Essay

No	Categories	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Grammar	25
5	Mechanics	5
Total		100

Mengetahui,
2017

Sukoharjo, 28 Oktober

Guru Mata Pelajaran

Peneliti

Kuswahyuningsih, M.Pd

Bonar Sambodo

NIP. 197607182003122004

NIM. 133221155

Lampiran

SIMPLE PRESENT TENSE

A. The Definition of Simple Present Tense

Simple present tense is used to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, scheduled event or something that happens. It can also be something a person often forgets or usually does not do.

The patterns of simple present tense are:

1. Nominal Sentence

S + to be (am, is, are) +

S + to be (am, is, are) not +

To be (am, is, are) + S?

Example:

Gita is a teacher

Gita is not a teacher

Is Gita a teacher?

2. Verbal Sentence

S + V1 (s/es)

S + (do/does) + not + V1

(do/does) + S + V1

Example:

They study English everyday

They do not study English everyday

Do they study English everyday?

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan pendidikan : MAN Sukoharjo

Kelas / semester : XI IPA I / Ganjil

Skill : Writing Skill

Tema / topik : Procedure text

Pertemuan ke- : 4

Semester : 1 (Ganjil)

Alokasi waktu : 2 X 45 Menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran damai), santun, responsive dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.
4. Mengolah, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajari disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 1.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (tips), sesuai dengan konteks penggunaannya.
- 4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (tips).
- 4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

1. Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris.
2. Melakukan sikap yang bertanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional secara konsisten.
3. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis yang berkenaan dengan teks bergenre *Procedure*.
4. Mampu mengungkapkan, membedakan dan mengaplikasikan fungsi serta struktur penggunaan *Procedure text* dalam kehidupan sehari-hari.

D. Tujuan Pembelajaran

1. Melalui contoh, peserta didik dapat menyusun *Procedure text* dalam praktik menulis bahasa Inggris.
2. Setelah mengamati dan mendiskusikan teks *Procedure*, peserta didik mampu memahami *Procedure text* serta fungsi dan unsur kebahasaan sesuai konteks.
3. Peserta didik mampu mengaplikasikan fungsi social, struktur teks dan unsur kebahasaan dari *Procedure text* dengan lingkungan sekitarnya.

E. Materi Pembelajaran (Terlampir)**F. Pendekatan dan Metode Pembelajaran**

Pendekatan : Metode Ilmiah (Scientific Approach).

G. Media Alat dan sumber Pembelajaran

Media : Video, LCD dan Laptop

Sumber : Internet, sumber lain yang relevan.

H. Kegiatan Pembelajaran

No.	Kegiatan	Waktu
1.	<p>Pendahuluan</p> <ol style="list-style-type: none"> 1. Guru masuk ke kelas dan membuka pembelajaran dengan mengucapkan salam serta menyapa menggunakan bahasa Inggris agar suasana pelajaran inggris dapat langsung tercipta di pertemuan pertama. 2. Guru meminta ketua kelas untuk memimpin doa sebagai 	15 menit

No.	Kegiatan	Waktu
	<p>awal pembelajaran.</p> <ol style="list-style-type: none"> 3. Guru memeriksa kehadiran siswa apakah jumlah siswa sesuai dengan absensi, guru juga memeriksa kerapihan siswa dan posisi duduk siswa. 4. Guru menampilkan video yang dapat memotivasi semangat belajar siswa. 	
2.	<p>Kegiatan Inti</p> <p>a. Mengamati</p> <ol style="list-style-type: none"> 1. Guru memutar video tentang Procedur Text dan siswa mengamati video tersebut. 2. Siswa mengamati fungsi social, struktur dan unsur kebahasaan dari video teks prosedur yang ditampilkan. <p>b. Menanya</p> <ol style="list-style-type: none"> 1. Dengan bimbingan dan arahan guru siswa menanyakan tentang: Bagaimana cara mengidentifikasi bagian-bagian dari <i>Procedure text</i>. <p>c. Eksperimen/Explore</p> <ol style="list-style-type: none"> 1 Siswa bereksperimen tentang <i>Procedure text</i> yang diberikan oleh guru. 2 Siswa berlatih membuat teks prosedur. <p>d. Asosiasi</p> <ol style="list-style-type: none"> 1 Siswa mendapatkan feedback dari guru dan temannya berkaitan dengan apa yang disampaikan. <p>e. Komunikasi.</p> <ol style="list-style-type: none"> 1 Guru memberikan penjelasan secara terperinci terkait dengan materi yang diajarkan. 2 Siswa mengkomunikasikan pengalamannya ketika belajar 	60 menit

No.	Kegiatan	Waktu
	bahasa inggris.	
3.	<p>Penutup</p> <ol style="list-style-type: none"> 1. Dibawah bimbingan guru, peserta didik menyimpulkan materi pembelajaran secara demokratis. 2. Guru menjelaskan materi yang akan dipelajari pada pertemuan berikutnya. 3. Bersama-sama menutup pelajaran dengan berdoa 	15 menit

I.

P

enilaian

Rubrik penilaian Essay

No	Categories	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Grammar	25
5	Mechanics	5
Total		100

Mengetahui,
2017

Guru Mata Pelajaran

Sukoharjo, 4 November

Peneliti

Kuswahyuningsih, M.Pd

Bonar Sambodo

NIP. 197607182003122004

NIM. 133221155

Lampiran

1)

W

atch the video and write down the procedure text consisting of goal, materials and steps about “How to make an Omellete”. Work individually.



RENCANA PELAKSANAAN PEMBELAJARAN**(RPP)****Satuan pendidikan : MAN Sukoharjo****Kelas / semester : XI IPA I / Ganjil****Skill : Writing Skill****Tema / topik : Procedure text****Pertemuan ke- : 5****Semester : 1 (Ganjil)****Alokasi waktu : 2 X 45 Menit****A. Kompetensi Inti**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran damai), santun, responsive dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.
4. Mengolah, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajari disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 16 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (tips), sesuai dengan konteks penggunaannya.
- 4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (tips).
- 4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

- 1. Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris.
- 2. Melakukan sikap yang bertanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional secara konsisten.
- 3. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis yang berkenaan dengan teks bergenre *Procedure*.
- 4. Mampu mengungkapkan, membedakan dan mengaplikasikan fungsi serta struktur penggunaan *Procedure text* dalam kehidupan sehari-hari.

D. Tujuan Pembelajaran

- 1. Melalui contoh, peserta didik dapat menyusun *Procedure text* dalam praktik menulis bahasa Inggris.
- 2. Setelah mengamati dan mendiskusikan teks *Procedure*, peserta didik mampu memahami *Procedure text* serta fungsi dan unsur kebahasaan sesuai konteks.
- 3. Peserta didik mampu mengaplikasikan fungsi social, struktur teks dan unsur kebahasaan dari *Procedure text* dengan lingkungan sekitarnya.

E. Materi Pembelajaran (Terlampir)

F. Pendekatan dan Metode Pembelajaran

Pendekatan : Metode Ilmiah (Scientific Approach).

G. Media Alat dan sumber Pembelajaran

Media : Video, LCD dan Laptop

Sumber : Internet, sumber lain yang relevan.

H. Kegiatan Pembelajaran

No.	Kegiatan	Waktu
1.	<p>Pendahuluan</p> <ol style="list-style-type: none"> 1. Guru masuk ke kelas dan membuka pembelajaran dengan mengucapkan salam serta menyapa menggunakan bahasa Inggris agar suasana pelajaran Inggris dapat langsung tercipta di pertemuan pertama. 2. Guru meminta ketua kelas untuk memimpin doa sebagai awal pembelajaran. 3. Guru memeriksa kehadiran siswa apakah jumlah siswa sesuai dengan absensi, guru juga memeriksa kerapihan siswa dan posisi duduk siswa. 4. Guru menampilkan video yang dapat memotivasi semangat belajar siswa. 	15 menit
2.	<p>Kegiatan Inti</p> <p>a. Mengamati</p> <ol style="list-style-type: none"> 1. Guru memutar video tentang Procedure Text dan siswa mengamati video tersebut. 2. Siswa mengamati fungsi social, struktur dan unsur kebahasaan dari video teks prosedur yang ditampilkan. <p>b. Menanya</p> <ol style="list-style-type: none"> 1. Dengan bimbingan dan arahan guru siswa menanyakan tentang: Bagaimana cara mengidentifikasi bagian-bagian dari <i>Procedure text</i>. 	60 menit

No.	Kegiatan	Waktu
	<p>c. Eksperimen/Explore</p> <ol style="list-style-type: none"> 1 Siswa bereksperimen tentang <i>Procedure text</i> yang diberikan oleh guru. 2 Siswa berlatih membuat teks prosedur. <p>d. Asosiasi</p> <ol style="list-style-type: none"> 1 Siswa mendapatkan feedback dari guru dan temannya berkaitan dengan apa yang disampaikan. <p>e. Komunikasi.</p> <ol style="list-style-type: none"> 1 Guru memberikan penjelasan secara terperinci terkait dengan materi yang diajarkan. 2 Siswa mengkomunikasikan pengalamannya ketika belajar bahasa inggris. 	
3.	<p>Penutup</p> <ol style="list-style-type: none"> 1. Dibawah bimbingan guru, peserta didik menyimpulkan materi pembelajaran secara demokratis. 2. Guru menjelaskan materi yang akan dipelajari pada pertemuan berikutnya. 3. Bersama-sama menutup pelajaran dengan berdoa 	15 menit

I.

P

eniilaian

Rubrik penilaian Essay

No	Categories	Score
1	Content	30
2	Organization	20

3	Vocabulary	20
4	Grammar	25
5	Mechanics	5
Total		100

Mengetahui,
November 2017

Guru Mata Pelajaran

Sukoharjo, 11

Peneliti

Kuswahyuningsih, M.Pd

NIP. 197607182003122004

Bonar Sambodo

NIM. 133221155

Lampiran

1)

W

atch the video and write down the procedure text consisting of goal, materials and steps about "How to Cook Rice in Rice Cooker". Work individually.



RENCANA PELAKSANAAN PEMBELAJARAN**(RPP)**

Satuan pendidikan : MAN Sukoharjo
Kelas / semester : XI IPA I / Ganjil
Skill : Writing Skill
Tema / topik : Procedure text
Pertemuan ke- : 6
Semester : 1 (Ganjil)
Alokasi waktu : 2 X 45 Menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran damai), santun, responsive dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.
4. Mengolah, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajari disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (tips), sesuai dengan konteks penggunaannya.
- 4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (tips).
- 4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

1. Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris.
2. Melakukan sikap yang bertanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional secara konsisten.
3. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis yang berkenaan dengan teks bergenre *Procedure*.
4. Mampu mengungkapkan, membedakan dan mengaplikasikan fungsi serta struktur penggunaan *Procedure text* dalam kehidupan sehari-hari.

D. Tujuan Pembelajaran

1. Melalui contoh, peserta didik dapat menyusun *Procedure text* dalam praktik menulis bahasa Inggris.
2. Setelah mengamati dan mendiskusikan teks *Procedure*, peserta didik mampu memahami *Procedure text* serta fungsi dan unsur kebahasaan sesuai konteks.
3. Peserta didik mampu mengaplikasikan fungsi social, struktur teks dan unsur kebahasaan dari *Procedure text* dengan lingkungan sekitarnya.

E. Materi Pembelajaran (Terlampir)

F. Pendekatan dan Metode Pembelajaran

Pendekatan : Metode Ilmiah (Scientific Approach).

G. Media Alat dan sumber Pembelajaran

Media : Kertas Print Out

Sumber : Internet, sumber lain yang relevan.

H. Kegiatan Pembelajaran

No.	Kegiatan	Waktu
1.	<p>Pendahuluan</p> <ol style="list-style-type: none"> 1. Guru masuk ke kelas dan membuka pembelajaran dengan mengucapkan salam serta menyapa menggunakan bahasa Inggris agar suasana pelajaran inggris dapat langsung tercipta di pertemuan pertama. 2. Guru meminta ketua kelas untuk memimpin doa sebagai awal pembelajaran. 3. Guru memeriksa kehadiran siswa apakah jumlah siswa sesuai dengan absensi, guru juga memeriksa kerapihan siswa dan posisi duduk siswa. 4. Guru menampilkan video yang dapat memotivasi semangat belajar siswa. 	15menit
2.	Kegiatan Inti	

No.	Kegiatan	Waktu
	<p>a. Mengamati</p> <ol style="list-style-type: none"> 1. Guru memutar video tentang Procedur Text dan siswa mengamati video tersebut. 2. Siswa mengamati fungsi social, struktur dan unsur kebahasaan dari video teks prosedur yang ditampilkan. <p>b. Menanya</p> <ol style="list-style-type: none"> 1. Dengan bimbingan dan arahan guru siswa menanyakan tentang: Bagaimana cara mengidentifikasi bagian-bagian dari <i>Procedure text</i>. <p>c. Eksperimen/Explore</p> <ol style="list-style-type: none"> 1 Siswa bereksperimen tentang <i>Procedure text</i> yang diberikan oleh guru. 2 Siswa berlatih membuat teks prosedur. <p>d. Asosiasi</p> <ol style="list-style-type: none"> 1 Siswa mendapatkan feedback dari guru dan temannya berkaitan dengan apa yang disampaikan. <p>e. Komunikasi.</p> <ol style="list-style-type: none"> 1 Guru memberikan penjelasan secara terperinci terkait dengan materi yang diajarkan. 2 Siswa mengkomunikasikan pengalamannya ketika belajar bahasa inggris. 	60 menit
3.	<p>Penutup</p> <ol style="list-style-type: none"> 1. Dibawah bimbingan guru, peserta didik menyimpulkan materi pembelajaran secara demokratis. 2. Guru menjelaskan materi yang akan dipelajari pada pertemuan berikutnya. 3. Bersama-sama menutup pelajaran dengan berdoa 	15 menit

I.

P

enilaian

Rubrik penilaian Essay

No	Categories	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Grammar	25
5	Mechanics	5
Total		100

Mengetahui,
November 2017

Sukoharjo, 18

Guru Mata Pelajaran

Peneliti

Kuswahyuningsih, M.Pd

Bonar Sambodo

NIP. 197607182003122004

NIM. 133221155

Lampiran

- 1) Watch the video and write down the procedure text consisting of goal, materials and steps about "How to make a Mango Juice". Work individually.



RENCANA PELAKSANAAN PEMBELAJARAN**(RPP)**

Satuan pendidikan : MAN Sukoharjo
Kelas / semester : XI IPA I / Ganjil
Skill : Writing Skill
Tema / topik : Procedure text
Pertemuan Ke - : 7
Semester : 1 (Ganjil)
Alokasi waktu : 2 X 45 Menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran damai), santun, responsive dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.
4. Mengolah, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajari disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (tips), sesuai dengan konteks penggunaannya.
- 4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (tips).
- 4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

1. Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris.

2. Melakukan sikap yang bertanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional secara konsisten.
3. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis yang berkenaan dengan teks bergenre *procedure*.
4. Mampu mengungkapkan, membedakan dan mengaplikasikan fungsi serta struktur penggunaan *Procedure text* dalam kehidupan sehari-hari.

D. Tujuan Pembelajaran

1. Peserta didik mampu mengerjakan soal pre-test dengan kemampuan yang mereka miliki masing-masing.

E. Materi Pembelajaran (Terlampir)

Soal Post-Test

F. Metode Pembelajaran

Pendekatan : Metode Ilmiah (Scientific Approach).

G. Media Alat dan sumber Pembelajaran

Media : Kertas Print Out, LCD, Laptop

Sumber : Internet, sumber lain yang relevan.

H. Kegiatan Pembelajaran

No.	Kegiatan	Waktu
1.	<p>Pendahuluan</p> <ol style="list-style-type: none"> 1. Guru masuk ke kelas dan membuka pembelajaran dengan mengucapkan salam serta menyapa menggunakan bahasa Inggris agar suasana pelajaran inggris dapat langsung tercipta di pertemuan pertama. 2. Guru meminta ketua kelas untuk memimpin doa sebagai awal pembelajaran. 3. Guru memeriksa kehadiran siswa apakah jumlah siswa sesuai dengan absensi, guru juga memeriksa kerapihan siswa dan posisi duduk siswa. 4. Guru menampilkan video yang dapat memotivasi semangat belajar siswa. 	15 menit

No.	Kegiatan	Waktu
2.	<p>Kegiatan Inti</p> <p>a. Eksperimen/Explore</p> <ol style="list-style-type: none"> 1 Guru memutar video teks prosedur yang akan dikerjakan oleh siswa 2 Siswa membuat teks prosedur untuk post-test dengan menggunakan media video yang diputarkan oleh guru. 	60 menit
3.	<p>Penutup</p> <ol style="list-style-type: none"> 1. Dibawah bimbingan guru, peserta didik mengumpulkan pekerjaan kepada guru. 2. Bersama-sama menutup pelajaran dengan berdoa 	15 menit

I.

P

eniilaian

Rubrik penilaian Essay

No	Categories	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Grammar	25
5	Mechanics	5
Total		100

Mengetahui,
November 2017

Sukoharjo, 25

Guru Mata Pelajaran

Peneliti

Kuswahyuningsih, M.Pd

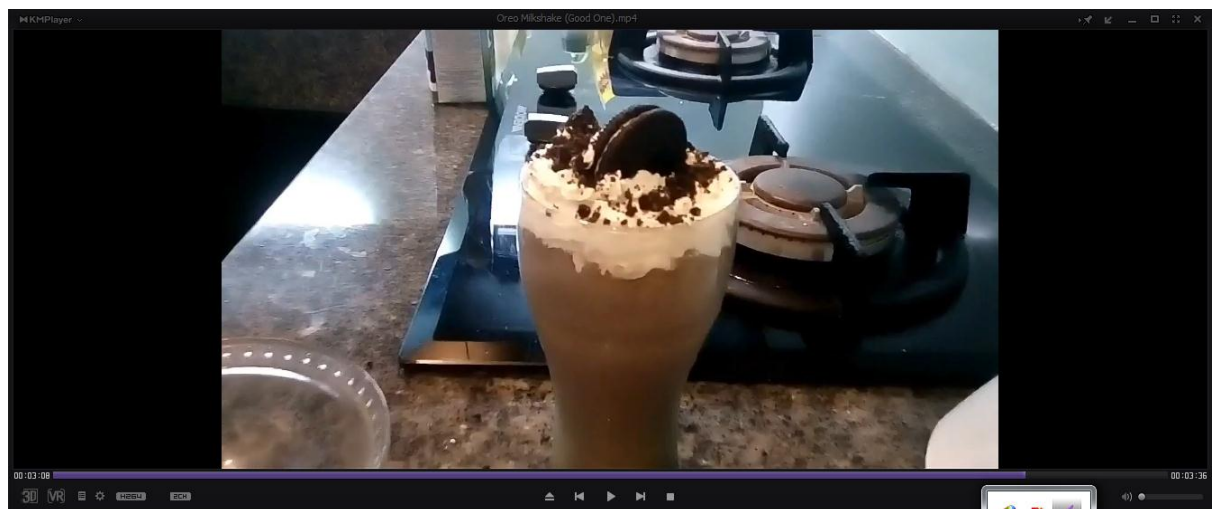
Bonar Sambodo

NIP. 197607182003122004

NIM. 133221155

Lampiran

- 1) Watch the video and write down the procedure text consisting of goal, materials and steps about "How to make an Oreo Milkshake". Work individually.



RENCANA PELAKSANAAN PEMBELAJARAN**(RPP)**

Satuan pendidikan : MAN Sukoharjo
Kelas / semester : XI IPS I / Ganjil
Skill : Writing Skill
Tema / topik : Procedure text
Pertemuan Ke - : 1
Semester : 1 (Ganjil)
Alokasi waktu : 2 X 45 Menit

J. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran damai), santun, responsive dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.
4. Mengolah, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajari disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

K. Kompetensi Dasar

- 1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.4 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (tips), sesuai dengan konteks penggunaannya.
- 4.11 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (tips).
- 4.12 Menyunting teks prosedur berbentuk manual dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

L. Indikator

5. Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris.
6. Melakukan sikap yang bertanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional secara konsisten.

7. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis yang berkenaan dengan teks bergenre *procedure*.
8. Mampu mengungkapkan, membedakan dan mengaplikasikan fungsi serta struktur penggunaan *Procedure text* dalam kehidupan sehari-hari.

M. Tujuan Pembelajaran

1. Peserta didik mampu mengerjakan soal pre-test dengan kemampuan yang mereka miliki masing-masing.

N. Materi Pembelajaran (Terlampir)

Soal Pre-Test

O. Metode Pembelajaran

Pendekatan : Metode Ilmiah (Scientific Approach).

P. Media Alat dan sumber Pembelajaran

Media : Kertas Print Out

Sumber : Internet, sumber lain yang relevan.

Q. Kegiatan Pembelajaran

No.	Kegiatan	Waktu
1.	<p>Pendahuluan</p> <ol style="list-style-type: none"> 5. Guru masuk ke kelas dan membuka pembelajaran dengan mengucapkan salam serta menyapa menggunakan bahasa Inggris agar suasana pelajaran Inggris dapat langsung tercipta di pertemuan pertama. 6. Guru meminta ketua kelas untuk memimpin doa sebagai awal pembelajaran. 7. Guru memeriksa kehadiran siswa apakah jumlah siswa sesuai dengan absensi, guru juga memeriksa kerapihan siswa dan posisi duduk siswa. 8. Guru menampilkan video yang dapat memotivasi semangat belajar siswa. 	15 menit
2.	<p>Kegiatan Inti</p> <p>f. Eksperimen/Explore</p>	60 menit

No.	Kegiatan	Waktu
	2. Siswa mengerjakan soal procedure text untuk pre-test.	
3.	<p>Penutup</p> <p>4. Dibawah bimbingan guru, peserta didik mengumpulkan pekerjaan kepada guru.</p> <p>5. Guru menjelaskan materi yang akan dipelajari pada pertemuan berikutnya.</p> <p>6. Bersama-sama menutup pelajaran dengan berdoa</p>	15 menit

R.

P

enilaian

Rubrik penilaian Essay

No	Categories	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Grammar	25
5	Mechanics	5

Total	100
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Mengetahui,
2017

Sukoharjo, 11 Oktober

Guru Mata Pelajaran

Peneliti

Kuswahyuningsih, M.Pd

Bonar Sambodo

NIP. 197607182003122004

NIM. 133221155

Lampiran

Work individually to write procedure text about "How to make an Avocado Juice" consisting of goal, tool or ingredients, and steps.

Goals :

Materials :

Ingredients :

Steps :

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan pendidikan : MAN Sukoharjo
Kelas / semester : XI IPS I / Ganjil
Skill : Writing Skill
Tema / topik : Procedure text
Pertemuan Ke - : 2
Semester : 1 (Ganjil)
Alokasi waktu : 2 X 45 Menit

J. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran damai), santun, responsive dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.
4. Mengolah, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajari disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

K. Kompetensi Dasar

- 2.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.4 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

6.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (tips), sesuai dengan konteks penggunaannya.

8.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (tips).

4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

L. Indikator

1. Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris.
2. Melakukan sikap yang bertanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional secara konsisten.
3. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis yang berkenaan dengan teks bergenre *procedure*.
4. Mampu mengungkapkan, membedakan dan mengaplikasikan fungsi serta struktur penggunaan *Procedure text* dalam kehidupan sehari-hari.

M. Tujuan Pembelajaran

1. Melalui contoh, peserta didik dapat menyusun *procedure text* dalam praktik menulis bahasa Inggris.
2. Setelah mengamati dan mendiskusikan teks *procedure*, peserta didik mampu memahami *procedure text* serta fungsi dan unsur kebahasaan sesuai konteks.
3. Peserta didik mampu mengaplikasikan fungsi social, struktur teks dan unsur kebahasaan dari *procedure text* dengan lingkungan sekitarnya.

N. Materi Pembelajaran (Terlampir)

O. Metode Pembelajaran

Pendekatan : Metode Ilmiah (Scientific Approach).

P. Media Alat dan sumber Pembelajaran

Media : LCD, Kertas print out dan Laptop

Sumber : Internet, sumber lain yang relevan.

Q. Kegiatan Pembelajaran

No.	Kegiatan	Waktu

No.	Kegiatan	Waktu
1.	<p>Pendahuluan</p> <ol style="list-style-type: none"> 5. Guru masuk ke kelas dan membuka pembelajaran dengan mengucapkan salam serta menyapa menggunakan bahasa Inggris agar suasana pelajaran Inggris dapat langsung tercipta di pertemuan pertama. 6. Guru meminta ketua kelas untuk memimpin doa sebagai awal pembelajaran. 7. Guru memeriksa kehadiran siswa apakah jumlah siswa sesuai dengan absensi, guru juga memeriksa kerapian siswa dan posisi duduk siswa. 8. Guru menampilkan video yang dapat memotivasi semangat belajar siswa. 	15 menit
2.	<p>Kegiatan Inti</p> <p>a. Mengamati</p> <ol style="list-style-type: none"> 2. Siswa mengamati pengertian <i>Procedure text</i> beserta contoh-contohnya pada slide yang ditampilkan oleh guru. <p>g. Menanya</p> <ol style="list-style-type: none"> 3. Dengan bimbingan dan arahan guru siswa menanyakan tentang: Bagaimana ciri-ciri <i>Procedure text</i>. 4. Dengan bimbingan dan arahan guru siswa menanyakan tentang: Bagaimana cara mengidentifikasi bagian-bagian dari <i>Procedure text</i>. <p>h. Eksperimen/Explore</p> <ol style="list-style-type: none"> 1. Siswa bereksperimen tentang <i>Procedure text</i> yang diberikan oleh guru. <p>i. Asosiasi</p> <ol style="list-style-type: none"> 3. Siswa mampu mengasosiasikan dalam membedakan antara 	60 menit

No.	Kegiatan	Waktu
	<p>language feature yang digunakan dalam <i>Procedure text</i> dan dalam text jenis lain.</p> <p>4. Siswa mendapatkan feedback dari guru dan temannya berkaitan dengan apa yang disampaikan.</p> <p>j. Komunikasi.</p> <p>3. Guru memberikan penjelasan secara terperinci terkait dengan materi yang diajarkan.</p> <p>4. Siswa mengkomunikasikan pengalamannya ketika belajar bahasa inggris.</p>	
3.	<p>Penutup</p> <p>1. Dibawah bimbingan guru, peserta didik menyimpulkan materi pembelajaran secara demokratis.</p> <p>2. Guru menjelaskan materi yang akan dipelajari pada pertemuan berikutnya.</p> <p>3. Bersama-sama menutup pelajaran dengan berdoa</p>	15 menit

R.

P

enilaian

Rubrik penilaian Essay

No	Categories	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Grammar	25
5	Mechanics	5

Total	100
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Mengetahui,
2017

Sukoharjo, 18 Oktober

Guru Mata Pelajaran

Peneliti

Kuswahyuningsih, M.Pd

Bonar Sambodo

NIP. 197607182003122004

NIM. 133221155

Lampiran

PROCEDURE TEXT

D. The Definition of Procedure Text

Procedure text is a text that is designed to describe how to something is achieved (accomplished) through a sequence of actions or steps.

E. The Generic Structure of Procedure Text

The generic structures of procedure text are:

- Goal. It is contain the purpose of the text (or title).
- Materials. It is contains the materials that used in the process.
- Steps. It is contain of the steps to make something in the goal (the actions that must be taken).

F. Language Features of Procedure Text

In the procedure text, we use:

- Simple present tense
- The use of commands, for example: 'put', 'mix'.
- The use of action verbs, for example: 'turn', 'pick up'.
- The use of connectivity to sequence the actions in the time, for example: 'then', 'while'.

The use of adverbials details of time and place, manner, and so on, for example: 'for five minutes', '2 centimeters from the top', 'carefully'.

RENCANA PELAKSANAAN PEMBELAJARAN**(RPP)**

Satuan pendidikan : MAN Sukoharjo
Kelas / semester : XI IPS I / Ganjil
Skill : Writing Skill
Tema / topik : Procedure text
Pertemuan Ke - : 3
Semester : 1 (Ganjil)
Alokasi waktu : 2 X 45 Menit

J. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran damai), santun, responsive dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.
4. Mengolah, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajari disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

K. Kompetensi Dasar

- 2.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 4.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (tips), sesuai dengan konteks penggunaannya.
- 8.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (tips).
- 4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

L. Indikator

- 1. Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris.
- 2. Melakukan sikap yang bertanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional secara konsisten.
- 3. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis yang berkenaan dengan teks bergenre *procedure*.
- 4. Mampu mengungkapkan, membedakan dan mengaplikasikan fungsi serta struktur penggunaan *Procedure text* dalam kehidupan sehari-hari.

M. Tujuan Pembelajaran

- 1. Melalui contoh, peserta didik dapat menyusun *procedure text* dalam praktik menulis bahasa Inggris.
- 2. Setelah mengamati dan mendiskusikan teks *procedure*, peserta didik mampu memahami *procedure text* serta fungsi dan unsur kebahasaan sesuai konteks.
- 3. Peserta didik mampu mengaplikasikan fungsi social, struktur teks dan unsur kebahasaan dari *procedure text* dengan lingkungan sekitarnya.

N. Materi Pembelajaran (Terlampir)

O. Metode Pembelajaran

Pendekatan : Metode Ilmiah (Scientific Approach).

P. Media Alat dan sumber Pembelajaran

Media : LCD, Kertas print out dan Laptop

Sumber : Internet, sumber lain yang relevan.

Q. Kegiatan Pembelajaran

No.	Kegiatan	Waktu
1.	<p>Pendahuluan</p> <ol style="list-style-type: none"> 1. Guru masuk ke kelas dan membuka pembelajaran dengan mengucapkan salam serta menyapa menggunakan bahasa Inggris agar suasana pelajaran inggris dapat langsung tercipta di pertemuan pertama. 2. Guru meminta ketua kelas untuk memimpin doa sebagai awal pembelajaran. 3. Guru memeriksa kehadiran siswa apakah jumlah siswa sesuai dengan absensi, guru juga memeriksa kerapihan siswa dan posisi duduk siswa. 4. Guru menampilkan video yang dapat memotivasi semangat belajar siswa. 	15 menit
2.	<p>Kegiatan Inti</p> <p>a. Mengamati</p> <ol style="list-style-type: none"> 1. Siswa mengamati pengertian <i>Procedure text</i> dan Language feature Procedure Text yang ditampilkan guru. <p>f. Menanya</p> <ol style="list-style-type: none"> 1. Dengan bimbingan dan arahan guru siswa menanyakan tentang: Bagaimana cara mengidentifikasi bagian-bagian dari <i>Procedure text</i>. <p>g. Eksperimen/Explore</p> <ol style="list-style-type: none"> 1 Siswa bereksperimen tentang <i>Procedure text</i> yang diberikan oleh guru. <p>h. Asosiasi</p>	60 menit

No.	Kegiatan	Waktu
	1. Siswa mendapatkan feedback dari guru dan temannya berkaitan dengan apa yang disampaikan. i. Komunikasi. 1 Guru memberikan penjelasan secara terperinci terkait dengan materi yang diajarkan. 2 Siswa mengkomunikasikan pengalamannya ketika belajar bahasa inggris.	
3.	Penutup 1. Dibawah bimbingan guru, peserta didik menyimpulkan materi pembelajaran secara demokratis. 2. Guru menjelaskan materi yang akan dipelajari pada pertemuan berikutnya. 3. Bersama-sama menutup pelajaran dengan berdoa	15 menit

R.

P

enilaian

Rubrik penilaian Essay

No	Categories	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Grammar	25
5	Mechanics	5

Total	100
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Mengetahui,
2017

Sukoharjo, 25 Oktober

Guru Mata Pelajaran

Peneliti

Kuswahyuningsih, M.Pd

Bonar Sambodo

NIP. 197607182003122004

NIM. 133221155

Lampiran

SIMPLE PRESENT TENSE

B. The Definition of Simple Present Tense

Simple present tense is used to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, scheduled event or something that happens. It can also be something a person often forgets or usually does not do.

The patterns of simple present tense are:

3. Nominal Sentence

S + to be (am, is, are) +

S + to be (am, is, are) not +

To be (am, is, are) + S?

Example:

Gita is a teacher

Gita is not a teacher

Is Gita a teacher?

4. Verbal Sentence

S + V1 (s/es)

S + (do/does) + not + V1

(do/does) + S + V1

Example:

They study English everyday

They do not study English everyday

Do they study English everyday?

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan pendidikan : MAN Sukoharjo
Kelas / semester : XI IPS I / Ganjil
Skill : Writing Skill
Tema / topik : Procedure text
Pertemuan ke- : 4
Semester : 1 (Ganjil)
Alokasi waktu : 2 X 45 Menit

I. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran damai), santun, responsive dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.

4. Mengolah, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajari disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

J. Kompetensi Dasar

- 1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 4.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 1.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (tips), sesuai dengan konteks penggunaannya.
- 4.10 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (tips).
- 4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

K. Indikator

1. Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris.
2. Melakukan sikap yang bertanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional secara konsisten.
3. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis yang berkenaan dengan teks bergenre *procedure*.
4. Mampu mengungkapkan, membedakan dan mengaplikasikan fungsi serta struktur penggunaan *procedure text* dalam kehidupan sehari-hari.

L. Tujuan Pembelajaran

1. Melalui contoh, peserta didik dapat menyusun *procedure text* dalam praktik menulis bahasa Inggris.
2. Setelah mengamati dan mendiskusikan teks *procedure*, peserta didik mampu memahami *procedure text* serta fungsi dan unsur kebahasaan sesuai konteks.

3. Peserta didik mampu mengaplikasikan fungsi social, struktur teks dan unsur kebahasaan dari *procedure text* dengan lingkungan sekitarnya.

M. Materi Pembelajaran (Terlampir)

N. Pendekatan dan Metode Pembelajaran

Pendekatan : Metode Ilmiah (Scientific Approach).

O. Media Alat dan sumber Pembelajaran

Media : LCD, Kertas print out dan Laptop

Sumber : Internet, sumber lain yang relevan.

P. Kegiatan Pembelajaran

No.	Kegiatan	Waktu
1.	<p>Pendahuluan</p> <ol style="list-style-type: none"> 1. Guru masuk ke kelas dan membuka pembelajaran dengan mengucapkan salam serta menyapa menggunakan bahasa Inggris agar suasana pelajaran inggris dapat langsung tercipta di pertemuan pertama. 2. Guru meminta ketua kelas untuk memimpin doa sebagai awal pembelajaran. 3. Guru memeriksa kehadiran siswa apakah jumlah siswa sesuai dengan absensi, guru juga memeriksa kerapihan siswa dan posisi duduk siswa. 4. Guru menampilkan video yang dapat memotivasi semangat belajar siswa. 	15 menit
2.	<p>Kegiatan Inti</p> <p>a. Mengamati</p> <ol style="list-style-type: none"> 1. Guru membagikan gambar tentang Procedur Text dan siswa mengamati gambar tersebut. 2. Siswa mengamati fungsi social, struktur dan unsur kebahasaan dari teks prosedur yang ditampilkan dalam gambar. 	60 menit

No.	Kegiatan	Waktu
	<p>b. Menanya</p> <ol style="list-style-type: none"> 1. Dengan bimbingan dan arahan guru siswa menanyakan tentang: Bagaimana cara mengidentifikasi bagian-bagian dari <i>Procedure text</i>. <p>c. Eksperimen/Explore</p> <ol style="list-style-type: none"> 1 Siswa bereksperimen tentang <i>Procedure text</i> yang diberikan oleh guru. 2 Siswa berlatih membuat teks prosedur. <p>d. Asosiasi</p> <ol style="list-style-type: none"> 1 Siswa mendapatkan feedback dari guru dan temannya berkaitan dengan apa yang disampaikan. <p>e. Komunikasi.</p> <ol style="list-style-type: none"> 1 Guru memberikan penjelasan secara terperinci terkait dengan materi yang diajarkan. 2 Siswa mengkomunikasikan pengalamannya ketika belajar bahasa inggris. 	
3.	<p>Penutup</p> <ol style="list-style-type: none"> 1. Dibawah bimbingan guru, peserta didik menyimpulkan materi pembelajaran secara demokratis. 2. Guru menjelaskan materi yang akan dipelajari pada pertemuan berikutnya. 3. Bersama-sama menutup pelajaran dengan berdoa 	15 menit

I.

P

enilaian

Rubrik penilaian Essay

No	Categories	Score
1	Content	30

2	Organization	20
3	Vocabulary	20
4	Grammar	25
5	Mechanics	5
Total		100

Mengetahui,
2017

Guru Mata Pelajaran

Kuswahyuningsih, M.Pd

NIP. 197607182003122004

Sukoharjo, 1 November

Peneliti

Bonar Sambodo

NIM. 133221155

Lampiran

1)

O

Observe the picture and write down the procedure text consisting of goal, materials and steps about "How to make Omellete". Work individually.





RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan pendidikan : MAN Sukoharjo
Kelas / semester : XI IPS I / Ganjil
Skill : Writing Skill
Tema / topik : Procedure text
Pertemuan ke- : 5
Semester : 1 (Ganjil)

Alokasi waktu : 2 X 45 Menit**A. Kompetensi Inti**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran damai), santun, responsive dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.
4. Mengolah, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajari disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.4 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 16 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (tips), sesuai dengan konteks penggunaannya.
- 4.10 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (tips).

4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

1. Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris.
2. Melakukan sikap yang bertanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional secara konsisten.
3. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis yang berkenaan dengan teks bergenre *procedure*.
4. Mampu mengungkapkan, membedakan dan mengaplikasikan fungsi serta struktur penggunaan *procedure text* dalam kehidupan sehari-hari.

D. Tujuan Pembelajaran

1. Melalui contoh, peserta didik dapat menyusun *procedure text* dalam praktik menulis bahasa Inggris.
2. Setelah mengamati dan mendiskusikan teks *procedure*, peserta didik mampu memahami *procedure text* serta fungsi dan unsur kebahasaan sesuai konteks.
3. Peserta didik mampu mengaplikasikan fungsi social, struktur teks dan unsur kebahasaan dari *procedure text* dengan lingkungan sekitarnya.

E. Materi Pembelajaran (Terlampir)

F. Pendekatan dan Metode Pembelajaran

Pendekatan : Metode Ilmiah (Scientific Approach).

G. Media Alat dan sumber Pembelajaran

Media : LCD, Kertas print out dan Laptop

Sumber : Internet, sumber lain yang relevan.

H. Kegiatan Pembelajaran

No.	Kegiatan	Waktu
1.	<p>Pendahuluan</p> <p>1. Guru masuk ke kelas dan membuka pembelajaran dengan mengucapkan salam serta menyapa menggunakan bahasa Inggris agar suasana pelajaran inggris dapat langsung</p>	15 menit

No.	Kegiatan	Waktu
	<p>tercipta di pertemuan pertama.</p> <ol style="list-style-type: none"> 2. Guru meminta ketua kelas untuk memimpin doa sebagai awal pembelajaran. 3. Guru memeriksa kehadiran siswa apakah jumlah siswa sesuai dengan absensi, guru juga memeriksa kerapihan siswa dan posisi duduk siswa. 4. Guru menampilkan video yang dapat memotivasi semangat belajar siswa. 	
2.	<p>Kegiatan Inti</p> <p>a. Mengamati</p> <ol style="list-style-type: none"> 1. Guru membagikan tentang Procedur Text dan siswa mengamati gambar tersebut. 2. Siswa mengamati fungsi social, struktur dan unsur kebahasaan dari teks prosedur yang ditampilkan dalam gambar. <p>b. Menanya</p> <ol style="list-style-type: none"> 1. Dengan bimbingan dan arahan guru siswa menanyakan tentang: Bagaimana cara mengidentifikasi bagian-bagian dari <i>Procedure text</i>. <p>c. Eksperimen/Explore</p> <ol style="list-style-type: none"> 1 Siswa bereksperimen tentang <i>Procedure text</i> yang diberikan oleh guru. 2 Siswa berlatih membuat teks prosedur. <p>d. Asosiasi</p> <ol style="list-style-type: none"> 1 Siswa mendapatkan feedback dari guru dan temannya berkaitan dengan apa yang disampaikan. <p>e. Komunikasi.</p>	60 menit

No.	Kegiatan	Waktu
	<ol style="list-style-type: none"> 1 Guru memberikan penjelasan secara terperinci terkait dengan materi yang diajarkan. 2 Siswa mengkomunikasikan pengalamannya ketika belajar bahasa inggris. 	
3.	<p>Penutup</p> <ol style="list-style-type: none"> 1. Dibawah bimbingan guru, peserta didik menyimpulkan materi pembelajaran secara demokratis. 2. Guru menjelaskan materi yang akan dipelajari pada pertemuan berikutnya. 3. Bersama-sama menutup pelajaran dengan berdoa 	15 menit

I.

P

enilaian

Rubrik penilaian Essay

No	Categories	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Grammar	25
5	Mechanics	5
Total		100

Mengetahui,
2017

Sukoharjo, 8 November

Guru Mata Pelajaran

Peneliti

Kuswahyuningsih, M.Pd

Bonar Sambodo

NIP. 197607182003122004

NIM. 133221155

Lampiran

- 1) O
observe the picture and write down the procedure text consisting of goal, materials and steps about "How to Cook Rice in Rice Cooker". Work individually.



RENCANA PELAKSANAAN PEMBELAJARAN**(RPP)**

Satuan pendidikan : MAN Sukoharjo
Kelas / semester : XI IPS I / Ganjil
Skill : Writing Skill
Tema / topik : Procedure text
Pertemuan ke- : 6
Semester : 1 (Ganjil)
Alokasi waktu : 2 X 45 Menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran damai), santun, responsive dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.

4. Mengolah, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajari disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.4 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (tips), sesuai dengan konteks penggunaannya.
- 4.10 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (tips).
- 4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

1. Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris.
2. Melakukan sikap yang bertanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional secara konsisten.
3. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis yang berkenaan dengan teks bergenre *procedure*.
4. Mampu mengungkapkan, membedakan dan mengaplikasikan fungsi serta struktur penggunaan *procedure text* dalam kehidupan sehari-hari.

D. Tujuan Pembelajaran

1. Melalui contoh, peserta didik dapat menyusun *procedure text* dalam praktik menulis bahasa Inggris.
2. Setelah mengamati dan mendiskusikan teks *procedure*, peserta didik mampu memahami *procedure text* serta fungsi dan unsur kebahasaan sesuai konteks.

3. Peserta didik mampu mengaplikasikan fungsi social, struktur teks dan unsur kebahasaan dari *procedure text* dengan lingkungan sekitarnya.

E. Materi Pembelajaran (Terlampir)

F. Pendekatan dan Metode Pembelajaran

Pendekatan : Metode Ilmiah (Scientific Approach).

G. Media Alat dan sumber Pembelajaran

Media : LCD, Kertas print out dan Laptop

Sumber : Internet, sumber lain yang relevan.

H. Kegiatan Pembelajaran

No.	Kegiatan	Waktu
1.	<p>Pendahuluan</p> <ol style="list-style-type: none"> 1. Guru masuk ke kelas dan membuka pembelajaran dengan mengucapkan salam serta menyapa menggunakan bahasa Inggris agar suasana pelajaran Inggris dapat langsung tercipta di pertemuan pertama. 2. Guru meminta ketua kelas untuk memimpin doa sebagai awal pembelajaran. 3. Guru memeriksa kehadiran siswa apakah jumlah siswa sesuai dengan absensi, guru juga memeriksa kerapihan siswa dan posisi duduk siswa. 4. Guru menampilkan video yang dapat memotivasi semangat belajar siswa. 	15 menit
2.	<p>Kegiatan Inti</p> <p>a. Mengamati</p> <ol style="list-style-type: none"> 1. Guru membagikan gambar tentang Procedur Text dan siswa mengamati gambar tersebut. 	60 menit

No.	Kegiatan	Waktu
	<p>2. Siswa mengamati fungsi social, struktur dan unsur kebahasaan dari teks prosedur yang ditampilkan pada gambar.</p> <p>b. Menanya</p> <p>1. Dengan bimbingan dan arahan guru siswa menanyakan tentang: Bagaimana cara mengidentifikasi bagian-bagian dari <i>Procedure text</i>.</p> <p>c. Eksperimen/Explore</p> <p>1 Siswa bereksperimen tentang <i>Procedure text</i> yang diberikan oleh guru.</p> <p>2 Siswa berlatih membuat teks prosedur.</p> <p>d. Asosiasi</p> <p>1 Siswa mendapatkan feedback dari guru dan temannya berkaitan dengan apa yang disampaikan.</p> <p>e. Komunikasi.</p> <p>1 Guru memberikan penjelasan secara terperinci terkait dengan materi yang diajarkan.</p> <p>2 Siswa mengkomunikasikan pengalamannya ketika belajar bahasa inggris.</p>	
3.	<p>Penutup</p> <p>1. Dibawah bimbingan guru, peserta didik menyimpulkan materi pembelajaran secara demokratis.</p> <p>2. Guru menjelaskan materi yang akan dipelajari pada pertemuan berikutnya.</p> <p>3. Bersama-sama menutup pelajaran dengan berdoa</p>	15 menit

I.

P

enilaian

Rubrik penilaian Essay

No	Categories	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Grammar	25
5	Mechanics	5
Total		100

Mengetahui,
November 2017

Sukoharjo, 15

Guru Mata Pelajaran

Peneliti

Kuswahyuningsih, M.Pd

Bonar Sambodo

NIP. 197607182003122004

NIM. 133221155

Lampiran

- 1) Observe the picture and write down the procedure text consisting of goal, materials and steps about "How to make a Mango Juice". Work individually.





RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan pendidikan : MAN Sukoharjo
Kelas / semester : XI IPS I / Ganjil
Skill : Writing Skill
Tema / topik : Procedure text
Pertemuan Ke - : 7
Semester : 1 (Ganjil)
Alokasi waktu : 2 X 45 Menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran damai), santun, responsive dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.
4. Mengolah, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajari disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.4 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (tips), sesuai dengan konteks penggunaannya.
- 4.10 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (tips).
- 4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

1. Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris.
2. Melakukan sikap yang bertanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional secara konsisten.

3. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis yang berkenaan dengan teks bergenre *procedure*.
4. Mampu mengungkapkan, membedakan dan mengaplikasikan fungsi serta struktur penggunaan *Procedure text* dalam kehidupan sehari-hari.

D. Tujuan Pembelajaran

1. Peserta didik mampu mengerjakan soal pre-test dengan kemampuan yang mereka miliki masing-masing.

E. Materi Pembelajaran (Terlampir)

Soal Post-Test

F. Metode Pembelajaran

Pendekatan : Metode Ilmiah (Scientific Approach).

G. Media Alat dan sumber Pembelajaran

Media : Kertas Print Out, LCD, Laptop

Sumber : Internet, sumber lain yang relevan.

H. Kegiatan Pembelajaran

No.	Kegiatan	Waktu
1.	<p>Pendahuluan</p> <ol style="list-style-type: none"> 1. Guru masuk ke kelas dan membuka pembelajaran dengan mengucapkan salam serta menyapa menggunakan bahasa Inggris agar suasana pelajaran Inggris dapat langsung tercipta di pertemuan pertama. 2. Guru meminta ketua kelas untuk memimpin doa sebagai awal pembelajaran. 3. Guru memeriksa kehadiran siswa apakah jumlah siswa sesuai dengan absensi, guru juga memeriksa kerapihan siswa dan posisi duduk siswa. 4. Guru menampilkan video yang dapat memotivasi semangat belajar siswa. 	15 menit
2.	<p>Kegiatan Inti</p> <p>a. Eksperimen/Explore</p>	60 menit

No.	Kegiatan	Waktu
	<ol style="list-style-type: none"> 1 Guru memberikan gambar tentang teks prosedur yang akan dikerjakan oleh siswa 2 Siswa membuat teks prosedur untuk post-test dengan menggunakan media gambar yang diberikan oleh guru. 	
3.	<p>Penutup</p> <ol style="list-style-type: none"> 1. Dibawah bimbingan guru, peserta didik mengumpulkan pekerjaan kepada guru. 2. Bersama-sama menutup pelajaran dengan berdoa 	15 menit

I.

P

enilaian

Rubrik penilaian Essay

No	Categories	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Grammar	25
5	Mechanics	5
Total		100

Mengetahui,
November 2017

Sukoharjo,

22

Guru Mata Pelajaran

Peneliti

Kuswahyuningsih, M.Pd

Bonar Sambodo

NIP. 197607182003122004

NIM. 133221155

Lampiran

- 1) Observe the picture and write down the procedure text consisting of goal, materials and steps about "How to make an Oreo Milkshake". Work individually.





No	Name
1	Aisyah Safiah Pangestika
2	Alfia Nur Hikmah
3	Arief Kurniawan
4	Arinda Putri Novriandini
5	Ayu Rahmawati
6	Azizah Rahmah Putri Ramadhani
7	Damar Sunanil Huda
8	Diyah Ayu Puspito Ningrum
9	Habib Fathin Purnama Jati
10	Hanif Sangga Paramanandi Tiandiala

Appendix 3

List of Experimental Group Students

11	Hendra Waluya Adi
12	Nisa Arefi
13	Isnaini Agustina Istiqomah
14	Keke Rachma Devi
15	Kinasih Widi Annisa
16	Latifah Nur Rahmawati
17	Lukman Hakim Wahyu Pratama
18	Luluk Izatul Qorida
19	Muhammad Enrico
20	Muhammad Sulthon Al Haq
21	Muna Syafiah
22	Nadia Nita Putri Sholikhah
23	Novita Dian Rahmadhani
24	Rahmadhani Margi Utami
25	Ramadhani Alqoderi
26	Sultan Mughayat Syah
27	Umi Salamah
28	Zahwa Febianina Rahardika

Appendix 4

List of Control Group Students

1	Afida Sely Jasika
2	Amarta Deva Deiyaksa
3	Anisa Destiana
4	Annisa Putri Utami
5	Ashari Puspa Ningrum
6	Dan Rawido Setya Pran Utama
7	Depi Suryani
8	Esti Tri Latifa
9	Iksan Fatoni
10	Karimah Ni'matul Hidayah
11	Latifah Kusuma Dewi
12	Lilis Karunia Atmaja
13	Markhamah Nuriyah
14	Monica Novi Rahayu
15	Monika Hidayatur Rahmah
16	Muhammad Ainul Yaqin Wijaya
17	Nabila Nur Anisa
18	Naufal Rakha Maulana
19	Rara Putri Auria
20	Retno Arum Diah Safitri
21	Rizki Fatimah
22	Salma Mardhiyyah
23	Salsabilla Widny Qurrotaa'yun
24	Sheva Khoirun Isak

25	Siti Suryaningsih	
26	Swangga Prabhaswara	Score
27	Yanna Yolanda Aisyah Safiah Pangestika	83
28	Yogi Nur Marsyhuri	

Appendix 5

Post-test Scores of Experimental Group Students

2	Alfia Nur Hikmah	74
3	Arief Kurniawan	80
4	Arinda Putri Novriandini	78
5	Ayu Rahmawati	78
6	Azizah Rahmah Putri Ramadhani	76
7	Damar Sunanil Huda	78
8	Diyah Ayu Puspito Ningrum	83
9	Habib Fathin Purnama Jati	83
10	Hanif Sangga Paramanandi Tiandiala	83
11	Hendra Waluya Adi	85
12	Isharsufi	74
13	Isnaini Agustina Istiqomah	80
14	Keke Rachma Devi	83
15	Kinasih Widi Annisa	85
16	Latifah Nur Rahmawati	74
17	Lukman Hakim Wahyu Pratama	80
18	Luluk Izatul Qorida	81
19	Muhammad Enrico	80
20	Muhammad Sulthon Al Haq	74
21	Muna Syafiah	80
22	Nadia Nita Putri Sholikhah	81
23	Novita Dian Rahmadhani	77
24	Rahmadhani Margi Utami	80
25	Ramadhani Alqoderi	74

26	Sultan Mughayat Syah	80
27	Nam Salamah	78
28	Zahwa Febianina Rahardika	77

Appendix 6

The Post-test Scores of Control Group Students

1	Afida Sely Jasika	72
2	Amarta Deva Deiyaksa	71
3	Anisa Destiana	70
4	Annisa Putri Utami	74
5	Ashari Puspa Ningrum	66
6	Dan Rawido Setya Pran Utama	75
7	Depi Suryani	75
8	Esti Tri Latifa	61
9	Iksan Fatoni	71
10	Karimah Ni'matul Hidayah	75
11	Latifah Kusuma Dewi	67
12	Lilis Karunia Atmaja	62
13	Markhamah Nuriyah	70
14	Monica Novi Rahayu	75
15	Monika Hidayatur Rahmah	75
16	Muhammad Ainul Yaqin Wijaya	76
17	Nabila Nur Anisa	75
18	Naufal Rakha Maulana	73
19	Rara Putri Auria	73
20	Retno Arum Diah Safitri	61
21	Rizki Fatimah	74
22	Salma Mardhiyyah	78
23	Salsabilla Widny Qurrotaa'yun	78
24	Sheva Khoirun Isak	73

25	Siti Suryaningsih	75
26	Swangga Prabhaswara	72
27	Yanna Yolanda	75
28	Yogi Nur Marsyhuri	67

Appendix 7

Frequency Distribution

Experimental Group

Individual Score

The score are:

83	83	85	81
74	83	74	77
80	83	80	80
78	85	81	74
78	74	80	80
76	80	74	78
78	83	80	77

7) The total score of posttest in experimental group is 2219

8) The highest score is 85

9) The lowest score is 74

10) Range is $85 - 74 = 11$

11) Number of Class = $1 + (3.3) * \text{LOG}(28) = 6$

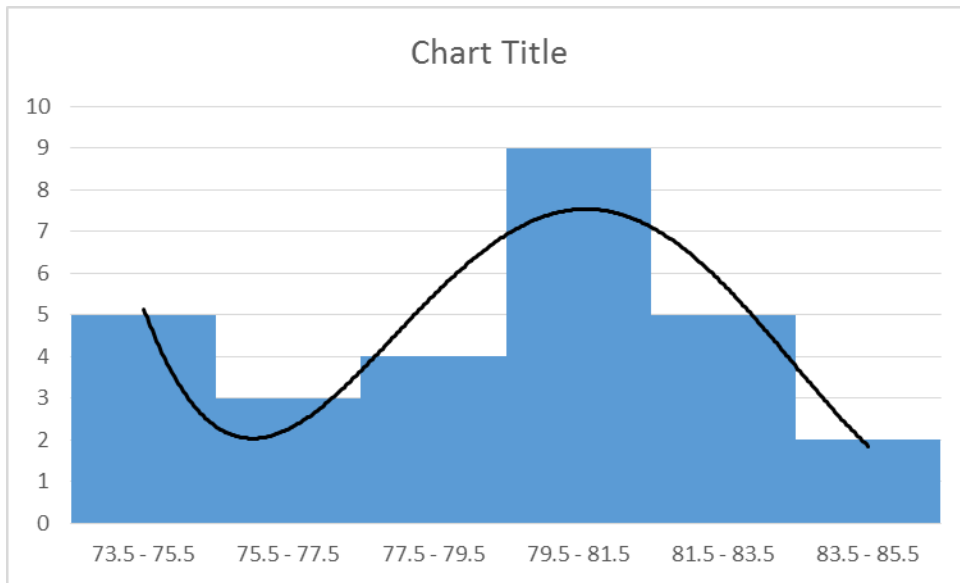
12) Interval = Range/Number of Class
 $= 11/6 = 1.9 = 2$ is used.

13) Tally Data

class limit	class boundaries	mid point (X_1)	Tally	Frequency (f_1)	Percentage	$f_1 X_1$
74 - 75	73.5 - 75.5	74.5	IIII	5	17.85714286	372.5
76 - 77	75.5 - 77.5	76.5	III	3	10.71428571	229.5
78 - 79	77.5 - 79.5	78.5	IIII	4	14.28571429	314
80 - 81	79.5 - 81.5	80.5	IIII III	9	32.14285714	724.5
82 - 83	81.5 - 83.5	82.5	IIII	5	17.85714286	412.5
84 - 85	83.5 - 85.5	84.5	II	2	7.142857143	169

				28	100	2222
--	--	--	--	----	-----	------

14) The Diagram



Appendix 8

Frequency Distribution

Control Group

Individual Score

The score are:

72	61	75	78
71	71	76	78
70	75	75	73
74	67	73	75
66	62	73	72
75	70	61	75
75	75	74	67

7) The total score of posttest in control group is 2009

8) The highest score is 78

9) The lowest score is 61

10) Range is $78 - 61 = 17$

11) Number of class = $1 + (3.3) * \text{LOG}(28)$
= 6

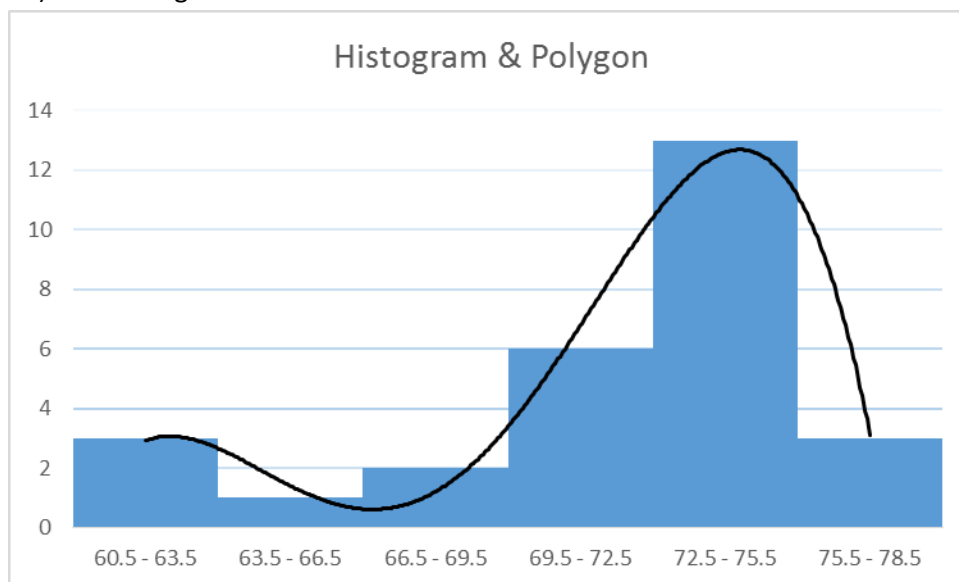
12) Interval = Range/Number of Class

= $17/6 = 2.9 = 3$ is used

13) Tally data

class limit	class boundaries	mid point (X_1)	Tally	Frequency (f_1)	percentage	f_1X_1
61 - 63	60.5 - 63.5	62	III	3	10.71428571	186
64 - 66	63.5 - 66.5	65	I	1	3.571428571	65
67 - 69	66.5 - 69.5	68	II	2	7.142857143	136
70 - 72	69.5 - 72.5	71	IIII I	6	21.42857143	426
73 - 75	72.5 - 75.5	74	IIII IIII III	13	46.42857143	962
76 - 78	75.5 - 78.5	77	III	3	10.71428571	231
				28	100	2006

14) The Diagram



Appendix 9

Computation Mean

Experimental Group

Mean

a. Individual Data

The score are:

83	83	85	81
74	83	74	77
80	83	80	80
78	85	81	74
78	74	80	80
76	80	74	78
78	83	80	77

$$\bar{x} = \frac{\sum x}{n} = \frac{2219}{28} = 79.25$$

b. Data in Frequency

Distribution

class limit	class boundaries	mid point (X ₁)	Tally	Frequency (f ₁)	percentage	f ₁ X ₁
74 - 75	73.5 - 75.5	74.5	IIII	5	17.85714286	372.5
76 - 77	75.5 - 77.5	76.5	III	3	10.71428571	229.5
78 - 79	77.5 - 79.5	78.5	IIII	4	14.28571429	314
80 - 81	79.5 - 81.5	80.5	IIII IIII	9	32.14285714	724.5
82 - 83	81.5 - 83.5	82.5	IIII	5	17.85714286	412.5
84 - 85	83.5 - 85.5	84.5	II	2	7.142857143	169
				28	100	2222

$$\bar{x} = \frac{\sum f_i X_i}{n} = \frac{2222}{28}$$

$$= 79.3571$$

Appendix 10

Computation Mean

Control Group

Mean

a. Individual Data

The score are:

72	61	75	78
71	71	76	78
70	75	75	73
74	67	73	75
66	62	73	72
75	70	61	75
75	75	74	67

$$\bar{x} = \frac{\sum x}{n} = \frac{2009}{28} = 71.75$$

b. Data on Frequency Distribution

class limit	class boundaries	mid point (X ₁)	Tally	Frequency (f ₁)	percentage	f ₁ X ₁
61 - 63	60.5 - 63.5	62	III	3	10.71428571	186

64 - 66	63.5 - 66.5	65	I	1	3.571428571	65
67 - 69	66.5 - 69.5	68	II	2	7.142857143	136
70 - 72	69.5 - 72.5	71	IIII I	6	21.42857143	426
73 - 75	72.5 - 75.5	74	IIII IIII III	13	46.42857143	962
76 - 78	75.5 - 78.5	77	III	3	10.71428571	231

83	83	85	81
74	83	74	77

				28	100	2006
--	--	--	--	----	-----	------

$$\bar{X} = \frac{\sum f_i X_i}{n} = \frac{2006}{28} = 71.6429$$

Appendix 11

Computation of Mode

Experimental Group

Mode

a. Individual Data

The score are:

80	83	80	80
78	85	81	74
78	74	80	80
76	80	74	78
78	83	80	77

b. Data in Frequency

Distribution

class limit	class boundaries	mid point (X ₁)	Tally	Frequency (f ₁)	percentage	f ₁ X ₁
74 - 75	73.5 - 75.5	74.5	IIII	5	17.85714286	372.5
76 - 77	75.5 - 77.5	76.5	III	3	10.71428571	229.5
78 - 79	77.5 - 79.5	78.5	IIII	4	14.28571429	314
80 - 81	79.5 - 81.5	80.5	IIII IIII	9	32.14285714	724.5
82 - 83	81.5 - 83.5	82.5	IIII	5	17.85714286	412.5
84 - 85	83.5 - 85.5	84.5	II	2	7.142857143	169
				28	100	2222

$$M_o = L + i \left(\frac{f_1}{f_1 + f_2} \right) = 79.5 + 2 \left(\frac{5}{5+4} \right)$$

$$= 80.6111$$

Appendix 12

Computation of Mode

Control Group

ci

Mode

a. Individual Data

The score are:

72	61	75	78
71	71	76	78
70	75	75	73
74	67	73	75
66	62	73	72
75	70	61	75
75	75	74	67

b. Data in Frequency Distribution

class limit	class boundaries	mid point (X ₁)	Tally	Frequency (f ₁)	percentage	f ₁ X ₁
61 - 63	60.5 - 63.5	62	III	3	10.71428571	186
64 - 66	63.5 - 66.5	65	I	1	3.571428571	65
67 - 69	66.5 - 69.5	68	II	2	7.142857143	136
70 - 72	69.5 - 72.5	71	IIII I	6	21.42857143	426
73 - 75	72.5 - 75.5	74	IIII IIII III	13	46.42857143	962
76 - 78	75.5 - 78.5	77	III	3	10.71428571	231
				28	100	2006

$$Mo = L + i \left(\frac{f_1}{f_1 + f_2} \right)$$

$$= 72.5 + 3\left(\frac{7}{7+10}\right)$$

$$= 73.73529412$$

Appendix 13

Computation of Median

Experimental Group				
83	83	85	81	Median a. Individual Data The score are:
74	83	74	77	
80	83	80	80	
78	85	81	74	
78	74	80	80	
76	80	74	78	
78	83	80	77	

b. Data in Frequency Distribution

class limit	class boundaries	mid point (X ₁)	Tally	Frequency (f ₁)	percentage	f ₁ X ₁
74 - 75	73.5 - 75.5	74.5	IIII	5	17.85714286	372.5
76 - 77	75.5 - 77.5	76.5	III	3	10.71428571	229.5
78 - 79	77.5 - 79.5	78.5	IIII	4	14.28571429	314
80 - 81	79.5 - 81.5	80.5	IIII III	9	32.14285714	724.5
82 - 83	81.5 - 83.5	82.5	IIII	5	17.85714286	412.5
84 - 85	83.5 - 85.5	84.5	II	2	7.142857143	169
				28	100	2222

$$Me = L + i \left(\frac{\frac{n}{2} - cfb}{fw} \right)$$

$$= 79.5 + 2 \left(\frac{\frac{28}{2} - 12}{9} \right) = 79.9444$$

Appendix 14

Computation of Median

Control Group

Median

a. Individual Data

The score are:

72	61	75	78
71	71	76	78
70	75	75	73
74	67	73	75
66	62	73	72
75	70	61	75
75	75	74	67

b. Data in Frequency Distribution

class limit	class boundaries	mid point (X_1)	Tally	Frequency (f_1)	percentage	$f_1 X_1$
61 - 63	60.5 - 63.5	62	III	3	10.71428571	186

64 - 66	63.5 - 66.5	65	I	1	3.571428571	65
67 - 69	66.5 - 69.5	68	II	2	7.142857143	136
70 - 72	69.5 - 72.5	71	IIII I	6	21.42857143	426
73 - 75	72.5 - 75.5	74	IIII IIII III	13	46.42857143	962
76 - 78	75.5 - 78.5	77	III	3	10.71428571	231
				28	100	2006

$$Me = L + i \left(\frac{\frac{n}{2} - cfb}{fw} \right) = 72.5 + 3 \left(\frac{\frac{28}{2} - 12}{13} \right)$$

$$= 72.96153846$$

Appendix 15

The Computation of Standard Deviation

Experimental Group

Standard Deviation

X_1	Xbar	$X_1 - Xbar$	$(X_1 - Xbar)^2$
83	79.2	3.8	14.44
74	79.2	-5.2	27.04
80	79.2	0.8	0.64
78	79.2	-1.2	1.44
78	79.2	-1.2	1.44
76	79.2	-3.2	10.24
78	79.2	-1.2	1.44

83	79.2	3.8	14.44
83	79.2	3.8	14.44
83	79.2	3.8	14.44
85	79.2	5.8	33.64
74	79.2	-5.2	27.04
80	79.2	0.8	0.64
83	79.2	3.8	14.44
85	79.2	5.8	33.64
74	79.2	-5.2	27.04
80	79.2	0.8	0.64
81	79.2	1.8	3.24
80	79.2	0.8	0.64
74	79.2	-5.2	27.04
80	79.2	0.8	0.64
81	79.2	1.8	3.24
77	79.2	-2.2	4.84
80	79.2	0.8	0.64
74	79.2	-5.2	27.04
80	79.2	0.8	0.64
78	79.2	-1.2	1.44
77	79.2	-2.2	4.84
			311.32

$$s = \sqrt{\frac{\sum(x_i - \bar{x})^2}{n-1}} = \sqrt{\frac{311.32}{28-1}} = 3.395$$

Appendix 16

The Computation of Standard Deviation

Control Group

Standard Deviation

X_1	Xbar	$X_1 - \text{Xbar}$	$(X_1 - \text{Xbar})^2$
72	71.7	0.3	0.09
71	71.7	-0.7	0.49
70	71.7	-1.7	2.89
74	71.7	2.3	5.29
66	71.7	-5.7	32.49
75	71.7	3.3	10.89
75	71.7	3.3	10.89
61	71.7	-10.7	114.49
71	71.7	-0.7	0.49
75	71.7	3.3	10.89
67	71.7	-4.7	22.09
62	71.7	-9.7	94.09
70	71.7	-1.7	2.89
75	71.7	3.3	10.89
75	71.7	3.3	10.89
76	71.7	4.3	18.49
75	71.7	3.3	10.89
73	71.7	1.3	1.69

73	71.7	1.3	1.69
61	71.7	-10.7	114.49
74	71.7	2.3	5.29
78	71.7	6.3	39.69
78	71.7	6.3	39.69
73	71.7	1.3	1.69
75	71.7	3.3	10.89
72	71.7	0.3	0.09
75	71.7	3.3	10.89
67	71.7	-4.7	22.09
			607.32

$$s = \sqrt{\frac{\sum(X_i - \bar{X})^2}{n-1}} = \sqrt{\frac{607.32}{28-1}} = 4.742$$

Appendix 17

The Normality of Experimental Group

No	Name	Score Post-Test	X_i	$X_i - \bar{X}$	Z_i	$F(z_i)$	$s(z_i)$	$F(z_i) - s(z_i)$
1	ASP	83	74	-5.25	-1.54627	0.061019	0.035714	0.0253049
2	ANH	74	74	-5.25	-1.54627	0.061019	0.071429	0.0104094
3	AK	80	74	-5.25	-1.54627	0.061019	0.107143	0.0461237
4	APN	78	74	-5.25	-1.54627	0.061019	0.142857	0.081838
5	AR	78	74	-5.25	-1.54627	0.061019	0.178571	0.1175522
6	ARPR	76	76	-3.25	-0.95722	0.169229	0.214286	0.0450569

7	DSH	78	77	-2.25	-0.66269	0.253765	0.25	0.0037649
8	DAPN	83	77	-2.25	-0.66269	0.253765	0.285714	0.0319494
9	HFPJ	83	78	-1.25	-0.36816	0.356377	0.321429	0.0349482
10	HSPT	83	78	-1.25	-0.36816	0.356377	0.357143	0.0007661
11	HWA	85	78	-1.25	-0.36816	0.356377	0.392857	0.0364804
12	IH	74	78	-1.25	-0.36816	0.356377	0.428571	0.0721947
13	IAI	80	80	0.75	0.220896	0.587413	0.464286	0.1231277
14	KRD	83	80	0.75	0.220896	0.587413	0.5	0.0874134
15	KWA	85	80	0.75	0.220896	0.587413	0.535714	0.0516991
16	LNR	74	80	0.75	0.220896	0.587413	0.571429	0.0159848
17	LHWP	80	80	0.75	0.220896	0.587413	0.607143	0.0197294
18	LIQ	81	80	0.75	0.220896	0.587413	0.642857	0.0554437
19	ME	80	80	0.75	0.220896	0.587413	0.678571	0.091158
20	MSAH	74	81	1.75	0.515425	0.696872	0.714286	0.0174138
21	MS	80	81	1.75	0.515425	0.696872	0.75	0.0531281
22	NNPS	81	83	3.75	1.104482	0.865308	0.785714	0.0795936
23	NDR	77	83	3.75	1.104482	0.865308	0.821429	0.0438793
24	RMU	80	83	3.75	1.104482	0.865308	0.857143	0.008165
25	RA	74	83	3.75	1.104482	0.865308	0.892857	0.0275493
26	SMS	80	83	3.75	1.104482	0.865308	0.928571	0.0632636
27	US	78	85	5.75	1.693538	0.954823	0.964286	0.0094622
28	ZER	77	85	5.75	1.693538	0.954823	1	0.0451765

The Highest Value of $F(z_i) - s(z_i)$ or L_0 is 0.123128

L_t (with $\alpha = 0.05$ and $n = 28$) = 0.173

Because L_o is lower than L_t or $0.123128 < 0.173$, it can be concluded that the sample is in normal distribution.

Appendix 18

The Normality of Control Group

No	Name	Score Post-Test	X_i	$X_i - \bar{X}$	Z_i	$F(z_i)$	$s(z_i)$	$F(z_i) - s(z_i)$
1	ASJ	72	61	-10.8214	-2.26537	0.011745	0.035714	0.0239692
2	ADD	71	61	-10.8214	-2.26537	0.011745	0.071429	0.0596835
3	AD	70	62	-9.82143	-2.05603	0.01989	0.107143	0.0872528
4	APU	74	66	-5.82143	-1.21866	0.111486	0.142857	0.0313709
5	APN	66	67	-4.82143	-1.00932	0.15641	0.178571	0.0221612
6	DRSPU	75	67	-4.82143	-1.00932	0.15641	0.214286	0.0578755
7	DS	75	70	-1.82143	-0.3813	0.351491	0.25	0.1014906
8	ETL	61	70	-1.82143	-0.3813	0.351491	0.285714	0.0657763
9	IF	71	71	-0.82143	-0.17196	0.431735	0.321429	0.1103065
10	KNH	75	71	-0.82143	-0.17196	0.431735	0.357143	0.0745922
11	LKD	67	72	0.178571	0.037382	0.51491	0.392857	0.1220528
12	LKA	62	72	0.178571	0.037382	0.51491	0.428571	0.0863385
13	MN	70	73	1.178571	0.246723	0.597439	0.464286	0.133153
14	MNR	75	73	1.178571	0.246723	0.597439	0.5	0.0974387
15	MHR	75	74	2.178571	0.456064	0.675828	0.535714	0.1401136
16	MAYW	76	74	2.178571	0.456064	0.675828	0.571429	0.1043994
17	NNA	75	75	3.178571	0.665405	0.747104	0.607143	0.1399612
18	NRM	73	75	3.178571	0.665405	0.747104	0.642857	0.104247
19	RPA	73	75	3.178571	0.665405	0.747104	0.678571	0.0685327
20	RADS	61	75	3.178571	0.665405	0.747104	0.714286	0.0328184

21	RF	74	75	3.178571	0.665405	0.747104	0.75	0.0028959
22	SM	78	75	3.178571	0.665405	0.747104	0.785714	0.0386102
23	SWQ	78	75	3.178571	0.665405	0.747104	0.821429	0.0743245
24	SKI	73	75	3.178571	0.665405	0.747104	0.857143	0.1100388
25	SS	75	75	3.178571	0.665405	0.747104	0.892857	0.1345477
26	SP	72	76	4.178571	0.874745	0.809144	0.928571	0.1194277
27	YY	75	78	6.178571	1.293427	0.902068	0.964286	0.0622175
28	YNM	67	78	6.178571	1.293427	0.902068	1	0.0979318

The Highest Value of $F(z_i) - s(z_i)$ or L_o is 0.1401136

L_t (with $\alpha = 0.05$ and $n = 28$) = 0.173

Because L_o is lower than L_t or $0.1401136 < 0.173$, it can be concluded that the sample is in normal distribution.

Appendix 19

Computation Data of Homogeneity

No	Experiment	Control	$(X_1)^2$	$(X_2)^2$
1	83	72	6889	5184
2	74	71	5476	5041
3	80	70	6400	4900
4	78	74	6084	5476
5	78	66	6084	4356
6	76	75	5776	5625
7	78	75	6084	5625
8	83	61	6889	3721

9	83	71	6889	5041
10	83	75	6889	5625
11	85	67	7225	4489
12	74	62	5476	3844
13	80	70	6400	4900
14	83	75	6889	5625
15	85	75	7225	5625
16	74	76	5476	5776
17	80	75	6400	5625
18	81	73	6561	5329
19	80	73	6400	5329
20	74	61	5476	3721
21	80	74	6400	5476
22	81	78	6561	6084
23	77	78	5929	6084
24	80	73	6400	5329
25	74	75	5476	5625
26	80	72	6400	5184
27	78	75	6084	5625
28	77	67	5929	4489
	2219	2009	176167	144753

Data Homogeneity

$$S_1^2 = \frac{\sum X_1^2 - \frac{(\sum X_1)^2}{n}}{n-1} = \frac{176167 - \frac{(2219)^2}{28}}{28-1} = 11.527$$

$$S_2^2 = \frac{\sum X_2^2 - \frac{(\sum X_2)^2}{n}}{n-1} = \frac{144753 - \frac{(2009)^2}{28}}{28-1} = 22.490$$

$$s^2 = \left\{ \frac{\sum (n_i - 1) s_i^2}{\sum (n_i - 1)} \right\} = \frac{27(11.5277) + 27(22.4907)}{27+27} = 17.0092593$$

$$\log s^2 = \log 17.0092593 = 1.230$$

$$B = (\log s^2) \sum (n_i - 1) = 1.2306854 (54) = 66.45701$$

Sample	df	1/df	(S _i) ²	log(S _i) ²	(df)(Log(S _i) ²)
1	27	0.03703704	11.527778	1.061746	28.66713109
2	27	0.03703704	22.490741	1.352004	36.5041015
∑	54	0.07407407			65.17123259

$$X_o^2 = (ln10) \{ B - \sum (n_i - 1) \log s_i^2 \} = (2,3026)(66.4570116 - 65.17123259) \\ = 2.96063485$$

Because X_o^2 (2.960) is lower than X_t^2 (40.113) at the level significant $\alpha = 0.05$, it can be concluded that the data are homogeneous.

Appendix 20

T-test of Independent Sample

No	Experiment (X1)	x_1	x_1^2	Control (X2)	x_2	x_2^2
1	83	3.75	14.0625	72	0.25	0.0625
2	74	-5.25	27.5625	71	-0.75	0.5625
3	80	0.75	0.5625	70	-1.75	3.0625
4	78	-1.25	1.5625	74	2.25	5.0625
5	78	-1.25	1.5625	66	-5.75	33.0625
6	76	-3.25	10.5625	75	3.25	10.5625
7	78	-1.25	1.5625	75	3.25	10.5625
8	83	3.75	14.0625	61	-10.75	115.5625
9	83	3.75	14.0625	71	-0.75	0.5625
10	83	3.75	14.0625	75	3.25	10.5625
11	85	5.75	33.0625	67	-4.75	22.5625
12	74	-5.25	27.5625	62	-9.75	95.0625
13	80	0.75	0.5625	70	-1.75	3.0625
14	83	3.75	14.0625	75	3.25	10.5625
15	85	5.75	33.0625	75	3.25	10.5625
16	74	-5.25	27.5625	76	4.25	18.0625
17	80	0.75	0.5625	75	3.25	10.5625
18	81	1.75	3.0625	73	1.25	1.5625
19	80	0.75	0.5625	73	1.25	1.5625
20	74	-5.25	27.5625	61	-10.75	115.5625
21	80	0.75	0.5625	74	2.25	5.0625

22	81	1.75	3.0625	78	6.25	39.0625
23	77	-2.25	5.0625	78	6.25	39.0625
24	80	0.75	0.5625	73	1.25	1.5625
25	74	-5.25	27.5625	75	3.25	10.5625
26	80	0.75	0.5625	72	0.25	0.0625
27	78	-1.25	1.5625	75	3.25	10.5625
28	77	-2.25	5.0625	67	-4.75	22.5625
Σ	2219		311.25	2009		607.25
X bar	79.25			71.75		

$$S_{x_1-x_2} = \sqrt{\frac{\Sigma x_1^2 + \Sigma x_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)} = \sqrt{\frac{311.25 + 607.25}{28 + 28 - 2} \left(\frac{1}{28} + \frac{1}{28} \right)} = 1.102246$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S_{x_1-x_2}} = \frac{79.25 - 71.75}{1.102246} = 6.804$$

Alternative hypothesis (H_a) is accepted if $t_{\text{score}} > t_{\text{table}}$, with degree of freedom (df) ($n_1 + n_2 = 28 + 28 - 2 = 54$ and the level of significance α (0.05), it means that null hypothesis (H_0) is rejected. Therefore, alternative hypothesis (H_a) is rejected if t_{score} is lower than t_{table} and null hypothesis (H_0) is accepted.

Because t_0 (6.804) is higher than t_t (df = 54, $\alpha = 0.05$) = 2.00488 or t_0 (6.804) > t_t (2.00488), H_0 is rejected and it can be concluded that there is a significant difference

between experimental class and control class, or in other words, there is significant effect of using videos to teach writing procedure text of MAN Sukoharjo.

Appendix 21

The Photograph of Experimental Class Activity



The Photograph of Control Class Activity

