

**TEACHING PROCEDURE WRITTEN TEXT OF  
COOKING RECIPE USING SEQUENCED  
PICTURES**

**(An Experimental Research at the Seventh Grade of MTs  
Fatahillah Semarang in the Academic Year of 2015/2016)**

**THESIS**

Submitted in Partial Fulfillment of the Requirement for the Degree of  
Bachelor of Education in English Language Education



**By  
TUN MARDIYAH  
113411041**

**EDUCATION AND TEACHER TRAINING FACULTY  
WALISONGO STATE ISLAMIC UNIVERSITY  
SEMARANG  
2016**

## DECLARATION OF ORIGINALITY

I am, a student with the following identity:

Name : **TUN MARDIYAH**  
Student Number : 113411041  
Departement : English Language Education

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Semarang, June 2<sup>nd</sup> 2016  
The Writer,



**Tun Mardiyah**  
Student Number 113411041



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp.7601295 Fax. 7615987 Semarang

**RATIFICATION**

Thesis with the following identity:

Title : Teaching Procedure Written Text of Cooking Recipe  
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Research at the Seventh Grade of MTs Fatahillah  
Semarang at the Academic Year of 2015/2016)  
Name : Tun Mardiyah  
Student Number : 113411041  
Department : English Language Education

had been ratified by the board of examiner of Education and Teacher  
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**THE BOARD OF EXAMINERS**

Examiner I

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**Dr. H. Muslih, M.A.**

NIP. 19690813 199603 1 003



Advisor

**Dra. Hj. Ma'rifatul Fadhilah, M.Ed.**

NIP. 19620803 198903 2 003

## ADVISOR NOTE

Semarang, June 2<sup>nd</sup> 2016

To  
The Dean of Islamic Education and Teacher Training Faculty  
Walisongo State Islamic University

*Assalamu'alaikumWr. Wb.*

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis:

Title : **Teaching Procedure Written Text of Cooking Recipe Using Sequenced Pictures (An Experimental Research at the Seventh Grade of MTs Fatahillah Semarang in the Academic Year of 2015/2016)**

Name : **Tun Mardiyah**

Student Number : 113411041

Department : English Language Education

I state that this thesis is ready to be submitted to Islamic Education and Teacher Training Faculty Walisongo State Islamic University to be examined at Munaqosyah Session.

*Wassalamu'alaikum. wr. wb.*

Advisor,



**Dra.Hj. Ma'rifatul Fadhilah M.Ed.**  
NIP.19620803 198903 2 003

## ABSTRACT

Title : **TEACHING PROCEDURE WRITTEN TEXT OF COOKING RECIPE USING SEQUENCED PICTURES (An Experimental Research at the Seventh Grade of MTs Fatahillah Semarang in the Academic Year of 2015/2016)**

Writer : Tun Mardiyah

Student Number : 113411041

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This final project discusses teaching procedure written text of cooking recipe using sequenced pictures (an experimental research at the seventh grade of MTs Fatahillah Semarang in the academic year of 2015/2016). This study was based on the research which attempt to investigate sequenced pictures as a teaching media for students' writing skill of procedure text. The main purpose of the study was to find out how the effective is the use of sequenced pictures to teach procedure written text.

The method of the research was experimental research. Data were obtained by giving test to the experimental class and control class after giving a different treatment to both classes. The experimental class was taught by using sequenced pictures, while the control class was taught with conventional method. The subject of the research was 54 students. Two classes were selected randomly by the process of simple random sampling, they were class VII C (27 students) as experimental class and class VII A (27 students) as control class. The formula that used to analyze the data was t-test. It was used to determine whether there was significant difference between students' score in experimental and control class or not.

After collecting the data, it was found that the pre-test average score in experimental class was 51,78 and control class was 52,85.

Meanwhile, the post-test average score of in experimental class was 71.037 and control class was 61,63 . It was obtained that t-test was 5,112 and the t-table was 2.01 for alpha ( $\alpha$ ) 5%. The t-test was higher than t-table ( $5,112 > 2.01$ ) It means that  $H_a$  was accepted and  $H_o$  was rejected.

Based on the result, the researcher concludes that sequenced pictures as a teaching media was effective in teaching writing procedure text at MTs Fatahillah Semarang in the Academic Year of 2015/2016.

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*Alhamdulillahirobbil 'alamin*, none of the best word to express my gratitude to Allah for His Rahman and Rahim until this research could be completely finished. Then, Sholawat and Salutation are always offered to the Prophet Muhammad, the most beloved Prophet of Allah.

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8. Mr. Abu Hasan S.Pd. is a collaborator in this research.
9. And all to people who have helped the researcher to finish this study.

The researcher realizes that this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for her to get critiques and suggestions to make this thesis better.

Semarang, June 2<sup>nd</sup> 2016

**Tun Mardiyah**  
NIM. 113411041



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# CHAPTER I

## INTRODUCTION

### A. Background of The Research

Language is a set of rules used by human as a tool of their communication. The use of language is governed by the conventional rules shared by the speakers of the language. Each of them must obey the rules. Otherwise, they can not use it effectively for the sake of their communication. They can not communicate well. Even worst, they can not understand each other. Therefore, in members of a speech community must use their language according to the conventional rules they share among themselves.<sup>1</sup>

The important of language is esential to every aspect and interaction in our everyday lives. We use language to inform the people around us of what we feel, what we desire, and question or understand the world around us. We communicate effectively with our words, gestures, and tone of voice in multitude of situation. Through language we can connect with other people and make sense of our experiences. More and more school are recognizing the important of language. Some school begin offering to teach a second language as early as middle school.

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<sup>1</sup> Sanggam Siahaan, *The English Paragraph First Edition*, (Yogyakarta: Graha ilmu, 2008), p. 1.

Teaching is not easy job but it is a necessary one and can be very rewarding when we see the students' progress and know that we have helped to make it happen, it is true that some lessons can be difficult and students feel stressful at times it is also worth remembering that the best teaching can also be extremely enjoyable.

“Teaching is concerned with doing something for an individual which will result in something done to the individual”.<sup>2</sup> Teaching in school is a formal activity that is given by the teacher to the students in an effort to encourage the students' development with the material that is given in a classroom. Teaching English is one of the activities at school instead of other subjects. Teaching English is one of the teachers' roles in a classroom where they use different method.

English as a global language certainly has significant roles in every part of life, such as communication, education, technology, politics, economics, etc. Furthermore, English becomes one of the international languages that is used by people in all over the world. Most of them use English becomes one of the international languages that is used by people in all over the world. Most of them use English as standard language in the country where they live. In short, English language is very important and has a wide influence in the world.

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<sup>2</sup> H. Douglas Brown, *Prinsip Pembelajaran dan Pengajaran Bahasa. Edisi kelima*, (New York: Pearson Education, Inc., 2007), p.8.

The purpose of teaching English is in order that students master four skills: listening, speaking, reading, and writing. Without the integration between these four skills, English will be clueless. Writing is frequently useful as preparation for some other activities.<sup>3</sup> By writing, people can express their ideas well; however, to get their meaning strong, interesting, and clear for the reader, this skill must be improved by practicing a lot. Realizing that writing is very important for English learners, it is essential for students to develop their writing skills in English. Allah stated in the holy Qur'an:

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنسَانَ مَا لَمْ يَعْلَمْ

*“Who has taught (the writing) by the pen, he has taught man that which he knew not.” (Q.S. Al- Alaq : 4-5).*

Then, with this verse Allah explains that He equipped nature as a tool to write, so that this article became liaison between human although they are far apart places. As they relate with oral. Nature as a solid thing that can't movement is used as a tool of information and communication, so is it difficult for Allah to make His prophet as His human choices can read, oriented and also can teach.<sup>4</sup>

Allah SWT also stated in the Surah Al Qolam:

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<sup>3</sup> E-book: Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2007), p. 33.

<sup>4</sup> M. Quraish Shihab, *Tafsir al-Misbah Vol XV*, (Jakarta: Lentera Hati, 2002), p. 10.

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿٦٠﴾

“*Nun, by the pen and by (record) which men write*”<sup>5</sup>

Wal qalami (“by the pen”) in lahiriyah, it appears that it is similar to a pan used to write. As the word of Allah which means: “Read, and your Lord is most generous which teaches people through the pen. He taught man what he did not know.” (al-‘Alaq: 3-5). Such was the oath of Allah ta’ala for His creatures as well as warnings for what has He bestowed upon them, in the form of teaching writing whereby knowledge acquired. Therefore He said: wa maa yasthuruuna (“and what they know.”) Ibnu Abbas, Mujahid and Qatadah said: “believe in, what tthey wrote.” Abudh Dhuha told from Ibnu ‘Abbas : wa maa yasthuruun means and what they did.<sup>6</sup>

In writing skill, the students have to master vocabulary and know how to use grammar in making text or sentences. It is an important skill because it will be applied in many aspect of life. Through writing, people are supposed to be able to express their ideas in writing form. There are many ways to express writing and one of them is through text. In this research, the researcher focuses on procedure text.

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<sup>5</sup> Departemen Agama RI, “*Al-Qur’an...*”, p. 564.

<sup>6</sup> Ahmad Mustafa Al-Maragi, *Tafsir Al-Maragi juz XXIX*, (Mesir: Mustafa Al Babi Al-Halabi, 1394 H/1974 M), p. 46.



A procedure text is a text which gives instructions on how to do something.<sup>7</sup> A procedure text is a genre among writing genres which is taught in Secondary school. This text consists of a sequence of steps or procedures that that should be followed by the reader to accomplish the goal of the text.

Students who write rarely will find some problems when they must write. Especially when they want to transfer their thought and ideas in writing form. Not only they must focus on words, phrases, sentences pattern and grammar, but also they must focus on the idea of each paragraph. The researcher has found that the students of MTs Fatahillah Semarang got difficulties in writing, they make errors in both organization of ideas and in language use. It is caused by the fact writing in English is different from Indonesia. From those kinds of problem, teachers should find some ways out how to make students' writing ability in procedure text better than before.

Based on the problems above, the researcher proposes that one of the attempts to overcome those problems is by giving a good media of teaching to be productive and efficient. One of the media is pictures.

Pictures can help the students to express their ideas and students will more understand the material given by the teacher. Teacher can give some pictures to express the material and then

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<sup>7</sup> Pardiyo, *Pasti Bisa! Teaching Genre - Based Writing*, (Yogyakarta: CV Andi Offset, 2007), p. 125.

stimulate the students to speak English by using pictures. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

Departing from this problem, the researcher will identify the effectiveness of using Sequenced Pictures as a teaching learning's media in procedure text in MTs Fatahillah Semarang by conducting the experimental research.

## **B. Reason For Choosing The Topic**

There are three reasons for choosing the topic:

1. Writing is language skills which should be developed for students in mastering English.
2. Most of students get difficulty when they have to write text moreover make an English text.
3. The researcher want to introduce Sequenced Pictures as a media in teaching writing procedure text.

## **C. Questions Of The Research**

This reseach is intended to answer the following question:  
How effective is the use of sequenced pictures to teach procedure written text?

## **D. Objectives And Benefits Of The Research**

In line with the research question, this study has purpose to find out the degree of the effectiveness of using sequenced

pictures in teaching writing procedure text at the seventh grade of MTs Fatahillah Semarang in the academic year of 2015/2016.

### **E. Pedagogical Significant**

Based on the objectives of the research, the significance of the research can be stated as follows:

1. For Students

The result of this research may help the students to improve their ability in writing procedure text.

2. For Teachers

Teacher can use sequence pictures as a media in teaching learning process to motivate the students and it can make teaching learning process easier.

3. For the Researcher

By doing this research, the researcher will get some new experiences and knowledge about her research and it will be useful for the future.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Literature Review

##### 1. Writing

###### a. Definition of Writing

Writing is really important, it is an expression of ideas. For that reason, writing is taught to student. Writing as one of four language skills is considered as a difficult skill because the researcher should make some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way.

Writing is a continuous process of thinking and organizing, rethinking and reorganizing. Ramelan said that the acquisition of any habit is accomplished through repeating and untiring practice on the part of the learning.<sup>1</sup> It means that the writing skill can be mastered through repeating action and practicing continually of the skill.

Meyers said that” writing is an action”.<sup>2</sup> This means that when we first write something down, we have already been thinking about what we are going to say and we are going to say it. Then after you have finished

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<sup>1</sup> Ramelan, *English Phonetic*, (Semarang: UNNES Press, 2003), p.4

<sup>2</sup> Meyers, Alan, *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays*, (New York: Pearson Education, Inc, 2005), p. 2.

writing, we read over what we have written and make changes and corrections.

Harmer adds that “writing is a process and what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities”.

O’Malley and Pierce add that “writing is a personal act in which researchers take ideas or prompts and transform them into self-initiated topics”.<sup>3</sup> So, it prosecutes students to formulate goals and plans for creating an organized structure in their compositions.

Writing is the most complex skill to show the relationship of ideas which needs the willingness to write and some practices done step by step to pass on knowlage or message. So, writing is one way to speak what is in our mind. It involves more than just producing words and sentences. To produce a piece of writing, we should be able to write a connected series of words and sentences, which are grammatically and logically linked. If we choose the right words and in our sentences, then the kind of purpose we have in our mind will suit the intended readers.

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<sup>3</sup> O’Malley, J. Michael and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners. Practical Approaches for Teachers*, (Great Britain: Longman, 1996), p. 136.

## b. Types of Writing

There are two types of natural writing system (alphabet and picture) which exist in the native language, that is an important factor in determining to easy of speech which student learn to write.<sup>4</sup> There are two types in writing:

### 1) Practical or factual writing

This type deals with facts. We can find it in writing of letters or summaries.

### 2) Creative or imaginary writing

This type usually exists in literature, such as novel, romance, science, fiction, etc.

## c. The Process of Writing

The process of writing includes planning, drafting, editing and final version.<sup>5</sup>

### 1) Planning

Experienced researchers plan what they are going to write. Before the researchers start to write or type, they try and decide what it is they are going to say.

This stage is often called by pre-writing process. Pre-writing can be defined as a way of

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<sup>4</sup> Marry Finnochiaro, *English as a Second Language: from Theory to Practice*, (New York: Regent Publishing Company, Inc, 1974), p.85.

<sup>5</sup>E-book: Harmer, Jeremy, “*How To Teach...*”, p. 4-5.

warming up the brain before write. There are two ways of warming up the brain; brainstorming and clustering. Brainstorming is a quick way to generate a lot of ideas on a subject.<sup>6</sup>

The purpose of brainstorming is to make a list of as many ideas as possible without worrying about how researchers will use them. Researchers' list can include words, phrases, sentences, or even questions.

There are five steps that must be done by researchers to brainstorm:

- a) Researchers must begin with a broad topic.
- b) Researchers must write down as many ideas about the topic as researchers can do in five minutes.
- c) Researchers can add more items to their list by answering the questions what, how, when, where, why, and how.
- d) Researchers group similar items on the list together.
- e) Researchers can cross out items that do not belong.

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<sup>6</sup> Blanchard, Karen and Christine Root, *Ready to Write*, (New York: Pearson Education Inc., 2003), p. 41.

Clustering is another pre-writing technique. It is a visual way of showing how researchers' ideas are connected using circles and lines.<sup>7</sup>

When researchers cluster, they draw a diagram to connect ideas.

There are five steps that must be done by researchers to cluster:

- a) Researchers must write the topic in the center of blank place of paper and draw a circle around it.
- b) Researchers can write any ideas that come into their mind about the topic in circle around the main circle.
- c) Researchers must connect these ideas to the center word with a line.
- d) Researchers think about each of their new ideas, write more related ideas in circles near the new ideas, and then connect them.
- e) Researchers repeat the process until they run out of ideas.

After doing the steps, then the researcher arranging the data such as:

## 2) Drafting

The draf is the part of the writing process in which ideas are put into words and onto paper.

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<sup>7</sup> Blanchard, Karen and Christine Root, " *Ready to Write...* ", p.42.



We can refer to the first version of a piece of writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

### 3) Editing (reflecting and revising)

Once researchers have produced a draft they then usually, read through what they have written to see where it works and where it does not. It is a time to re-seeing what they have written and making it better.

Revision is essential for improving writing, yet students often resist revision. They may feel that once they have finished the draft the writing is done; they may believe that they have written their best on the draft; or they may unsure of how to revise. But effective revision is critical for making writing as clear and meaningful to reader as possible.

### 4) Final version

Once researchers have edited their draft, making the changes they consider to be necessary, they produce the final version. This may look considerably different from both the original plan

and the first draft, because things have changed in the editing process. But the researcher is now already to send the written text to its intended audience.

According to Tomkins & Hoskisson stages which are in the process of writing it is not a linear activity. Basically the writing process is nonlinear, is a recurring round.<sup>8</sup> It means after the researcher revises his writings, he looked back to previous step with the intention of seeing the contents of the writing conformity with the purpose of writing.

We have to know the step of writing before we start to write, each step has the different purpose. The researcher concludes that writing is an activity of developing ideas and feelings to produce an arrangement sentence.

#### d. Purpose of Writing

Purpose in writing determines the nature of the writing. Students need clear specification of the purpose in order to the task. There are the purpose in writing:<sup>9</sup> the first

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<sup>8</sup> Pujiono, Setyawan, *Terampil Menulis*, (Yogyakarta: Graha Ilmu, 2013), p. 7.

<sup>9</sup> O'Malley, J.M L. Valdez Pierce, *Authentic Assessment for English Language Learners, Practical Approaches for Teachers*, (USA: Longman, 1996), p. 137

is expository or informative writing. The researchers share the knowledge and give information, directions, or ideas. Examples of informative writing include describing events or experiences, analyzing concepts, speculating on causes and effects, and developing new ideas or relationship. This type of writing could include a biography about a well know person or someone from the researcher's life.

The second is expressive or narrative writing. This second type is the personal or imaginative expression, in which the researcher produce stories or essays. This type or writing is often based on observation of people, object, and place and may include creative speculations and interpretations. This type of writing is often used for entertainment, pleasure, dicovery, or simply, as fun writing can include poems and short plays.

The third is persuasive writing. The researchers attempt to influence other and initiate action or change. Thie type of writing is often based on background information, facts, and examples the researcher uses to support the view expressed. This type of writing might include evaluation of a book, a movie, a costumer product, or a controversial issue or problem. Researchers can also use personal experience or emotional appeals to argue in support of their view.

## 2. Text

### a. Definition of Text

Text is a unit of meaning which is coherence and appropriate for its context. It can be spoken or written but mostly people think that text is only in a form of a written work. Susan Feez said that “A text is any stretch of language which is held together cohesively through meaning”.<sup>10</sup>

Halliday and Hasan said that “a text is a social exchange of meanings”.<sup>11</sup> The meaning of a sentence may have different meaning according to the context. For example, I am buying a drink for every body here, and the mean of that sentence is one drink for all or one drink for each. Therefore, if we are a teacher, we must be able to develop students’ abilities to exchange the meanings in different points of sentence.

### b. Types of Text

There are two main categories of text. They are literary and factual. Within these are various text types. Each text type has a common way of using language.

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<sup>10</sup> Susan Feez and Helen Joice, *Text-Based Syllabus Design*, (Sydney: Macquarie University, 2002), p.4.

<sup>11</sup> Halliday, M.A.K. & Ruqaiya Hasan, *Language, Context, and Text: Aspects of Language in Social-Semiotic Perspective*, (Hongkong: Oxford University Press, 1984), p. 11.

## 1) Literary text

Literary text is a text that appeals to our emotions and imaginations. Literary text can make laugh or cry, think about our own life or consider our beliefs. Literary text includes aboriginal dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes and soap operas. Media text such as films, videos, television shows and CDs can fall in this category. There are three main text types in this category: recount, poetic and dramatic.<sup>12</sup>

## 2) Factual text

Factual text is a text that presents information or ideas and aim to show, tell or persuade the audience. This text includes advertisement, announcement, internet website, current affairs shows, debates, recipes, reports and instructions. The main text types in this category are recount, response, explanation, discussion, information report, exposition and procedure.<sup>13</sup>

Here, the researcher discussed procedure text which is one kind of factual text.

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<sup>12</sup> Anderson, Mark and Kathy Anderson, *Text Types in English*, (South Yarra: Macmillan Education Australia, 1997), p.1.

<sup>13</sup> Anderson, Mark and Kathy Anderson, “Text Types in...”, p.3.

### 3. Genre

#### a. Definition of Genre

The word genre comes from the French (and original Latin) word for “kind” or “class”. The term is widely used in rhetoric, literary theory, media theory, and more recently linguistics. Robert Allen notes that for most of its 2000 years, genre study has been primarily numerological and typological in function<sup>14</sup>

Swales (1990) defines<sup>15</sup> Genre as a class of communicative events which has (1) a shared set of communicative purposes that are recognized by the parent discourse community, (2) established constraints on contributions in terms of their content, positioning and form, and (3) nomenclature for genres that is determined by the discourse community. The feasibility study, progress report, and research report are all examples of what today we would call genres.

Each genre is characterized by a distinctive schematic structure, that is by a distinctive beginning, middle, and end structure through which the social function of the genres is realized. While some purpose for speaking

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<sup>14</sup> Daniel Chandler, *An Introduction of Genre Theory*. Retrieved on Monday, March 22<sup>nd</sup> 2016 at 11.03 from <http://www.aber.ac.uk/media/Documents/intgenre1.html#>

<sup>15</sup> Master, Peter. *Responses to ESP*. (San Jose: State University, 1998). P. 37

and writing remain constant across cultures, the ways in which these purpose are realized vary. Thus it is likely that there will be considerable variation of genres between cultures.<sup>16</sup>

b. Kinds of Genre

There are twelve kinds of genre, they are:<sup>17</sup>

1) Recount

Recount is a piece of text that retells events for the purpose of informing or entertaining.

2) Report

Report is a piece text that describes the way things are, with reference to a range of natural, man-made and social phenomena in our enviroment.

3) Discussion

Discussion is a piece of text that presents (at least) two points of view about an issue.

4) Explanation

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

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<sup>16</sup> Jenny Hammond and friends, *English for Social Purpose*. (Australian: Macquarie University, 1992). P. 2.

<sup>17</sup> Anderson, Mark and Kathy Anderson, *Text Types...*, 1, p.6.

5) Exposition (Analytical)

Exposition analytical is a piece of text that persuade reader or listener that something needs to get attention.

6) Exposition (Hortatory)

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

7) News item

News item is a piece of text that inform the readers, listener and viewers about events of the day which are considered newsworthy or important.

8) Anecdote

Anecdote is a piece of text that shares with others an account of an unusual or amusing incident.

9) Narrative

Narrative is a piece of text that amuses, entertain and to deal with actual or vicarious experience in different ways.

10) Procedure

Procedure is a piece of text that describes how something is accomplished through a sequence of actions or steps.

11) Description

Description is a piece of text that describes a particular person, place or thing.



## 12) Review

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

Every genre has different way to teach, depend on the purpose of the genre itself. Students who are writing within a certain genre need to consider a number of factors. They need to have knowledge of the topic, the conventions and style of the genre and the context in which their writing will be read and by whom.

## 4. Requirement of Good Writing

Good writing in any languages involves knowledge the convention of written discourse in culture as well as the ability to choose the precise words that convey one's meaning. To write and interesting text and good paragraph, we should know what a paragraph is. A paragraph is a group of sentences which contain relevant information about one main or central idea.<sup>18</sup>

A good paragraph normally focuses only on one idea that is expressed in the topic sentence. Topic sentence is important to express an idea. Function of the idea is to control the content of paragraph. A paragraph basically consists of three parts; those are introduction, body, and conclusion.

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<sup>18</sup> Barli Bram, *Write Well Improving Writing Skills*, (Yogyakarta: Kanisius, 1995), p.13.

In writing a good paragraph, we should concern to three things. They are: the unity, that is synonymous with oneness. It means oneness to express the ideas in one paragraph. All sentences in a paragraph should state on the one thing in the topic sentence: all of the sentences stick together. And the second is the coherence, that mean also plays and important role in writing. It plays crucial role in making a paragraph read well. Every coherent paragrapg contains smoothly-connected ideas. To achieve coherence, the researcher needs to use some transitions, such as however, although, finally, and nevertheless. The third things of writing a good paragraph is meaning and grammar. We also have responsibility in expressing our ideas semantically and grammatically correct. A piece of writing or sentence, or even phrase, must be semantically acceptable and meaningful.<sup>19</sup>

Writing skill is complex and difficult to teach since in this case writing does not only mean putting down graphic form on a piece of paper. It involves at least five components.they are:

- a. Content: the substance of writing, the ideas expressed.
- b. Form: the organization of the content.
- c. Grammar: the employment of grammatical form and syntactic patterns.

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<sup>19</sup> Barli Bram, *Write Well Improving Writing Skills*, (Yogyakarta: Kanisius, 1995), p.20.

- d. Vocabulary: the choice of structure and lexical items to give a particular tone or flavor to the writing. It is also called style
- e. Mechanic: the use of graphic conventions of the language.<sup>20</sup>

## 5. Procedure Text

“Procedures tell how to do something. This might include instructions for how to carry out a task or play a game, directions for getting to a place, and rules of behavior”.<sup>21</sup> In researcher’s view, procedure text is the text which gives the steps or procedures on how to do something. Procedure can be meant by instruction, step and way that can be done by someone for doing, making, and arranging something based on the right instructions.

In the term of reading text, the purpose of procedural text is to give the manual instructions or steps of making, arranging, and doing something to the readers. So, the readers not only read the whole text, but also follow the instructions based on the right steps that are given in the text.

Procedure texts consist of a sequence of instructions designed with some accuracy in order to reach an objective (e.g. assemble a computer). In our perspective, procedural

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<sup>20</sup> Burhan Nurgiyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra*, (Yogyakarta: PPFY Yogyakarta, 2001), p. 306.

<sup>21</sup> *English K-6 Modules* (Sydney: Board of Studies NSW, 1998), p. 45.

texts range from apparently simple cooking recipes to large maintenance manuals (whose paper versions are measured in tons e.g. for aircraft maintenance). They also include documents as diverse as teaching texts, medical notices, social behavior recommendations, directions for use, do it yourself and assembly notices, itinerary guides, advice texts, savoir-faire guides, etc.<sup>22</sup>

a. Generic Structure

Every text actually has some structures. The structures of the text will be different that depends on the goal of the text. The structures represent the written information to the reader.

A Procedure text usually has three sections. There is an introductory statement or title that gives the aim or goal of the procedure, followed by a list of materials that will be needed to complete the procedure. The final section is a sequence of steps, in the order they need to be completed, to achieve this goal.<sup>23</sup>

From the explanation above, the researcher divides the structures of procedure text into three parts. First structure of procedural text is goal. Here, the researcher

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<sup>22</sup> Farida Aouladomar, *et al.*, *On Argumentation in Procedural Text*, *Schedae Journal*, 27, 2006, pp. 13-18.

<sup>23</sup> Mark Anderson and Kathy Anderson, *Text Types in English*, (Perth: Macmillan Education Australia, 1998), p. 28.

defines goal as the title sentence (objective) that shows what actually will be done, will be made, and what will be accomplished according to the text. Then, second structure is materials. Materials are the equipment or also can be defined as utensils which are used to make something based on the text. Finally, the last structure is steps. It is defined as the steps or directions of procedures for making something.

The last structure of procedure text is actually the main structure of the text, because it gives the procedures how do we make something based on the orderly procedures. So, the reader can follow the sequence steps according to the procedures that are given in the text.

b. Language Features

Based on Ghea Faizah's blog, she characterizes the characteristics of procedural text into three parts; that are the use of simple present tense, usually in imperative sentences, like *put...*, *mix....*, *don't mix...* Then, it also uses temporal conjunction, such as *first*, *second*, *then*, *next*, *finally*. Then, the last feature of procedural text is the use of action verb, like *turn on*, *stir*, and *cook*.<sup>24</sup>

Based on the explanation above, the researcher concludes that the language features can be seen as the

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<sup>24</sup> Ghea Faizah, *Procedure - text*, 2012, (<http://www.sherikell.com>.)

characteristics. The characteristics of procedural text consist of:

- 1) Using simple present tense or imperative sentences  
Example: *stir, mix, pour, prepare*, etc.
- 2) Using conjunction of temporary. It is as the sign of sequent event.  
Example: *First, second, then, after that, finally*, etc.
- 3) Using action verb.  
Example: *cook, prepare, add, turn off*, etc.

c. Example of Procedure Text<sup>25</sup>

Goal : How to Make Omelet

Ingredients : 1 egg, 50 g cheese, a cup of milk, 3  
tablespoons cooking oil, a pinch of salt,  
and pepper

Utensils : frying pan, fork, spatula, cheese grater,  
bowl, and plate

Steps :

- a) First, crack an egg into a bowl
- b) Second, whisk the egg with a fork until it is smooth
- c) Third, add milk and whisk well
- d) Fourth, grate the cheese into the bowl and stir

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<sup>25</sup> Otong Setiawan Djuharie, *GENRE*, (Bandung: CV. Yrama Widya, 2008), p. 39.

- e) Fifth, heat the oil in a frying pan
- f) Sixth, pour the mixture in a frying pan
- g) Seventh, turn the omelet with a spatula when it browns
- h) Next, cook both sides
- i) Then place on a plate, season with salt and pepper
- j) Finally, eat while warm

Thus from an example above, everybody know how to write procedure text. First, they must write a goal. Second, they write a list of material that will be needed for completing the procedure, such as kind of ingredients and utensils. And the last, they need steps to achieve the goal with the purpose: to tell the making process of a cheese omelet to the reader.

## 6. Teaching Procedure Writing

Writing is one of the English skills has always formed part of the syllabus in the teaching of English. Writing has always been used as a means of reinforcing language that has been taught.”<sup>26</sup> It means that writing is a good instrument for students to learn English. They can put their ideas on the

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<sup>26</sup> E-book: Harmer, Jeremy, “*How to Teach...*,” p.31-32.

paper by using grammar and vocabulary which have been studied.

When writing, students need more time to think. Teacher asks students to focus on accurate language use and ideas what they will write. It will provoke their language development by finding ideas which will put on a text.

There are some kinds of text in English, like procedure, recount, narrative, news item, etc.

Each of text has different purpose, like the purpose of procedure text is to tell the reader how to tell how to do or make something, then the purpose of recount text is to retell past even, and the purpose of narrative text is to amuse/entertain the readers and to tell a story, etc.

In teaching procedure text, the teacher gives the explanation about procedure text, including the purpose, generic structure and language feature of procedure text. After students have understood about the material well, the teacher gives the jumble pictures to the students. Then ask them to arrange into sequence pictures. After that, ask them to write procedure text by their own sequence pictures in written form.



## 7. Picture

### a. Definition of Picture

Media is tool that present the message and stimulate students to learn.<sup>27</sup> It has been supported by Sadiman who stated that “Media is everything that can be used to deliver messages from the sender to the receiver so that it can stimulate the thoughts, feeling, concerns, and interests as well as students’ attention in such away that the learning process can occur”.<sup>28</sup>

One of the media is picture. Picture is defined as visual representation of person, object, or scene, as painting, drawing, or photograph.<sup>29</sup>

Pictures will helpful students a lot in understanding the situation and memorizing vocabularies. Actually when teacher used the pictures as their media in teaching they have activated two from five senses. And it better that explanation, because the pictures can explain clearly the teacher’s explanation.

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<sup>27</sup> Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada,2003), p. 4.

<sup>28</sup> Sadiman, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada, 2011), p. 7.

<sup>29</sup> Barbara Ann Kipfer, (Ed), *Random House Webster’s College Dictionary*, (New York: Random House, 2001), p. 930.

According to Jeremy Harmer, picture can be in form of flash card, large wall pictures, cue card, photographs, illustrations, and project slide.

1) Flashcard

It is a small card which we can hold up for student to see. Flashcards are particularly useful for drilling grammar items, cueing different sentences, or practicing vocabulary.

2) Large wall picture

It is big enough for everyone to see detail. Sometimes teachers use large wall pictures, when pointing to detail of a picture to elicit a response.

3) Cue card

It is small card which students use in pair or group work. Teachers put students in pair or groups and give them some cue cards so that when a student pick up the top cue in a pile he or she has to say a sentence that the card suggests.

4) Photograph or illustration

It is a photo or an image that depicts a situation or people in action. The teachers use it to make the situation or the action clear. Photograph can be found in the book, newspaper, magazine, etc.

## 5) Project slide

In the multimedia class, the teachers also use it to teach. Sometimes the teachers use it to show the images in the big form.<sup>30</sup>

### b. Pictures as a Learning Media

Here are some useful of using media picture to teach the student in the classroom:

- 1) Media picture (visual) can help the students' improving (example through elaboration of structure and organization)
- 2) Using media picture to draw the differentiation of the concepts, into one concept in two things in one place to be understood by the students.
- 3) The use of media picture is to slide or visualize the real object is a picture to be clear for the students to know and understand the vocabulary.<sup>31</sup>

### c. Pictures as Teaching Media

Picture is very useful and effective media in teaching. It can be used for teaching speaking, listening comprehension, structure, vocabulary and cultural contents, etc. In order to effective and increase the students' interest, the pictures used should be clear, and

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<sup>30</sup> Jeremy Harmer, *The Practice English Language Teaching third edition*, (London: Longman, 2001), p. 136-137.

<sup>31</sup> Wright, A. 1992, *Pictures for Language Learning*. (New York: Cambridge University Press), p. 24.

large enough to be seen by the whole class. The media they are going to use will motivate the students to learn, will increase their interest, and will widen the channel of communication between the teacher and the students, so that the teaching will be more communicative and effective. In this way media can make the students more interested in their study.<sup>32</sup>

d. The Advantages and Disadvantages of Using Picture as Teaching Media

There are some advantages and disadvantages using picture as media in teaching-learning English that are:

1) The advantages of using picture

Picture are all right for beginner and for young people and also to advance students. There are many benefits of pictures in a teaching process, that are; giving material by using picture it can stimulate and motivate students to become more observant and express themselves. Picture is inexpensive medium , many even be free, and fairly easy to locate and can be used by individual or in groups. Picture also can be displayed for as long as necessary so pupils can work at their own rate. Picture as up-to-date media can bring reality into the classroom, beside picture

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<sup>32</sup> <http://massofa.wordpress.com/category/bahasa>. retrieved on 22<sup>nd</sup> April 2016.

can be used to introduce, supplement, or summarize at unit. At last, by giving picture in the classroom can enriches reading and can help clarify misunderstanding.

2) The disadvantages of using picture

Beside going advantages to use in class teaching, picture or photography have also disadvantages are; picture not depict motion as film does. Picture can seem uninteresting to pupils if the picture is not unique. The other disadvantages of using picture is depicting a specific purpose that may be difficult to locate.<sup>33</sup>

8. Teaching Procedure Text Through Picture

There are some steps to teach procedure text using sequence picture:

- a. Building students' knowledge.
- b. Asks students about her or his experience in making procedure text.
- c. Gives the model of text where students invited together using sequence picture to write procedure text start from the topic, goal, material and steps.
- d. Then, students makes procedure text in group.

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<sup>33</sup><http://www.shvoong.com/writing-and-speaking-advantages-disadvantages-using-picture-media>, retrived on 22<sup>nd</sup> April 2016.

- e. The last is teachers gives individual task to arrange a procedure text based on the sequence pictures.

## **B. Previous Research**

This previous research is from Erni Nubdzatul Mufidah, 093411023. Bachelor program of English Language Education of state institute for Islamic studies Walisongo (IAIN Walisongo). The title is “The Use of Picture-Cued Drill to Teach English Preposition” (An Experimental Research at the Seventh Grade of SMP Negeri 3 Kandangan Kabupaten Temanggung in the Academic Year of 2012/2013).”The objective of this study are (1) to find out the students’ achievement of preposition who have been taught using picture-cued drill. (2) to find out the students’ achievement of preposition who have been taught using non picture-cued drill (3) to find out the difference between students’ achievement of preposition of students who have been taught through picture-cued drill and have been taught through non picture-cued drill.

The subject of this research is the seventh grade of SMP Negeri 3 Kandangan Kabupaten Temanggung. The research is experimental research which involved two classes; the experimental class (VIIC) and the control class (VII B). the VII C was taught by using picture-cued drill, but the VII B was taught without picture cued-drill. The researcher gave tryout to tryout class (VIII A). the test have been tried out to find out the validity, reliability, difficulty level, and discriminating power before it was

used to gather the data. The formula that was used to analyze the data was t-test. It was used to determine whether there was a significant difference between students' score in the experimental class and in the control or not.

After collecting data, it was found that the pre-test average of the experimental class was 51.04 and control class was 51.46. while, the post-test average of the experimental class was 71.88 and control class was 61.67. based on the result of calculation t-test is obtained t-count: 3.37 and t-table: 1.68. this shows that  $t\text{-count} > t\text{-table}$  (t-count higher than t-table). It means that there was significant difference in achievement of preposition between two groups. Since t-test score was higher than the t-table, picture cued drill was an effective medium in teaching English preposition at SMP Negeri 3 Kandangan Kabupaten Temanggung in the academic year of 2012/2013. Finally the researcher suggests to the teachers that they may use picture-cued drill as a medium in teaching English preposition.<sup>34</sup>

The difference between her research and my research is the material. She taught preposition, while I will teach procedure text.

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<sup>34</sup> Erni Nubdzatul Mufidah, *“The Use of Picture-Cued Drill to Teach English Preposition (An Experimental Research at the Seventh Grade of SMP Negeri 3 Kandangan Kabupaten Temanggung in the Academic Year of 2012/2013)”*, Thesis (Semarang: Tarbiyah Faculty IAIN Walisongo, 2013), p. v-vi

The similarities between her research and my research is using the experimental in conducting the research. Also, the previous research is using picture as a medium.

The second one is from Aninta Dwi Rustiani, 093411016. Bachelor program of English Language Education of state institute for Islamic studies Walisongo (IAIN Walisongo). The title is “The Effectiveness of Using Cycle Game with Picture to Improve Students’ Descriptive Text Writing. (A Classroom Action Research with VII A Students of SMP Negeri 1 Giritontro Wonogiri Academic Year of 2012/2013).” This study aims to find out the implementation of circle chain game using picture in improving students’ ability in writing descriptive text in VII A grades students in SMP N 1 in Giritontro Wonogiri.

This research is a classroom action research done through three cycles. The subject of this study was the VII A grades students in SMP N 1 Giritontro Wonogiri in the academic year of 2012/2013. The number of the subjects was 32 students. The data was gathered through test, documentation and observation.

The result show that in first cycle, the students were asked to make descriptive text by describing their classroom. The students, achievement in first cycle was 59.54. in the second cycle the students were asked to describe simple picture about the dancers. The students’ achievement in the second cycle was 62.86. in the third cycle, the last cycle, the students were given simple picture about modeling that is familiar with them and their



achievement was 79.25. after the three cycles above are concluded, the students gain significant improvement in writing descriptive with the result 79.25. based on the result above, it can be concluded that using cycle chain game can improve students' descriptive text writing as well as provide students an enjoyable English learning.<sup>35</sup>

The differences between her research and my research are about the material. She taught descriptive text, while my research is procedure text. Also, the previous research conducted by classroom action research, while my research will use experimental research. Then , the similarities between her research and my research is using picture as a medium.

The third one is from Waliyadin, 093411067. Bachelor program of English Language Education of state institute for Islamic studies Walisongo (IAIN Walisongo). The title is “The Effectiveness of Lesson Plans Based on Multiple Inteligences for Teaching Reading on Procedural Text in the Ninth Grade Students of MTs Fatahillah Semarang in the Academic Year of 2013/2014.”

This thesis discussed the effectiveness of multiple intelligences based lesson plans. The background of the research

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<sup>35</sup> Aninta Dwi Rustiani, “*The Effectiveness of Using Cicle Game with Picture to Improve Students' Descriptive Text Writing. (A Classroom Action Research with VII A Students of SMP Negeri 1 Giritontro Wonogiri Academic Year of 2012/2013)*”, Thesis (Semarang: Tarbiyah Faculty IAIN Walisongo, 2013), p. iv

was the need of accommodating learners' need in learning, particularly on learner's unique characteristics of multiple intelligences. This research was called experimental research since the researcher wanted to investigate the effectiveness of Multiple intelligences based lesson plan. In investigating the effectiveness of the lesson plan, quasi experimental with non equivalent control group design was employed. The number of the research subject was 59 students which were divided into two classes namely class IX A as the experimental class and IX B as the control class. The instruments to collect data were observation and test. Lesson plan based on multiple intelligences was effective to each reading on a procedural text. it was showed by the average score of posttest between experimental and control class was significantly different ( $t.value > t.table$ ). the mean score of experimental class was higher (65.625) than the mean score of control class (40.086). the t-test result showed that the mean score of experimental and control was significantly different. It was proved by the data that  $t-value = 5.657$  was higher than  $t-table = 1,67$ . Suggestions of this research include teacher needs to be aware of every students' characteristic particularly on their multiple intelligence and then teacher design instruction to accommodate learner's need of learning.<sup>36</sup>

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<sup>36</sup> Waliyadin, "*The Effectiveness of lesson Plans Based on Multiple Intelligences for Teaching Reading on a Procedural Text in the Ninth Grade Students of MTs Fatahillah Semarang in the Academic Year of 2013/2014*", Thesis (Semarang: Tarbiyah Faculty IAIN Walisongo, 2014), p. v

The differences between his research and my research are he used lesson plan based on multiple intelligences in teaching procedure text, while I use picture as media in teaching the same subject. Also, skill investigate was reading, while my research is writing.

The similarities between her research and my research are using the experimental in conducting the research, and also she taught the same material like me that is procedure text.

### **C. Hypothesis**

Hypothesis is provisional estimates to the formulation of research problems.<sup>37</sup> Based on the statement of the problem above, the hypothesis of the study is Sequenced Pictures has significant degree of effectiveness to teach writing procedure text at the seventh grade of MTs Fatahillah Semarang in the academic year of 2015/2016.

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<sup>37</sup> Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2013), p. 84.

## CHAPTER III

### RESEARCH METHOD

This chapter discusses about research design, subject and setting of the research, variables and indicators of research, methods of data collection, scoring technique and methods of data analysis.

#### **A. Research Design**

Research design play an important role in a research because the quality of research greatly depended on the design. In this research, the researcher used the form of quantitative one. According to Michael J Wallace, quantitative is broadly used to describe what can be counted or measured and can therefore be considered objective.<sup>1</sup> That means the method and instrument involve numerical measurement and then the statistical quantification will be conducted.

In this research, the researcher used an experimental research. Experimental research seeks to determine if a specific treatment influences an outcome.<sup>2</sup> An experimental research involves two groups: experimental group and control group. An experimental group receives a new treatment while control group receives a usual treatment. This study used pre-test and post-test.

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<sup>1</sup>Wallace, Michael J, *Action Research for Language Teacher*, (Cambridge: Cambridge University Press, 1998), p. 38.

<sup>2</sup>E-book: Creswell, John W, *Research design: Qualitative, quantitative, and mixed methods approaches*, (California: SAGE Publications, Inc. 3<sup>rd</sup> ed.), p.29.

The design of the experiment could be described as follows:

$$\frac{E \ 01 \ X \ 02}{C \ 03 \ Y \ 04}$$

Adopted from Arikunto.<sup>3</sup>

Where:

- E = experimental group
- C = control group
- 01 = pre-test for experimental group
- 02 = post test for experimental group
- 03 = pre-test for control group
- 04 = post test for control group
- X = treatment by using sequence pictures
- Y = treatment by using conventional method

Based on the above pattern, the subjects of research were classified into an experimental class (top line) and control class (bottom line). The quality of subjects was first checked by pretesting them (0<sub>1</sub> and 0<sub>3</sub>). Then, the experimental treatment (taught by using sequence pictures) was applied to the experimental class. This treatment was symbolized as “X”, while, the control class (taught using conventional method), this treatment was symbolized as “Y”. The test was held in the form of

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<sup>3</sup>Arikunto, Suharsimi, *Prosedur penelitian Suatu Pendekatan Praktik*, (Jakarta: PT RinekaCipta, 2006), p.86.

written. Then, the results of post- test ( $O_2$  and  $O_4$ ) were computed statistically.

## **B. Subject and Setting of The Research**

This study was conducted with 7<sup>th</sup> grade students of MTs Fatahillah Semarang in the academic year of 2015/2016 which is located at Jl. Faletahan No. 9 Semarang. The subjects of this study were the seventh grade students of MTs Fatahillah Semarang in the academic year of 2015/2016. This study was conducted in the second semester.

## **C. Variables and Indicators**

A variable is any factor, condition, situation, treatment and all actions that can be used to influence the experimental.<sup>4</sup> According to Fred D. Kerlinger as cited by Arikunto, that all experiments have one fundamental idea behind them; to test the effect of one or more independent variables on a dependent variable (it is possible to have more than one dependent variable in experiments).<sup>5</sup>

This research has two variables. Those are:

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<sup>4</sup>Sanjaya, Wina, *penelitian pendidikan: jenis, metode dan prosedur*, (Jakarta: Kencana.2013), p.95.

<sup>5</sup>Arikunto, Suharsimi, *Prosedure Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2010), p. 161.

## 1. The Independent Variable (X)

Independent variable is the variable that is the cause or effect the onset or change in the dependent variable.<sup>6</sup>

The independent variable of this research was the use of sequence pictures in teaching learning process.

The indicators of this variable are:

- a. Teacher gives the worksheet (procedure text) to the students
- b. The students read the worksheet
- c. The students arrange the random pictures in a group discussion
- d. The students make a procedure text based on their own sequence pictures

## 2. The Dependent Variable (Y)

The dependent variable is a variable that is affected or that become the result because of the existence of the independent variable.<sup>7</sup>

The dependent variable of this research was students' writing skill in procedure text.

The indicators are:

- a. Identifying the definition, social function, generic structure and language features of procedure text

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<sup>6</sup>Tanzeh, Ahmad, *Pengantar metode penelitian*. (Yogyakarta: teras, 2009), p.85.

<sup>7</sup>Arikunto, Suharsimi, "*Prosedur penelitian...*", p. 162.

- b. Generating the idea
- c. Composing procedure text.

#### **D. Data Collection Technique**

The researcher must use instrument in order to get the better data. The instrument of the research is a tool or facility that is used by researcher for collecting the data in order to get better result; it can be occurred complete and systematic.

To make this research successful, the researcher used some instruments to collect the data, they are as follows:

##### 1. Documentation

Document is a piece of written or printed material that provides a record of evidence or event an agreement, ownership, identification etc.<sup>8</sup> It refers to the archival data that help the researcher to collect the needed data. The researcher function the document related to the object research such as students name list and the English subject schedule. In this case, the data was gained by the help of the English teacher.

##### 2. Test

Test is an instrument measuring for data collection where in responding to the questions in the instrument, participants are encouraged to show maximum performance.<sup>9</sup> Brown states

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<sup>8</sup>Eastwood, John, *Concise Oxford Dictionary*, 8th Ed. (London: Oxford University Press, 2004), p. 256.

<sup>9</sup>Purwanto, *Evalusi Hasil Belajar*, (Yogyakarta: Pustaka Pelajar, 2013), p.63.



that a test is a method of measuring a person's ability, knowledge, or performance in a given domain.<sup>10</sup> Test is used to collect initial data and the final data about the student's writing ability in procedure text. Here the researcher gave written text for control and experimental classes. In this research, the researcher used pre-test and post-test.

a. Pre-test

Before the teacher taught new material by using sequence pictures, the teacher give the test to the students. Pre-test is given to the experimental and control class in the same way. The test was given in both of classes was written test.

b. Post-test

Post-test is given to the experimental class and control class. It is given in order to know the score of students' achievement after they are taught using sequence pictures (experimental class) and without using sequence pictures (control class). The test was given in both of classes was written test.

## **E. Scoring Technique**

In measuring the test, a standard technique should be used to show the result of research were reliable. To measure the writing test the researcher uses the analysis method. According to

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<sup>10</sup>E-book: Brown, Douglas, *Language assessment Principles and Classroom Practices*, (San Francisco: Longman, 2004), p. 3.

J.B. Heaton analytic scoring test in writing test, there are five major items or categories. They are grammar, vocabulary, content, organization and mechanic.<sup>11</sup>

To analyze the students' test in writing, the researcher focus on the item in the elements of writing states by Heaton.

**Table 3.1**  
**Percentage of the Elements of Writing**

<b>Element of Writing</b>	<b>Score</b>
Content	30
Organization	20
Vocabulary	20
Grammar	25
Mechanic	5
<b>Total of score</b>	<b>100</b>

**Table 3.2**  
**Scoring Guidance and the Explanation of Criterion**

<b>Categories</b>	<b>Score</b>	<b>Criteria</b>
Content	<b>30-27</b>	<b>Excellent to very good:</b> knowledgeable; substantive; thorough; development of thesis; relevant to assigned topic.
	<b>26-22</b>	<b>Good to average:</b> some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail.
	<b>21-17</b>	<b>Fair to poor:</b> limited knowledge of subject; little substance; inadequate development of topic.

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<sup>11</sup>Heaton, J.B., *Writing English Language Test*, (London: Longman Class, 1975), p.138.

Categories	Score	Criteria
	<b>16-13</b>	<b>Very poor:</b> does not show knowledge of subject; nonsubstantive; not pertinent.
Organization	<b>20-18</b>	<b>Excellent to very good:</b> fluent expression; ideas clearly stated/ supported; succinct; well-organized; logical sequencing; cohesive.
	<b>17-14</b>	<b>Good to average:</b> somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.
	<b>13-10</b>	<b>Fair to poor:</b> non-fluent; ideas confused or disconnected; lacks logical sequencing and development
	<b>9-7</b>	<b>Very poor:</b> does not communicate; no organization.
Vocabulary	<b>20-18</b>	<b>Excellent to very good:</b> sophisticated range; effective word/idiom choice and usage; word from mastery; appropriate register.
	<b>17-14</b>	<b>Good to average:</b> adequate range; occasional errors of word/ idiom form; choice; usage but meaning not obscured
	<b>13-10</b>	<b>Fair to poor:</b> limited range; frequent errors of word/idiom form, choice, usage; meaning confused and obscured.
	<b>9-7</b>	<b>Very poor:</b> essentially translation; little knowledge of English vocabulary, idioms, word form.
Language use/grammar	<b>25-22</b>	<b>Excellent to very good:</b> effective complex construction; few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions.
	<b>21-18</b>	<b>Good to average:</b> effective but simple constructions; minor problems in

Categories	Score	Criteria
	<b>17-11</b>	complex constructions; several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured. <b>Fair to poor:</b> major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, preposition and fragments, run-ons, deletions; meaning confused or obscured.
	<b>10-5</b>	<b>Very poor:</b> virtually no mastery of sentence construction rules; dominated by errors; does not communicate.
Mechanics	<b>5</b>	<b>Excellent to very good:</b> demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.
	<b>4</b>	<b>Good to average:</b> occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	<b>3</b>	<b>Fair to poor:</b> frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused
	<b>2</b>	<b>Very poor:</b> no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, etc. paragraphing; handwriting illegible.

## F. Method of Analysis Data

After conducted the test, data analysis was carried out to find out the data normality and the homogeneity of sample. It was

meant to check if the research result met the requirement of good research or not.

### 1. Normality test

The first step that had to be done before doing the research is to test the data normality. Normality test is used to know the distribution data normal or not. To find out the distribution data is used normality test with Chi square.<sup>12</sup>

Calculate the chi square ( $\chi^2$ ), the formula:

$$\chi^2 = \sum \frac{(O-Ei)^2}{Ei}$$

Determine the degree of validity (df). In the calculation of this data is arranged distribution consisting of k pieces so that the interval to determine the criteria test use formula  $df=k-1$ , where k is the number of class intervals and the real extent  $\alpha=0.05$

Determine the distribution normality with test criteria: if  $\chi^2_{count} > \chi^2_{table}$  so the data is not normal distribution and other way if  $\chi^2_{count} < \chi^2_{table}$  so the data is normal distribution.

### 2. Homogeneity test

It is used to know whether the data are homogeneous or not.

The formula is:<sup>13</sup>

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<sup>12</sup>Sudjana, *Metoda Statistika*, (Bandung: Tarsito 2002), p.273.

<sup>13</sup>Sudjana, "*Metoda Statistika...*", p.250.

$$F = \frac{Vb}{Vk}$$

Where:

Vb : bigger variance

Vk : smaller variance

The hypothesis in homogeneity test are:

Ho : homogeneity variance ( $\sigma_1^2 = \sigma_2^2$ )

Ha : non homogeneity variance ( $\sigma_1^2 \neq \sigma_2^2$ )

If the calculation result of  $F_{count}$  is lower than  $F_{table}$  ( $F_{count} < F_{table}$ ) by 5% degree of significant so Ho is accepted, it means the data is homogeneous or both of groups have the same variance.

### 3. Test of average

It is used to examine average whether experimental group and control group that has been decided having significant different of average.

Ho:  $\mu_1 = \mu_2$

Ha:  $\mu_1 \neq \mu_2$

By using the following formula:<sup>14</sup>

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{with} \quad S = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}}$$

where:

$\bar{x}_1$  : average of experimental group

$\bar{x}_2$  : average of control group

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<sup>14</sup>Sudjana, "Metoda Statistika...", p.239.

$n_1$  : number of experimental group

$n_2$  : number of control group

$s_1^2$  : standard deviation of experimental group

$s_2^2$  : standard deviation control group

The criteria of this test is  $H_0$  is accepted if  $-t_{1-\frac{1}{2}\alpha} < t < t_{\frac{1}{2}\alpha}$  where  $t_{\frac{1}{2}\alpha}$  obtained from the distribution list t with  $df = (n_1 + n_2 - 2)$  and opportunities  $(1 - \frac{1}{2}\alpha)$ . Values for other t  $H_0$  rejected.

#### 4. Analysis Phase End

To examine the hypothesis that have been stated, these following steps are used.

##### a. Normality Test

The second step of this test is same as the normality test on the initial data.

##### b. Homogeneity Test

The second step of this test is same as the homogeneity test on the initial data.

##### c. Hypothesis Test

Analysis of hypothesis test is a further analysis of the analysis preliminary. The statistical technique used is t-test. T-test used to test the significance of differences in the two derived Mean of derived distribution hypothesis  $H_0$  and  $H_a$  are: as follows:

$$H_0 : \mu_1 = \mu_2$$

$H_a : \mu_1 \neq \mu_2$

$\mu_1$  = average data of experimental group

$\mu_2$  = average data of control group

The t-test formula is used:

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Where:

$\bar{x}_1$  : average of experimental group

$\bar{x}_2$  : average of control group

$n_1$  : number of experimental group

$n_2$  : number of control group

$s_1^2$  : standard deviation of experimental group

$s_2^2$  : standard deviation of control group

Testing criteria that apply  $H_0$  is accepted  
 $t_{count} > t_{table}$  with Determine the degree of validity  $df = (n_1 + n_2 - 2)$  and the significant  $\alpha = 5\%$  ( $1 - \alpha$ )



## **CHAPTER IV**

### **RESEARCH FINDING AND ANALYSIS**

This chapter is related to the analysis of data collection from the research finding and discussion. This research was intended to find out the degree of the effectiveness of sequenced pictures in teaching writing procedure text.

#### **A. Profile of MTs Fatahillah Semarang**

MTs Fatahillah Semarang is an Islamic-based school that had been built since 1950 based on the initiative from MUI and the citizen. The vision of MTs Fatahillah Semarang is “Sublime in virtuous, superior in performance”. While the mission of MTs Fatahillah Semarang are:

1. School conducted the development of the syllabus
2. School conducted the development of learning process
3. School conducted the development of strategic method to improve quality of graduation
4. School conducted the development of human resource
5. School conducted the development of school facilities
6. School conducted the development of school management
7. School conducted the development of corporation progressively
8. School conducted the development of cost education
9. School conducted the development of extracurricular

10. School conducted the development of the field of islamic schools

## B. Description of Research

Finding of this research described that there were different result between experimental class which was taught by using sequence pictures and control class which was taught using conventional method in teaching writing procedure text. The research was conducted in MTs Fatahillah Semarang with the seventh grade in the academic year of 2015/2016.

**Table 4.1**  
**Schedule of the research**

No	Activity	Month/ Date					
		March- April					
		17 <sup>th</sup>	21 <sup>th</sup>	28 <sup>th</sup>	31 <sup>th</sup>	4 <sup>th</sup>	10 <sup>th</sup>
1	Pre-test						
	a. Experimental Class	✓					
	b. Control Class	✓					
2	Treatment in experimental class		✓		✓		
3	Conventional teaching in control class			✓		✓	
4	Post-Test						
	a. Control Class						✓
	b. Experimental Class						✓

The researcher gave pre-test on 17<sup>th</sup> March 2016 in control and experimental class. After giving pre-test, the researcher

determined the materials and lesson plans of learning activities. Pre-test was conducted to both classes to know that two classes were normal and homogeneous.

After knowing the control class and experimental class had same variant. Before giving the treatment and conventional method, the researcher prepared lesson plan and material to learning activity. The researcher conducted conventional teaching in control class on 17<sup>th</sup> March and 10<sup>th</sup> April 2016. Control class was taught by using conventional method, without giving variation on special treatment in learning process.

The treatment for experimental class conducted on 21<sup>th</sup> and 31<sup>th</sup> March 2016 by using sequence pictures.

After giving in experimental class and conventional teaching in control class, the researcher gave post-test which approximately finished on 40 minutes. The researcher gave post-test on 10 April 2016.

## **C. Data Analysis**

### **1. First phase analysis**

It was done to know the normality and homogeneity of the initial data in the experimental class and control class.

#### **a. Normality Test**

Normality test is used to know whether the data is normally distributed or not. To find out the distribution data is used normality test with Chi square.

Ho : the data distributed normally

Ha : the data does not distribute normally

With the criteria:

Ho accepted if  $\chi^2_{count} < \chi^2_{table}$

Ho rejected if  $\chi^2_{count} > \chi^2_{table}$

With  $\alpha = 5\%$  and  $df = k-1$ .

**Table 4.2**

**The normality result pre-test in experimental class and control class.**

Class	$\chi^2_{count}$	$\chi^2_{table}$	Criteria
Experimental	8.43	9.49	Normal
Control	6.51	9.49	Normal

Based on analysis above, it can be seen that  $\chi^2_{count}$  of both classes is lower than  $\chi^2_{table}$  ( $\chi^2_{count} < \chi^2_{table}$ ), so Ho accepted. The conclusion is distribution data of experimental class and control class are normal.

b. Homogeneity test

Homogeneity test is used to know whether the group sample that is taken from population is homogeneous or not.

$$Ho : \sigma_1^2 = \sigma_2^2$$

$$Ha : \sigma_1^2 \neq \sigma_2^2$$

**Table 4.3**  
**The homogeneity result of pre-test in experimental**  
**and control class**

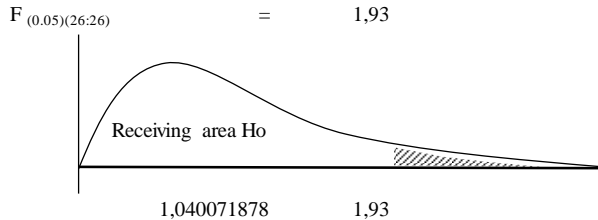
Class	Variance ( $S^2$ )	N	Df	$F_{count}$	$F_{table}$	criteria
Experimental	91.103	27	26	1.040	1.93	Homogeneous
Control	87.593	27	26			

According to the formula above, it is obtained that:

$$F = \frac{Vb}{Vk}$$

$$F = \frac{91.1026}{87.593}$$

$$= 1.040$$



Because  $F$  in the revenue of  $H_0$  area, it can be concluded that both of class is homogen

Based on the computation above it is obtained that  $F_{count}$  is lower than  $F_{table}$  so  $H_0$  accepted. It can be conclude that data of pre-test from experimental class and control class have the same variance or homogeneous.

- c. Testing the similarity of average of the initial data between experimental class and control class.

To test the difference of average, used t-test.

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

Where:

$\mu_1$  : average data of experimental class

$\mu_2$  : average data of control class

**Table 4.4**  
**The average similarity test of pre-test in**  
**experimental class and control class**

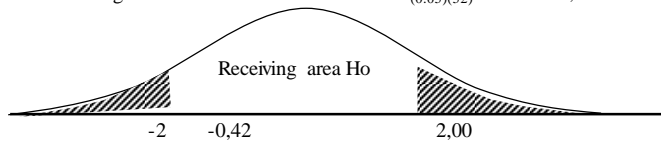
Variation source	Experimental	Control	Criteria
Sum	1398	1427	Ho accepted
N	27	27	
Average (X)	51.778	52.852	
Variance (S <sup>2</sup> )	91.103	87.593	
Standard of deviation (S)	9.545	9.359	

According to the formula above, it is obtained that:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{\text{count}} = \frac{51.78 - 52.85}{9.45 \sqrt{\frac{1}{27} + \frac{1}{27}}} = -0.418$$

with  $\alpha = 5\%$  dengan  $dk = 27+27-2=52$  it is obtained  $t_{(0.05)(52)} = 2,00$



because  $t$  in the revenue of  $H_0$  area, it can be concluded that there is no difference average of the two groups

With  $\alpha = 5\%$  and  $df = 27+27-2= 54$ , obtained  $t_{table} = 2.00$ . From the result of calculation t-test,  $t_{count} = -0.418$ . Because  $t_{count}$  was lower than  $t_{table}$  ( $2.00 > -0.42$ ) So  $H_0$  is accepted. It means that both of classes was homogeneous.

## 2. End Phase Analysis

It was done to answer hypothesis of this research. The data used are the result of post tests of both classes. The final analysis contains of normality test, homogeneity test and the hypothesis test.

### a. Normality test

$H_0$ : the data distributes normally

$H_a$ : the data does not distribute normally

With the criteria:

$H_0$  accepted if  $\chi^2_{count} < \chi^2_{table}$

$H_0$  rejected if  $\chi^2_{count} > \chi^2_{table}$

With  $\alpha = 5\%$  and  $df = k-1$ .

**Table 4.5**  
**The normality result of post-test in experimental**  
**class and control class**

Class	$\chi^2_{count}$	$\chi^2_{table}$	Criteria
Experimental	8.23	9.49	Normal
Control	3.45	9.49	Normal

Based on analysis above, it can be seen that  $\chi^2_{count}$  of both classes is lower than  $\chi^2_{table}$  ( $\chi^2_{count} < \chi^2_{table}$ ) so  $H_0$  is accepted. The conclusion is the distribution data of experimental and control classes are normal.

b. Homogeneity test

The homogeneity test is used to know whether the group sample that is taken from population is homogeneous or not.

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_a : \sigma_1^2 \neq \sigma_2^2$$

**Table 4.6**  
**The homogeneity result of post-test in experimental class**  
**and control class**

Class	Variance ( $S^2$ )	N	df	$F_{count}$	$F_{table}$	Criteria
Experimental	35.268	27	26	1.593	1.929	Homogeneous
Control	56.165	27	26			

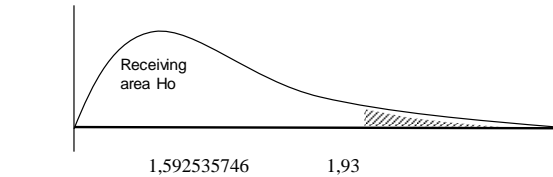
According to the formula above, it is obtained that:

$$F = \frac{vb}{vk}$$



$$F = \frac{56,165}{35,268} = 1,593$$

$$F_{(0,05)(26;26)} = 1,93$$



Because F in the revenue of Ho area, so it can be conclude both of class is homogen

Based on computation above it is obtained that  $F_{count}$  is lower than  $F_{table}$  so  $H_0$  accepted. It can be concluded that data of post-test from experimental class and control class have the same variance or homogeneous.

c. Hypothesis test

Hypothesis test is used to know whether there is a difference on post test of experimental class and control class. The data which is used to test the hypothesis is score post test both of class. To test the difference of average used t-test.

$H_0: \mu_1 = \mu_2$  : it means there is no significant difference between the writing skill improvement of students who were taught by using sequence pictures and who were taught by using non sequence picture.

$H_a: \mu_1 \neq \mu_2$  : it means there is significant difference between the writing skill improvement of students who were taught by using

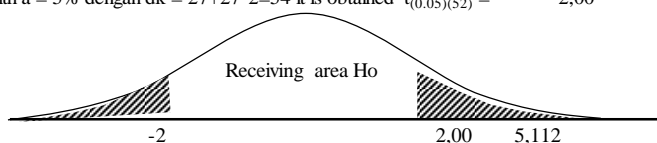
sequence pictures and who were taught by using non sequence pictures.

**Table 4.7**

**The result of computation T-test**

Class	N	Average (X)	Variance (S <sup>2</sup> )	Standard of deviation (S)	t <sub>table</sub>	t <sub>count</sub>	criteria
Experimental	27	71.037	35.268	5.9387	2.00	5.112	Ha accepted
Control	27	61.630	56.934	7,4943			

with  $\alpha = 5\%$  dengan  $dk = 27+27-2=54$  it is obtained  $t_{(0.05)(52)} = 2,00$



Because  $t$  in the revenue of  $H_a$  area, so it conclude that there is difference average from two groups.

Based on the computation above, it is obtained that the average of post-test of the experimental class who are taught by using sequence pictures is 71.037 and standard deviation (s) is 5.9387. While the average of post-test of the control class who are taught by using non sequence pictures is 61.630 and standard deviation (s) is 7.6115. with  $df = 27+27-2 = 52$  by  $\alpha = 5\%$ , so obtained  $t_{table} = 2.00$ . From the result of calculation t-test  $t_{count} = 5.112$ . if compared between  $t_{table}$  and  $t_{count}$ ,  $t_{count} > t_{table}$ . it means that  $H_0$  is rejected and  $H_a$  is accepted.

## D. Discussion of the Research Findings

After getting the result of the research, the researcher discussed the data. Based on the teaching learning processed, it could be seen that sequence pictures was able to answer the statement of the problem.

1. The comparison of average score between pre-test of experimental class and pre-test of control class was not significance/homogeneous.

The homogeneity of pre-test is very important for the researcher if he/she want to continue his/her research.<sup>1</sup> The average score of experimental class was 51.778 and the average score of control class was 52.851.

2. The progress between pre-test and post-test of experimental class and control class .

The difference effect of experimental class and control class was on the treatment. The students of experimental class was taught by using sequenced pictures, while the students of control class was taught by using non-sequence pictures. The progress of learning process in experimental class was sharp, it can be seen on students' activity in treatment process by using sequence pictures.

Then based on the researcher's observation, by using sequence pictures the teacher could create an interesting

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<sup>1</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006,) p.321.

teaching learning process in the classroom because the students happy and they did not get bored. It also makes students enthusiastic in writing text, especially in writing procedure text. Also the students were motivated to learn together. It could help the students solve their problem in writing; besides, it also encouraged the students to be more active and motivated in learning the material.

After the students enjoyed learn the material, they were started to learn independently.

It means that using sequence pictures can build students' independent learning, they were more anthusias to learn about writing especially in procedure text. Not only in the class, but also in everywhere they learn about procedure text.

When the students have studied about the material, of course they have understood about the material well.

It means that after using sequence pictures students can understand about how to compose procedure text as well. So, it is possible that they will get higher score than before.

It was affected to the students average score of post-test was 71.037 while the average score of pre-test in writing skill was 51.778. meanwhile, the progress of learning process in control class was steady, because the teacher taught using non-sequence pictures, it can be seen on the students' average score of post-test was 61.630 while the average score of pre-test was 52.851

## **E. Limitation of the Research**

The researcher realizes that this research had not been done optimally. There were constraints and obstacles faced during the research process. Some limitations of this research were:

1. The research was limited at MTs Fatahillah Semarang in the academic year of 2015/ 2016. When the same researches conducted in other schools, it is still possible that different result will be gained.
2. Relative of the implementation process of this research have short of time, makes this research could not be do maximal. But it was enough to fulfill all requirements for a research.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher wants to conclude the result of the research, and wants to suggest to the reader especially to the students and teachers in relation with the result of this research. The researcher hopes it would be useful for the readers to improve the quality of English teaching, especially in teaching procedure text to seventh grade students of junior high school.

#### **A. Conclusion**

The conclusion of this research is drawn in accordance with the result of the data analysis in the previous chapter. After getting the result of study, the researcher concludes that sequenced picture was effective in teaching writing procedure text. By using sequenced pictures, the teacher could create an efficient teaching learning process in the classroom because the students could be happy and they would not get bored.

There was a significant difference between experimental and control class. The average score for the experimental class was 51.78 for the pre-test and 71.037 for the post test. Meanwhile the average scores for the control class was 52.85 for the pretest and 61.630 for the post-test. It means that there was an improvement of the students' achievement in procedure text. Each class had different achievement. The achievement of the experimental class was higher than the control class.

In the result of post-test of experimental class were 71.037 which were higher than the control class 61.630. It means that teaching procedure text by using sequenced pictures was better than teaching procedure text by using non sequenced pictures.

The result of the calculation using the t-test showed that  $t_{count} = 5.112$  and  $t_{table}$  for  $\alpha: 5\%$  was 2.00. It means that  $t_{count}$  was higher than  $t_{table}\{5.112 > 2.00\}$ . It can be concluded that there is a significant difference in the students' score in procedure text at the seventh grade students of MTs Fatahillah Semarang in the academic year of 2015/ 2016 between students who have been taught by using sequenced pictures and those who have been taught by using non sequence pictures.

In addition, teaching procedure text by using sequenced pictures can help the students improve their writing skills. It could be seen when teaching and learning process, the students were enthusiasm in learning it.

## **B. Suggestion**

In teaching and learning English at Junior High School, the teacher must create enjoyable, fun and interesting atmosphere, because the enjoyment is the basic modal that has to be noticed in order to get students' attention in learning. So, the students are interested in learning. The teacher can create an entertainment or enjoyment situation by giving sequence pictures as a media in delivering materials. By using sequence pictures, students do not

only pay attention to the material but also they can identify some grammatical structures in interesting and different way. If the students have high interest, it would not be difficult for the teacher to deliver the lesson. In addition, the students also will be easily to open their minds on understanding the material.

The researcher hopes that the school institution can support teachers to create enjoyable, fun and interesting atmosphere in learning English especially in teaching procedure text. So, this research can improve students' English skill especially in writing.

Thus, this thesis is served to the readers. The researcher realizes that it still less perfect. The researcher hopes any suggestions and criticisms to make it perfect. The researcher hopes that it can be useful to the readers. Ameen.



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# **APPENDICES**



## Appendix 1

### LIST OF STUDENTS VII A (CONTROL CLASS)

No	Name	Code
1	Al Fatur Rizky	C-01
2	Ananta Aulia Putri	C-02
3	Angga Julian Hidayat	C-03
4	Bayu Kamal Mahadika	C-04
5	Citra Isma Hidayah	C-05
6	Deni Agustia Qoiru Dika	C-06
7	Dian Ayu Wulandari	C-07
8	Enggar Maulia	C-08
9	Fajaryyah Ayuni Pramesti	C-09
10	Farid Miftakhul Hilal	C-10
11	Firda Asya Nafulani	C-11
12	Hasna Hafiyah	C-12
13	Ichmi Fatimatuz Zahro	C-13
14	Iko Mukhamad Akbar	C-14
15	Jeddi Hartadi	C-15
16	Kurnia Latifah	C-16
17	Leroy Syafa' Joenitzky	C-17
18	Luluk Nadila Anjelita	C-18
19	Luthfi Bahtiar Wicaksono	C-19
20	Muhammad Ibnu Abbas	C-20
21	Nur Indah Juliyati	C-21
22	Rafiq Bagus Firmanda	C-22
23	Rangga Adi Sanjaya	C-23
24	Rayhan Arrosyid Ade R.	C-24

<b>No</b>	<b>Name</b>	<b>Code</b>
25	Sekar Putri Wulandari	C-25
26	Widya Ghanitama Rasyad M.	C-26
27	Naffi Arrazzaq Putri	C-27



## Appendix 2

### LIST OF STUDENTS VII C (EXPERIMENTAL CLASS)

No	Name	Code
1	Achmad Hanavi	E-01
2	Aditya Seva Ardana	E-02
3	Alvan Haidar Ridlo	E-03
4	Arlita Febriana Rahmatyasari	E-04
5	Bayu Lindu Aji	E-05
6	Dita Tias Saputri	E-06
7	Efka Wirdan Maulana	E-07
8	Emy Saputra	E-08
9	Fadhika Avrilia	E-09
10	Irham Fazani	E-10
11	Jati Kusumo	E-11
12	Levi Oktiviana Ayu Pratama	E-12
13	Muhammad Yusuf Ilhami	E-13
14	Oktasya Prihatini	E-14
15	Raul Huda Pratama	E-15
16	Salwa Dini Agustiani	E-16
17	Sherlita Ismaryani	E-17
18	Siti Fatimah	E-18
19	Voni Ardiana Putri	E-19
20	Wilda Kamila Ziyen	E-20
21	Yusril Isa Mahendra	E-21
22	Zahro'unnisa'	E-22
23	Zufah Anis Marviah	E-23
24	Zusiva Asnia	E-24

<b>No</b>	<b>Name</b>	<b>Code</b>
25	Wanah Kurniasih	E-25
26	Rangga Veriawan Riyadi	E-26
27	Ahmad Diro Yoga Pratama	E-27

### Appendix 3

#### THE SCHEDULE OF THE RESEARCH

NO	DATE	ACTIVITIES
1	17 March 2016	Pre-test in control and experimental class
2	21 March 2016	Treatment by using sequence pictures in experimental class
3	28 March 2016	Teaching with non sequence pictures in control class
4	31 March 2016	Treatment by using sequence pictures in experimental class
5	4 April 2016	Teaching with non sequence pictures in control class
6	10 April 2016	Post-test in control and experimental class

## Appendix 4

SCORE PRE-TEST BETWEEN EXPERIMENTAL CLASS AND CONTROL CLASS					
CONTROL (X1)			EXPERIMENTAL CLASS (X2)		
NO	CODE	SCORE	NO	CODE	SCORE
1	C-01	55	1	E-01	40
2	C-02	40	2	E-02	70
3	C-03	50	3	E-03	63
4	C-04	62	4	E-04	45
5	C-05	59	5	E-05	50
6	C-06	58	6	E-06	55
7	C-07	58	7	E-07	50
8	C-08	59	8	E-08	65
9	C-09	60	9	E-09	47
10	C-10	42	10	E-10	40
11	C-11	38	11	E-11	48
12	C-12	65	12	E-12	59
13	C-13	56	13	E-13	55
14	C-14	60	14	E-14	40
15	C-15	59	15	E-15	50
16	C-16	55	16	E-16	64
17	C-17	60	17	E-17	35
18	C-18	55	18	E-18	69
19	C-19	55	19	E-19	40
20	C-20	63	20	E-20	50
21	C-21	38	21	E-21	45
22	C-22	35	22	E-22	55
23	C-23	60	23	E-23	45
24	C-24	40	24	E-24	45
25	C-25	35	25	E-25	60
26	C-26	55	26	E-26	60
27	C-27	55	27	E-27	53
SUM		1427			1398
N		27			27
Average		52,85185185			51,77777778
Varians (s2)		87,5926			91,1026
Standard Deviation (s)		9,35909			9,5447682

## Appendix 5

SCORE POST-TEST BETWEEN EXPERIMENTAL CLASS AND CONTROL CLASS					
CONTROL (X1)			EXPERIMENTAL CLASS (X2)		
NO	CODE	SCORE	NO	CODE	SCORE
1	C-01	55	1	E-01	60
2	C-02	60	2	E-02	70
3	C-03	55	3	E-03	80
4	C-04	66	4	E-04	65
5	C-05	65	5	E-05	67
6	C-06	60	6	E-06	65
7	C-07	65	7	E-07	70
8	C-08	65	8	E-08	75
9	C-09	65	9	E-09	75
10	C-10	63	10	E-10	75
11	C-11	55	11	E-11	70
12	C-12	70	12	E-12	80
13	C-13	55	13	E-13	70
14	C-14	75	14	E-14	55
15	C-15	72	15	E-15	75
16	C-16	55	16	E-16	70
17	C-17	75	17	E-17	67
18	C-18	55	18	E-18	70
19	C-19	60	19	E-19	75
20	C-20	68	20	E-20	70
21	C-21	50	21	E-21	77
22	C-22	69	22	E-22	75
23	C-23	63	23	E-23	65
24	C-24	43	24	E-24	70
25	C-25	60	25	E-25	80
26	C-26	60	26	E-26	75
27	C-27	60	27	E-27	72
SUM		1664			1918
N		27			27
Average		61,62962963			71,03703704
Varians (s2)		57,934			35,2678
Standard deviation		7,6115			5,939

## Appendix 6

THE NORMALITY RESULT OF PRE-TEST IN CONTROL CLASS			
<b>Hipotesis</b>			
H <sub>0</sub> : Data berdistribusi normal			
H <sub>1</sub> : Data tidak berdistribusi normal			
<b>Pengujian Hipotesis</b>			
$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$			
<b>Kriteria yang digunakan</b>			
diterima jika	H <sub>0</sub>	=	$\chi^2_{hitung} < \chi^2_{tabel}$
<b>Pengujian Hipotesis</b>			
Nilai maksimal	=	65	
Nilai minimal	=	35	
Rentang nilai (R)	=	65-35	= 30
Banyaknya kelas (k)	=	1 + 3,3 log 23	= 5,494
Panjang kelas (P)	=	6,00	
<b>No.</b>	<b>X</b>	<b><math>\chi - \bar{X}</math></b>	<b><math>(\chi - \bar{X})^2</math></b>
1	55	2,15	4,61
2	40	-12,85	165,17
3	50	-2,85	8,13
4	62	9,15	83,69
5	59	6,15	37,80
6	58	5,15	26,50
7	58	5,15	26,50
8	59	6,15	37,80
9	60	7,15	51,10
10	42	-10,85	117,76
11	38	-14,85	220,58
12	65	12,15	147,58
13	56	3,15	9,91
14	60	7,15	51,10
15	59	6,15	37,80
16	55	2,15	4,61
17	60	7,15	51,10
18	55	2,15	4,61
19	55	2,15	4,61
20	63	10,15	102,98
21	38	-14,85	220,58
22	35	-17,85	318,69
23	60	7,15	51,10
24	40	-12,85	165,17
25	35	-17,85	318,69
26	55	2,15	4,61
27	55	2,15	4,61
<b>Σ</b>	1427,0	<b>0</b>	<b>2277,41</b>

Average	=	$\frac{\sum X}{N}$	=	$\frac{1427,0}{27}$	52,8519		
standard deviation	$s^2 =$	$\frac{\sum (X_i - \bar{X})^2}{n - 1}$					
		$\frac{\sum (x_i - \bar{x})^2}{n - 1}$					
		$= \frac{2277,41}{(27-1)}$					
		87,5926					
	$s =$	9,35909	=	52,8519			

**Daftar nilai frekuensi observasi kelas control**

Kelas	Bk	$Z_i$	$P(Z_i)$	Luas Daerah	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
	34,5	-1,96	-0,4751				
35	40			0,0685	1,6	2	0,1143
	40,5	-1,32	-0,4065				
41	46			0,1552	3,6	2	0,6904
	46,5	-0,68	-0,2513				
47	52			0,2363	5,4	3	1,0914
	52,5	-0,04	-0,0150				
53	58			0,2419	5,6	6	0,0342
	58,5	0,60	0,2269				
59	64			0,1664	3,8	8	4,5459
	64,5	1,24	0,3934				
65	70			0,0770	1,8	2	0,0298
	70,5	1,89	0,4703				
					$\chi^2 =$		6,51

Untuk  $\alpha = 5\%$ , dengan  $dk = 5 - 1 = 4$  diperoleh  $\chi^2_{tabel} = 9,49$

Karena  $\chi^2_{hitung} < \chi^2_{tabel}$ , maka data tersebut berdistribusi normal

## Appendix 7

THE NORMALITY RESULT OF PRE-TEST IN EXPERIMENTAL CLASS			
<b>Hypothesis</b>			
H <sub>0</sub> : Data berdistribusi normal			
H <sub>1</sub> : Data tidak berdistribusi normal			
<b>Pengujian Hipotesis</b>			
$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$			
<b>Kriteria yang digunakan</b>			
diterima jika	H <sub>0</sub>	=	$\chi^2_{hitung} < \chi^2_{tabel}$
<b>Pengujian Hipotesis</b>			
Nilai maksimal	=	70	
Nilai minimal	=	35	
Rentang nilai (R)	=	70-35	= 35
Banyaknya kelas (k)	=	1 + 3,3 log 23	= 5,494
Panjang kelas (P)	=	7,00	
<b>No.</b>	<b>X</b>	<b><math>\bar{X} - X</math></b>	<b><math>(X - \bar{X})^2</math></b>
1	40	-11,78	138,72
2	70	18,22	332,05
3	63	11,22	125,94
4	45	-6,78	45,94
5	50	-1,78	3,16
6	55	3,22	10,38
7	50	-1,78	3,16
8	65	13,22	174,83
9	47	-4,78	22,83
10	40	-11,78	138,72
11	48	-3,78	14,27
12	59	7,22	52,16
13	55	3,22	10,38
14	40	-11,78	138,72
15	50	-1,78	3,16
16	64	12,22	149,38
17	35	-16,78	281,49
18	69	17,22	296,60
19	40	-11,78	138,72
20	50	-1,78	3,16
21	45	-6,78	45,94
22	55	3,22	10,38
23	45	-6,78	45,94
24	45	-6,78	45,94
25	60	8,22	67,60
26	60	8,22	67,60
27	53	1,22	1,49
<b>Σ</b>	1398,0	<b>0</b>	<b>2368,67</b>



Average	=	$\frac{\sum X}{N}$	=	$\frac{1398,0}{27}$	51,7778			
standard deviation	$s^2 =$	$\frac{\sum (X_i - \bar{X})^2}{n - 1}$						
		$= \frac{2368,67}{(27-1)}$						
		91,1026						
	$s =$	9,54477	=	51,7778				

**Daftar nilai frekuensi observasi kelas control**

Kelas	Bk	$Z_i$	$P(Z_i)$	Luas Daerah	$E_i$	$O_i$	$\frac{(O_i - E_i)^2}{E_i}$
	34,5	-1,81	-0,4649				
35	40			0,0836	1,9	4	2,2474
	40,5	-1,18	-0,3813				
41	46			0,1715	3,9	4	0,0008
	46,5	-0,55	-0,2099				
47	52			0,2400	5,5	2	2,2448
	52,5	0,08	0,0302				
53	58			0,2292	5,3	4	0,3069
	58,5	0,70	0,2594				
59	64			0,1493	3,4	5	0,7131
	64,5	1,33	0,4087				
65	70			0,0664	1,5	3	1,4221
	70,5	1,96	0,4751				
					$\chi^2 =$		6,94

Untuk  $\alpha = 5\%$ , dengan  $dk = 5 - 1 = 4$  diperoleh  $\chi^2_{tabel} = 9,49$

Karena  $\chi^2_{hitung} < \chi^2_{tabel}$ , maka data tersebut berdistribusi normal

## Appendix 8

### THE RESULT OF HOMOGENEITY TEST BETWEEN CONTROL AND EXPERIMENTAL CLASS

#### Hypothesis

$$H_0 : \sigma_1^2 = \sigma_2^2$$

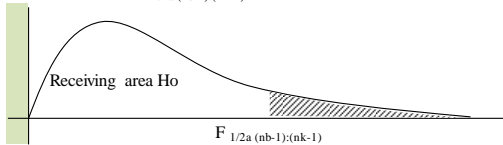
$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

#### Hypothesis test

Untuk menguji hipotesis digunakan rumus:

$$F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

Ho accepted if  $F \leq F_{1/2\alpha (nb-1):(nk-1)}$



Dari data diperoleh:

variation source	X-1	X-2
Sum	1427	1398
N	27	27
Average	52,851	51,778
Varians ( $s^2$ )	87,593	91,103
Standard deviation (s)	9,359	9,545

Berdasarkan rumus di atas diperoleh:

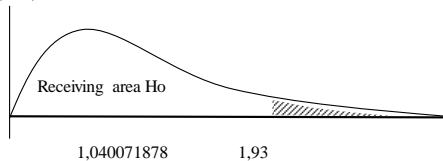
$$F = \frac{91,1026}{87,5926} = 1,040$$

Pada  $\alpha = 5\%$  dengan:

$$\text{dk pembilang} = nb - 1 = 27 - 1 = 26$$

$$\text{dk penyebut} = nk - 1 = 27 - 1 = 26$$

$$F_{(0.05)(26;26)} = 1,93$$



Because F in the revenue of Ho area, it can be concluded that both of class is homogen

# Appendix 9

## T-TEST

### Hypothesis

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

### Hypothesis Test

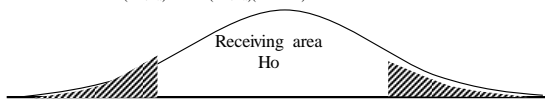
Untuk menguji hipotesis digunakan rumus:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Dimana,

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

$H_0$  accepted if  $-t_{(1-1/2\alpha)} \leq t \leq t_{(1-1/2\alpha)(n_1+n_2-2)}$



Dari data diperoleh:

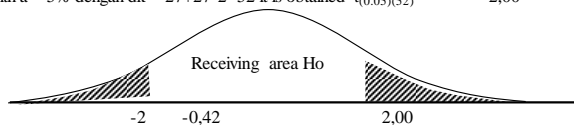
variation source	experiment	control
Sum	1398	1427
N	27	27
Average	51,78	52,85
Varians ( $S^2$ )	91,10	87,59
Standard deviation (s)	9,55	9,36

Berdasarkan rumus di atas diperoleh:

$$s = \sqrt{\frac{[(27 - 1) \cdot 91,10 + (27 - 1) \cdot 87,59]}{27 + 27 - 2}} = 9,45$$

$$t = \frac{51,78 - 52,85}{9,45 \sqrt{\frac{1}{27} + \frac{1}{27}}} = -0,417$$

with  $\alpha = 5\%$  dengan  $dk = 27+27-2=52$  it is obtained  $t_{(0,05)(52)} = 2,00$



because  $t$  in the revenue of  $H_0$  area, it can be concluded that there is no difference average of the two groups

## Appendix 10

THE NORMALITY RESULT OF POST-TEST IN CONTROL CLASS			
<b>Hypothesis</b>			
H <sub>0</sub> : the data distributes normally			
H <sub>1</sub> : the data does not distribute normally			
<b>Hypothesis test</b>			
$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$			
<b>with the criteria</b>			
Ho accepted if	$\chi^2_{hitung}$	<	$\chi^2_{tabel}$
<b>Hypothesis test</b>			
Maximum Score	=	80	
Minimum Score	=	45	
Range (R)	=	80-45	= 35
class interval (k)	=	$1 + 3,3 \log 23$	= 5,494 = "5 kelas"
length of the class (I)	=	$35/5=$	7,00
<b>No.</b>	<b>X</b>	<b><math>\bar{X} - \bar{X}</math></b>	<b><math>(\bar{X} - \bar{X})^2</math></b>
1	55	-6,63	43,95
2	60	-1,63	2,66
3	55	-6,63	43,95
4	66	4,37	19,10
5	65	3,37	11,36
6	60	-1,63	2,66
7	65	3,37	11,36
8	65	3,37	11,36
9	65	3,37	11,36
10	60	-1,63	2,66
11	55	-6,63	43,95
12	70	8,37	70,06
13	55	-6,63	43,95
14	80	18,37	337,47
15	72	10,37	107,54
16	55	-6,63	43,95
17	75	13,37	178,77
18	55	-6,63	43,95
19	60	-1,63	2,66
20	68	6,37	40,58
21	50	-11,63	135,25
22	65	3,37	11,36
23	63	1,37	1,88
24	45	-16,63	276,54
25	60	-1,63	2,66
26	60	-1,63	2,66
27	60	-1,63	2,66
<b>Σ</b>	1664,0	<b>0</b>	<b>1506,30</b>

Average	=	$\frac{\sum X}{N}$	=	$\frac{1664,0}{27}$	61,6296
Standard deviation	$S^2$	$\frac{\sum (X_i - \bar{X})^2}{n - 1}$			
	=	$\frac{\sum (X_i - \bar{X})^2}{n - 1}$			
	=	$\frac{1506,30}{(27-1)}$			
	=	57,9345			
	$S$	7,61147	=	61,6296	

**frequency of observation**

class	Bk	$Z_i$	$P(Z_i)$	L	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
	44,5	-2,25	-0,4878				
45 -	51			0,0794	1,8	1	0,3740
	51,5	-1,33	-0,4084				
52 -	63			0,5054	11,6	15	0,9799
	63,5	0,25	0,0971				
64 -	70			0,2810	6,5	8	0,3653
	70,5	1,17	0,3781				
71 -	77			0,1034	2,4	2	0,0601
	77,5	2,09	0,4815				
78 -	84			0,0052	0,1	1	6,4788
	78,5	2,22	0,4867				
					$\chi^2$	=	8,26

with  $\alpha = 5\%$ , and  $dk = 5 - 1 = 4$  it is obtained  $\chi^2_{table} = 9,49$   
because  $\chi^2_{count} < \chi^2_{table}$ , so the data distributes normally

## Appendix 11

THE NORMALITY RESULT OF POST TEST IN EXPERIMENTAL CLASS			
<b>Hipotesis</b>			
H <sub>0</sub> : Data berdistribusi normal			
H <sub>1</sub> : Data tidak berdistribusi normal			
<b>Pengujian Hipotesis</b>			
$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$			
<b>Kriteria yang digunakan</b>			
diterima jika	H <sub>0</sub>	=	$\chi^2_{hitung} < \chi^2_{tabel}$
<b>Pengujian Hipotesis</b>			
Nilai maksimal	=	80	
Nilai minimal	=	55	
Rentang nilai (R)	=	80-55	= 25
Banyaknya kelas (k)	=	1 + 3,3 log 23	= 5,494
Panjang kelas (P)	=	5,00	
<b>No.</b>	<b>X</b>	<b><math>\chi - \bar{\chi}</math></b>	<b><math>(\chi - \bar{\chi})^2</math></b>
1	60	-11,04	121,82
2	70	-1,04	1,08
3	80	8,96	80,34
4	65	-6,04	36,45
5	67	-4,04	16,30
6	65	-6,04	36,45
7	70	-1,04	1,08
8	75	3,96	15,71
9	75	3,96	15,71
10	75	3,96	15,71
11	70	-1,04	1,08
12	80	8,96	80,34
13	70	-1,04	1,08
14	55	-16,04	257,19
15	75	3,96	15,71
16	70	-1,04	1,08
17	67	-4,04	16,30
18	70	-1,04	1,08
19	75	3,96	15,71
20	70	-1,04	1,08
21	77	5,96	35,56
22	75	3,96	15,71
23	65	-6,04	36,45
24	70	-1,04	1,08
25	80	8,96	80,34
26	75	3,96	15,71
27	72	0,96	0,93
<b>Σ</b>	1918,0	<b>0</b>	<b>916,96</b>

Average	=	$\frac{\sum X}{N}$	=	$\frac{1918,0}{27}$	71,037			
standard deviation	$s^2 =$	$\frac{\sum (X_i - \bar{X})^2}{n - 1}$						
		$= \frac{916,96}{(27-1)}$						
		35,2677						
	$s =$	5,93866	=	71,0370				

**Daftar nilai frekuensi observasi kelas control**

Kelas	Bk	$Z_i$	$P(Z_i)$	Luas Daerah	$E_i$	$O_i$	$\frac{(O_i - E_i)^2}{E_i}$
	54,5	-2,78	-0,4973				
55	59			0,0233	0,5	1	0,3992
	59,5	-1,94	-0,4740				
60	64			0,1095	2,5	1	0,9151
	64,5	-1,10	-0,3645				
65	69			0,2624	6,0	5	0,1775
	69,5	-0,26	-0,1021				
70	74			0,3222	7,4	9	0,3408
	74,5	0,58	0,2201				
75	79			0,2028	4,7	8	2,3838
	79,5	1,43	0,4229				
80	84			0,0654	1,5	3	1,4892
	84,5	2,27	0,4883				
					$\chi^2 =$		5,71

Untuk  $\alpha = 5\%$ , dengan  $dk = 5 - 1 = 4$  diperoleh  $\chi^2_{tabel} = 9,49$

Karena  $\chi^2_{hitung} < \chi^2_{tabel}$ , maka data tersebut berdistribusi normal

## Appendix 12

### THE RESULT OF HOMOGENEITY TEST BETWEEN CONTROL AND EXPERIMENTAL CLASS

#### Hypothesis

$$H_0 : \sigma_1^2 = \sigma_2^2$$

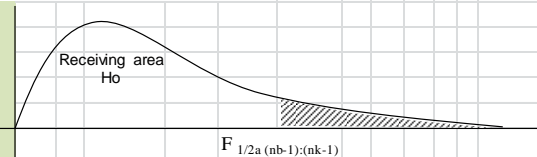
$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

#### Hypothesis Test

Untuk menguji hipotesis digunakan rumus:

$$F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

Ho accepted if  $F \leq F_{1/2\alpha (nb-1);(nk-1)}$



Dari data diperoleh:

variation source	X-1	X-2
sum	1918	1664
n	27	27
average	71,037	61,630
Varians ( $s^2$ )	35,268	56,165
Standard deviation (s)	5,939	7,494

Berdasarkan rumus di atas diperoleh:

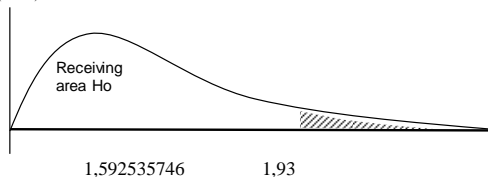
$$F = \frac{56,1652}{35,2678} = 1,593$$

with  $\alpha = 5\%$  dengan:

$$dk \text{ pembilang} = nb - 1 = 27 - 1 = 26$$

$$dk \text{ penyebut} = nk - 1 = 27 - 1 = 26$$

$$F_{(0.05)(26;26)} = 1,93$$



Because F in the revenue of Ho area, so it can be conclude both of class is homogen



## Appendix 13

### T-TEST

#### Hypothesis

Ho :  $\mu_1 = \mu_2$

Ha :  $\mu_1 \neq \mu_2$

#### Uji Hipotesis

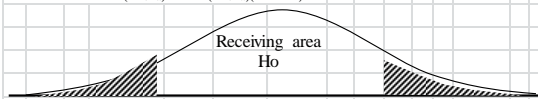
Untuk menguji hipotesis digunakan rumus:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Dimana,

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Ho accepted if  $-t_{(1-1/2\alpha)} \leq t \leq t_{(1-1/2\alpha)(n_1+n_2-2)}$



Dari data diperoleh:

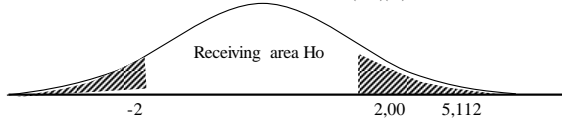
Sumber variasi	experiment	control
Sum	1918	1664
N	27	27
Average	71,037	61,630
Varians ( $S^2$ )	35,268	56,165
Standard deviation(S)	5,9387	7,4943

Berdasarkan rumus di atas diperoleh:

$$s = \sqrt{\frac{(27 - 1) \cdot 35,27 + (27 - 1) \cdot 56,17}{27 + 27 - 2}} = 6,76$$

$$t = \frac{71,04 - 61,63}{6,76 \sqrt{\frac{1}{27} + \frac{1}{27}}} = 5,112$$

with  $\alpha = 5\%$  dengan  $dk = 27+27-2=54$  it is obtained  $t_{(0,05)(52)} = 2,00$



Because  $t$  in the revenue of  $H_a$  area, so it conclude that there is difference average from two groups.

## **Appendix 14**

### **Lesson Plan for Control Class 1**

<b>School</b>	<b>: MTs Fatahillah Semarang</b>
<b>Subject</b>	<b>: English</b>
<b>Class/Semester</b>	<b>: VII /II</b>
<b>Material</b>	<b>: ProcedureText</b>
<b>Skill focus</b>	<b>: Writing</b>
<b>Allocated time</b>	<b>: 2 x 40 minutes (1<sup>st</sup> meeting)</b>

#### **A. Standard of Competence**

12. Reveals the meaning of the functional written text and simple short essay in the form of procedure text to interact with the environment

#### **B. Basic Competence**

- 12.1 Expressing meaning in simple short functional written text by using a variety of written language accurately, fluently and thankful to interact with the environment
- 12.2 Expressing meaning and rhetorical stages of a simple short essays using a variety of written language accurately, fluently and thankful to interact with the environment in the form of procedure text

#### **C. Indicators**

1. The students can analyze the generic structure of procedure text
2. The students can analyze the language features of procedure text

## **D. Learning Aim**

By the end of the learning, the students will have been able to analyze generic structure and grammatical feature of procedure text accurately.

## **E. Material**

### 1. Definition

Procedure text is a text that is design to describe how something is achieved through a sequence of actions or steps.

### 2. Purpose

The purpose of procedure text is to tell the reader how to do or make something.

### 3. The Generic Structure of Procedure Text

- Goal : it is contain the purpose of the text. (e.g. : How to make spaghetti)
- Material or ingredient : it is contain of the materials that used in the proess. (e.g. : thr material to cook omelette are egg, onion, vegetable oil, etc)
- Step : it is contain of the steps to make something in the goal. (e.g. : first, wash the tomatoes, onion,....., second cut the onions becomes slice...)

### 4. The Language Feature of Procedure Text

- The use of imperatives (e.g. : cut, don't mix)
- The use of action verbs (e.g. : turn, put, mix)
- The use of connectives (e.g. : first, the, finally,....)

- The use of adverbial phrases ( e.g. : for five minutes)

5. Example of procedure text

How to Make Tomato Soup

Material:

- 8 cup of water
- 1 teaspoon of pepper
- Small clove garlic
- 1 teaspoon of butter
- 4 large tomatoes
- Spices
- 1 small onion
- 1 teaspoon of salt

Steps:

1. Cut tomatoes, onions, and garlic into small pieces
2. Fry them in a pan with butter for five minutes
3. Add water, spices, salt and pepper
4. Heat until the water boils
5. Turn down the heat and cover with lid. Cook gently for one hour

**F. Learning Activity**

**Pre-Activity :**

Apperception ( 15 minutes )

- Greeting (Assalamualaikum Wr.Wb.)
- Teacher checks the students' attendance

- Teacher guides the students to pray/ reciting basmallah
- Teacher tells to the student the learning aim

**Main activity :** ( 55 minutes )

1) Building Knowledge of the Field (BKoF)

- The students look at the picture on the slide
- The students answer some questions from the teacher about that picture.

2) Modeling of the Text (MoT)

- The students read the text on the slide
- The students identify the generic structure and language features of the text together with their teacher
- Teacher explains about verbal and nominal sentence
- Teacher ask students to find out the example of verbal and nominal sentence from the text
- Teacher asks some students to give another example of verbal and nominal sentence

3) Joint Construction of The Text (JCoT)

- Giving students a jumbled sentences and asking them to arrange it in pair
- Checking students work and showing the correct text.
- Identifying together about generic structure and language feature of procedure text.

4) Independent Construction of The Text (ICoT)

- The students make 5 sentences about their daily activities

**Post activity:** ( 10 minutes )

- The teacher gives the reflection, clarification, appreciation and conclusion.
- The teacher close the class by recite hamdallah

**G. Teaching method**

- Method : Small Group Discussion

**H. Media**

- Slide

**I. Evaluation**

1. Form : Written
2. Instrument : Please arrange the jumbled sentences into a good paragraph!

Indicators

Categories	Score	Criteria
Content	<b>30-27</b>	<b>Excellent to very good:</b> knowledgeable; substantive; thorough; development of thesis; relevant to assigned topic.
	<b>26-22</b>	<b>Good to average:</b> some knowledge of subject; adequate range; limited development of thesis; mostly relevant

Categories	Score	Criteria
	<p data-bbox="467 256 543 285"><b>21-17</b></p> <p data-bbox="467 407 543 436"><b>16-13</b></p>	<p data-bbox="589 207 883 237">to topic, but lacks detail.</p> <p data-bbox="589 256 1055 386"><b>Fair to poor:</b> limited knowledge of subject; little substance; inadequate development of topic.</p> <p data-bbox="589 407 1055 537"><b>Very poor:</b> does not show knowledge of subject; not substantive; not pertinent.</p>
Organization	<p data-bbox="467 563 543 592"><b>20-18</b></p> <p data-bbox="467 764 543 794"><b>17-14</b></p> <p data-bbox="467 966 543 995"><b>13-10</b></p> <p data-bbox="482 1117 527 1146"><b>9-7</b></p>	<p data-bbox="589 563 1055 742"><b>Excellent to very good:</b> fluent expression; ideas clearly stated/ supported; succinct; well-organized; logical sequencing; cohesive.</p> <p data-bbox="589 764 1055 943"><b>Good to average:</b> somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.</p> <p data-bbox="589 966 1055 1096"><b>Fair to poor:</b> non-fluent; ideas confused or disconnected; lacks logical sequencing and development</p> <p data-bbox="589 1117 1055 1195"><b>Very poor:</b> does not communicate; no organization.</p>
Vocabulary	<b>20-18</b>	<b>Excellent to very good:</b> sophisticated range; effective word/idiom choice and usage; word from mastery; appropriate register.

Categories	Score	Criteria
	<b>17-14</b>	<b>Good to average:</b> adequate range; occasional errors of word/ idiom form; choice; usage but meaning not obscured
	<b>13-10</b>	<b>Fair to poor:</b> limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured.
	<b>9-7</b>	<b>Very poor:</b> essentially translation; little knowledge of English vocabulary, idioms, word form.
Language use/grammar	<b>25-22</b>	<b>Excellent to very good:</b> effective complex construction; few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions.
	<b>21-18</b>	<b>Good to average:</b> effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured.
	<b>17-11</b>	<b>Fair to poor:</b> major problems in simple/complex constructions;





Categories	Score	Criteria
		etc. paragraphing; handwriting illegible.

Semarang, 14<sup>th</sup> March 2016

English Teacher

Researcher

**Abu Hasan**

**Tun Mardiyah**  
**NIM. 113411041**

Kepala MTs Fatahillah



**Hjs. Chabibah, S.Pd.**  
**NIP. 197505222005012002**



## Lesson Plan for Control Class 2

<b>School</b>	<b>: MTs Fatahillah Semarang</b>
<b>Subject</b>	<b>: English</b>
<b>Class/Semester</b>	<b>: VII /II</b>
<b>Material</b>	<b>: ProcedureText</b>
<b>Skill focus</b>	<b>: Writing</b>
<b>Allocated time</b>	<b>: 2 x 40 minutes (1<sup>st</sup> meeting)</b>

### **A. Standard of Competence**

12. Reveals the meaning of the functional written text and simple short essay in the form of procedure text to interact with the environment

### **B. Basic Competence**

- 12.1 Expressing meaning in simple short functional written text by using a variety of written language accurately, fluently and thankful to interact with the environment
- 12.2 Expressing meaning and rhetorical stages of a simple short essays using a variety of written language accurately, fluently and thankful to interact with the environment in the form of procedure text

### **C. Indicators**

1. The students can analyze the generic structure of procedure text
2. The students can analyze the language features of procedure text

## **D. Learning Aim**

By the end of the learning, the students will have been able to analyze generic structure and grammatical feature of procedure text accurately.

## **E. Material**

### 1. Definition

Procedure text is a text that is design to describe how something is achieved through a sequence of actions or steps.

### 2. Purpose

The purpose of procedure text is to tell the reader how to do or make something.

### 3. The Generic Structure of Procedure Text

- Goal : it is contain the purpose of the text. (e.g. : How to make spaghetti)
- Material or ingredient : it is contain of the materials that used in the process. (e.g. : the material to cook omelette are egg, onion, vegetable oil, etc)
- Step : it is contain of the steps to make something in the goal. (e.g. : first, wash the tomatoes, onion,....., second cut the onions becomes slice...)

### 4. The Language Feature of Procedure Text

- The use of imperatives (e.g. : cut, don't mix)
- The use of action verbs (e.g. : turn, put, mix)
- The use of connectives (e.g. : first, the, finally,.....)

- The use of adverbial phrases ( e.g. : for five minutes)

5. Example of procedure text

How to Make Tomato Soup

Material:

- 8 cup of water
- 1 teaspoon of pepper
- Small clove garlic
- 1 teaspoon of butter
- 4 large tomatoes
- Spices
- 1 small onion
- 1 teaspoon of salt

Steps:

1. Cut tomatoes, onions, and garlic into small pieces
2. Fry them in a pan with butter for five minutes
3. Add water, spices, salt and pepper
4. Heat until the water boils
5. Turn down the heat and cover with lid. Cook gently for one hour

**F. Learning Activity**

**Pre-Activity :**

Apperception ( 15 minutes )

- Greeting (Assalamualaikum Wr.Wb.)
- Teacher checks the students' attendance

- Teacher guides the students to pray/ reciting basmallah
- Teacher tells to the student the learning aim

**Main activity :** ( 55 minutes )

1) Building Knowledge of the Field (BKoF)

- The students look at the picture on the slide
- The students answer some questions from the teacher about that picture.

2) Modeling of the Text (MoT)

- The students read the text on the slide
- The students identify the generic structure and language features of the text together with their teacher
- Teacher explains about verbal and nominal sentence
- Teacher ask students to find out the example of verbal and nominal sentence from the text
- Teacher asks some students to give another example of verbal and nominal sentence

3) Joint Construction of The Text (JCoT)

- Giving students a jumbled sentences and asking them to arrange it in pair
- Checking students work and showing the correct text.
- Identifying together about generic structure and language feature of procedure text.

#### 4) Independent Construction of The Text (ICoT)

- The students make 5 sentences about their daily activities

#### **Post activity:** ( 10 minutes )

- The teacher gives the reflection, clarification, appreciation and conclusion.
- The teacher close the class by recite hamdallah

#### **G. Teaching method**

- Method : Small Group Discussion

#### **H. Media**

- Slide

#### **I. Evaluation**

1. Form : Written
2. Instrument : Please make a procedure text!

#### Indicators

Categories	Score	Criteria
Content	<b>30-27</b>	<b>Excellent to very good:</b> knowledgeable; substantive; thorough; development of thesis; relevant to assigned topic.
	<b>26-22</b>	<b>Good to average:</b> some knowledge of subject; adequate range; limited development of thesis; mostly relevant

Categories	Score	Criteria
	<p data-bbox="429 256 501 282"><b>21-17</b></p> <p data-bbox="429 407 501 433"><b>16-13</b></p>	<p data-bbox="551 207 845 233">to topic, but lacks detail.</p> <p data-bbox="551 256 1018 386"><b>Fair to poor:</b> limited knowledge of subject; little substance; inadequate development of topic.</p> <p data-bbox="551 409 1018 539"><b>Very poor:</b> does not show knowledge of subject; not substantive; not pertinent.</p>
Organization	<p data-bbox="429 563 501 589"><b>20-18</b></p> <p data-bbox="429 763 501 789"><b>17-14</b></p> <p data-bbox="429 963 501 989"><b>13-10</b></p> <p data-bbox="429 1114 488 1140"><b>9-7</b></p>	<p data-bbox="551 563 1018 742"><b>Excellent to very good:</b> fluent expression; ideas clearly stated/ supported; succinct; well-organized; logical sequencing; cohesive.</p> <p data-bbox="551 764 1018 943"><b>Good to average:</b> somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.</p> <p data-bbox="551 964 1018 1094"><b>Fair to poor:</b> non-fluent; ideas confused or disconnected; lacks logical sequencing and development</p> <p data-bbox="551 1115 1018 1193"><b>Very poor:</b> does not communicate; no organization.</p>
Vocabulary	<p data-bbox="429 1218 501 1243"><b>20-18</b></p>	<p data-bbox="551 1218 1018 1396"><b>Excellent to very good:</b> sophisticated range; effective word/idiom choice and usage; word from mastery; appropriate register.</p>



Categories	Score	Criteria
	<b>17-14</b>	<b>Good to average:</b> adequate range; occasional errors of word/ idiom form; choice; usage but meaning not obscured
	<b>13-10</b>	<b>Fair to poor:</b> limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured.
	<b>9-7</b>	<b>Very poor:</b> essentially translation; little knowledge of English vocabulary, idioms, word form.
Language use/grammar	<b>25-22</b>	<b>Excellent to very good:</b> effective complex construction; few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions.
	<b>21-18</b>	<b>Good to average:</b> effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured.
	<b>17-11</b>	<b>Fair to poor:</b> major problems in simple/complex constructions;

Categories	Score	Criteria
	<b>10-5</b>	<p>frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and fragments, run-ons, deletions; meaning confused or obscured.</p> <p><b>Very poor:</b> virtually no mastery of sentence construction rules; dominated by errors; does not communicate.</p>
Mechanics	<p><b>5</b></p> <p><b>4</b></p> <p><b>3</b></p> <p><b>2</b></p>	<p><b>Excellent to very good:</b> demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.</p> <p><b>Good to average:</b> occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.</p> <p><b>Fair to poor:</b> frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused</p> <p><b>Very poor:</b> no mastery of conventions; dominated by errors of spelling, punctuation, capitalization,</p>

Categories	Score	Criteria
		etc. paragraphing; handwriting illegible.

Semarang, 14<sup>th</sup> March 2016

English Teacher

Researcher

**Abu Hasan**

**Tun Mardiyah**  
**NIM. 113411041**

Kepala MTs Fatahillah



**Hj Chabibah, S.Pd.**  
**NIP. 197505222005012002**

## Lesson Plan for Experimental Class 1

**School** : MTs Fatahillah Semarang

**Subject** : English

**Class/Semester** : VII /II

**Material** : ProcedureText

**Skill focus** : Writing

**Allocated time** : 2 x 40 minutes (1<sup>st</sup> meeting)

### **A. Standard of Competence**

12. Reveals the meaning of the functional written text and simple short essay in the form of procedure text to interact with the environment

### **B. Basic Competence**

- 12.1 Expressing meaning in simple short functional written text by using a variety of written language accurately, fluently and thankful to interact with the environment
- 12.2 Expressing meaning and rhetorical stages of a simple short essays using a variety of written language accurately, fluently and thankful to interact with the environment in the form of procedure text

### **C. Indicators**

1. The students can identify the generic structure of procedure text
2. The students can identify the language features of procedure text

3. The students can write a procedure text based on appropriate language features and generic structure

#### **D. Learning Aim**

By the end of the learning, the students will have been able to analyze generic structure and grammatical feature of procedure text accurately.

#### **E. Material**

1. Definition

Procedure text is a text that is design to describe how something is achieved through a sequence of actions or steps.

2. Purpose

The purpose of procedure text is to tell the reader how to do or make something.

3. The Generic Structure of Procedure Text

- Goal : it is containt the purpose of the text. (e.g. : How to make spaghetti)
- Material or ingredient : it is containt of the materials that used in the proess. (e.g. : thr material to cook omelette are egg, onion, vegetable oil, etc)
- Step : it is containt of the steps to make something in the goal. (e.g. : first, wash the tomatoes, onion,....., second cut the onions becomes slice...)

4. The Language Feature of Procedure Text

- The use of imperatives (e.g. : cut, don't mix)

- The use of action verbs (e.g. : turn, put, mix)
- The use of connectives (e.g. : first, the, finally,...)
- The use of adverbial phrases ( e.g. : for five minutes)

5. Example of procedure text

How to Make Tomato Soup

Material:

- 8 cup of water
- 1 teaspoon of pepper
- Small clove garlic
- 1 teaspoon of butter
- 4 large tomatoes
- Spices
- 1 small onion
- 1 teaspoon of salt

Steps:

1. Cut tomatoes, onions, and garlic into small pieces
2. Fry them in a pan with butter for five minutes
3. Add water, spices, salt and pepper
4. Heat until the water boils
5. Turn down the heat and cover with lid. Cook gently for one hour

**F. Learning Activity**

**Pre-Activity :**

Apperception ( 15 minutes )

- Greeting (Assalamualaikum Wr.Wb.)
- Teacher checks the students' attendance
- Teacher guides the students to pray/ reciting basmallah
- Teacher tells to the student the learning aim

**Main activity :** ( 55 minutes )

1) Building Knowledge of the Field (BKoF)

- The students look at the picture on the slide
- The students answer some questions from the teacher about that picture.

2) Modeling of the Text (MoT)

- The students read the text on the slide
- The students identify the generic structure and language features of the text together with their teacher
- Teacher explains about verbal and nominal sentence
- Teacher ask students to find out the example of verbal and nominal sentence from the text
- Teacher asks some students to give another example of verbal and nominal sentence

3) Joint Construction of The Text (JCoT)

- Giving students a jumbled sentences and asking them to arrange it in pair
- Checking students work and showing the correct text.

- Identifying together about generic structure and language feature of procedure text.

#### 4) Independent Construction of The Text (ICoT)

- The students make 5 sentences about their daily activities

#### **Post activity:** ( 10 minutes )

- The teacher gives the reflection, clarification, appreciation and conclusion.
- The teacher close the class by recite hamdallah

### **G. Teaching method**

- Method : Discussion

### **H. Media**

- Pictures
- worksheet

### **I. Evaluation**

1. Form : Written
2. Instrument : Please make a procedure text based on your own sequenced pictures, then identify generic structure and language feature!

Indicators

Categories	Score	Criteria
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Categories	Score	Criteria
Content	<b>30-27</b>	<b>Excellent to very good:</b> knowledgeable; substantive; thorough; development of thesis; relevant to assigned topic.
	<b>26-22</b>	<b>Good to average:</b> some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail.
	<b>21-17</b>	<b>Fair to poor:</b> limited knowledge of subject; little substance; inadequate development of topic.
	<b>16-13</b>	<b>Very poor:</b> does not show knowledge of subject; not substantive; not pertinent.
Organization	<b>20-18</b>	<b>Excellent to very good:</b> fluent expression; ideas clearly stated/ supported; succinct; well-organized; logical sequencing; cohesive.
	<b>17-14</b>	<b>Good to average:</b> somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.
	<b>13-10</b>	<b>Fair to poor:</b> non-fluent; ideas confused or disconnected; lacks

Categories	Score	Criteria
	9-7	logical sequencing and development <b>Very poor:</b> does not communicate; no organization.
Vocabulary	20-18  17-14  13-10  9-7	<b>Excellent to very good:</b> sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register. <b>Good to average:</b> adequate range; occasional errors of word/ idiom form; choice; usage but meaning not obscured <b>Fair to poor:</b> limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured. <b>Very poor:</b> essentially translation; little knowledge of English vocabulary, idioms, word form.
Language use/grammar	25-22  21-18	<b>Excellent to very good:</b> effective complex construction; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions. <b>Good to average:</b> effective but simple constructions; minor problems in

Categories	Score	Criteria
	<p data-bbox="467 456 539 483"><b>17-11</b></p> <p data-bbox="473 857 532 885"><b>10-5</b></p>	<p data-bbox="589 207 1055 435">complex constructions; several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured.</p> <p data-bbox="589 456 1055 841"><b>Fair to poor:</b> major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, preposition and fragments, run-ons, deletions; meaning confused or obscured.</p> <p data-bbox="589 862 1055 992"><b>Very poor:</b> virtually no mastery of sentence construction rules; dominated by errors; does not communicate.</p>
Mechanics	<p data-bbox="492 1013 514 1040"><b>5</b></p> <p data-bbox="492 1214 514 1242"><b>4</b></p>	<p data-bbox="589 1013 1055 1198"><b>Excellent to very good:</b> demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.</p> <p data-bbox="589 1219 1055 1393"><b>Good to average:</b> occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.</p>

Categories	Score	Criteria
	3	<b>Fair to poor:</b> frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused
	2	<b>Very poor:</b> no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, etc. paragraphing; handwriting illegible.

Semarang, 14<sup>th</sup> March 2016

English Teacher

Researcher

Abu Hasan

Tun Mardiyah  
NIM. 113411041

Kepala MTs Fatahillah



Hj Chabibah, S.Pd.  
NIP. 197505222005012002

## Lesson Plan for Experimental Class 2

<b>School</b>	<b>: MTs Fatahillah Semarang</b>
<b>Subject</b>	<b>: English</b>
<b>Class/Semester</b>	<b>: VII /II</b>
<b>Material</b>	<b>: ProcedureText</b>
<b>Skill focus</b>	<b>: Writing</b>
<b>Allocated time</b>	<b>: 2 x 40 minutes (1<sup>st</sup> meeting)</b>

### **A. Standard of Competence**

12. Reveals the meaning of the functional written text and simple short essay in the form of procedure text to interact with the environment

### **B. Basic Competence**

- 12.1 Expressing meaning in simple short functional written text by using a variety of written language accurately, fluently and thankful to interact with the environment
- 12.2 Expressing meaning and rhetorical stages of a simple short essays using a variety of written language accurately, fluently and thankful to interact with the environment in the form of procedure text

### **C. Indicators**

1. The students can analyze the generic structure of procedure text
2. The students can analyze the language features of procedure text

## **D. Learning Aim**

By the end of the learning, the students will have been able to analyze generic structure and grammatical feature of procedure text accurately.

## **E. Material**

### 1. Definition

Procedure text is a text that is design to describe how something is achieved through a sequence of actions or steps.

### 2. Purpose

The purpose of procedure text is to tell the reader how to do or make something.

### 3. The Generic Structure of Procedure Text

- Goal : it is contain the purpose of the text. (e.g. : How to make spaghetti)
- Material or ingredient : it is contain of the materials that used in the process. (e.g. : the material to cook omelette are egg, onion, vegetable oil, etc)
- Step : it is contain of the steps to make something in the goal. (e.g. : first, wash the tomatoes, onion,....., second cut the onions becomes slice...)

### 4. The Language Feature of Procedure Text

- The use of imperatives (e.g. : cut, don't mix)
- The use of action verbs (e.g. : turn, put, mix)
- The use of connectives (e.g. : first, the, finally,.....)

- The use of adverbial phrases ( e.g. : for five minutes)

5. Example of procedure text

How to Make Tomato Soup

Material:

- 8 cup of water
- 1 teaspoon of pepper
- Small clove garlic
- 1 teaspoon of butter
- 4 large tomatoes
- Spices
- 1 small onion
- 1 teaspoon of salt

Steps:

1. Cut tomatoes, onions, and garlic into small pieces
2. Fry them in a pan with butter for five minutes
3. Add water, spices, salt and pepper
4. Heat until the water boils
5. Turn down the heat and cover with lid. Cook gently for one hour

**F. Learning Activity**

**Pre-Activity :**

Apperception ( 15 minutes )

- Greeting (Assalamualaikum Wr.Wb.)
- Teacher checks the students' attendance

- Teacher guides the students to pray/ reciting basmallah
- Teacher tells to the student the learning aim

**Main activity :** ( 55 minutes )

1) Building Knowledge of the Field (BKoF)

- The students look at the picture on the slide
- The students answer some questions from the teacher about that picture.

2) Modeling of the Text (MoT)

- The students read the text on the slide
- The students identify the generic structure and language features of the text together with their teacher
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3) Joint Construction of The Text (JCoT)

- Giving students a jumbled sentences and asking them to arrange it in pair
- Checking students work and showing the correct text.
- Identifying together about generic structure and language feature of procedure text.



#### 4) Independent Construction of The Text (ICoT)

- The students make 5 sentences about their daily activities

#### **Post activity:** ( 10 minutes )

- The teacher gives the reflection, clarification, appreciation and conclusion.
- The teacher close the class by recite hamdallah

#### **G. Teaching method**

- Method : Small Group Discussion

#### **H. Media**

- Pictures

#### **I. Evaluation**

1. Form : Written
2. Instrument : Please make a procedure text based on your sequenced pictures!

Indicators

Categories	Score	Criteria
Content	<b>30-27</b>	<b>Excellent to very good:</b> knowledgeable; substantive; thorough; development of thesis; relevant to assigned topic.
	<b>26-22</b>	<b>Good to average:</b> some knowledge of subject; adequate range; limited

Categories	Score	Criteria
	<p data-bbox="429 306 501 334"><b>21-17</b></p> <p data-bbox="429 456 501 483"><b>16-13</b></p>	<p data-bbox="551 207 1015 285">development of thesis; mostly relevant to topic, but lacks detail.</p> <p data-bbox="551 306 1015 436"><b>Fair to poor:</b> limited knowledge of subject; little substance; inadequate development of topic.</p> <p data-bbox="551 456 1015 586"><b>Very poor:</b> does not show knowledge of subject; not substantive; not pertinent.</p>
Organization	<p data-bbox="429 613 501 641"><b>20-18</b></p> <p data-bbox="429 813 501 841"><b>17-14</b></p> <p data-bbox="429 1013 501 1040"><b>13-10</b></p> <p data-bbox="442 1162 488 1190"><b>9-7</b></p>	<p data-bbox="551 613 1015 789"><b>Excellent to very good:</b> fluent expression; ideas clearly stated/ supported; succinct; well-organized; logical sequencing; cohesive.</p> <p data-bbox="551 813 1015 992"><b>Good to average:</b> somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.</p> <p data-bbox="551 1013 1015 1143"><b>Fair to poor:</b> non-fluent; ideas confused or disconnected; lacks logical sequencing and development</p> <p data-bbox="551 1162 1015 1240"><b>Very poor:</b> does not communicate; no organization.</p>
Vocabulary	<b>20-18</b>	<b>Excellent to very good:</b> sophisticated range; effective word/idiom choice and usage; word from mastery;

Categories	Score	Criteria
	<p data-bbox="467 256 539 282"><b>17-14</b></p> <p data-bbox="467 459 539 485"><b>13-10</b></p> <p data-bbox="480 610 526 636"><b>9-7</b></p>	<p data-bbox="589 207 829 233">appropriate register.</p> <p data-bbox="589 256 1055 435"><b>Good to average:</b> adequate range; occasional errors of word/ idiom form; choice; usage but meaning not obscured</p> <p data-bbox="589 457 1055 587"><b>Fair to poor:</b> limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured.</p> <p data-bbox="589 610 1055 740"><b>Very poor:</b> essentially translation; little knowledge of English vocabulary, idioms, word form.</p>
Language use/grammar	<p data-bbox="467 763 539 789"><b>25-22</b></p> <p data-bbox="467 1013 539 1039"><b>21-18</b></p> <p data-bbox="467 1367 539 1393"><b>17-11</b></p>	<p data-bbox="589 763 1055 990"><b>Excellent to very good:</b> effective complex construction; few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions.</p> <p data-bbox="589 1013 1055 1338"><b>Good to average:</b> effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured.</p> <p data-bbox="589 1367 1055 1399"><b>Fair to poor:</b> major problems in</p>

Categories	Score	Criteria
	10-5	<p>simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and fragments, run-ons, deletions; meaning confused or obscured.</p> <p><b>Very poor:</b> virtually no mastery of sentence construction rules; dominated by errors; does not communicate.</p>
Mechanics	<p>5</p> <p>4</p> <p>3</p> <p>2</p>	<p><b>Excellent to very good:</b> demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.</p> <p><b>Good to average:</b> occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.</p> <p><b>Fair to poor:</b> frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused</p> <p><b>Very poor:</b> no mastery of conventions; dominated by errors of</p>

Categories	Score	Criteria
		spelling, punctuation, capitalization, etc. paragraphing; handwriting illegible.

Semarang, 14<sup>th</sup> March 2016

English Teacher

Researcher

**Abu Hasan**

**Tun Mardiyah**  
**NIM. 113411041**

Kepala MTs Fatahillah



**Hj Chabibah, S.Pd.**  
**NIP. 197505222005012002**

## Appendix 15

### Instrument of Pre-Test and Post-Test

Name :
Class :

Make a procedure text and follow the instruction below, please!

1. Write down your name!
2. The text is written in simple present tense
3. Look up your dictionary if you need
4. Write based on the topic of your own pictures!
5. Time allotment for writing is 40 minutes

**GOOD LUCK**

## Appendix 16

### Documentation of Research







PRE-TEST

59

Name : Citra Isma H.  
Class : 7<sup>A</sup>

Make a procedure text and follow the instruction below, please!

1. Write down your name!
2. The text is written in simple present tense
3. Look up your dictionary if you need
4. You can write the topics below, please choose one of them!
  - > How to make fried rice
  - > How to make chicken soup
  - > How to make fried tempeh
5. Time allotment for writing is 40 minutes

GOOD LUCK

How to Make Fried Rice

Ingredients: - 1 egg  
 - cooked rice 1 plate - 5 chili  
 - onion  
 - garlic  
 - salt  
 - fat  
 - cucumber  
 - ketchup

utensile you need == frying pan - knife  
 - spatula  
 - plate  
 - spoon

How to make it =

1. heat the oil in a frying pan
2. to enter salt, onion, garlic, and 5 chili;
3. and to enter 1 plate rice soved and split ketchup  
 plating to plate

5

PRE-TEST

55

Name : EUGGAR MAHUA  
Class : VII A

Make a procedure text and follow the instruction below, please!

1. Write down your name!
2. The text is written in simple present tense
3. Look up your dictionary if you need
4. You can write the topics below, please choose one of them!
  - > How to make fried rice
  - > How to make chicken soup
  - > How to make fried tempeh
5. Time allotment for writing is 40 minutes

GOOD LUCK

How to make chicken soup

- Material =
- 1 kg chicken
  - 3 cups water
  - 1 sachet masako.
  - vegetable

Utensils you need

- Pan
- Bowl
- ~~tempeh sprad~~
- ~~Spork~~
- Fork fork

How to make it

--eat white warm.

- ~~to put into water and~~ vegetable and chicken.
- Flame fire to Pas to ~~arrive~~ boil
- ~~to put into~~ <sup>put</sup> Pack masako.
- ~~then~~ Place on a bowl sprad ~~friend~~ garline.

ES

E

PRE-TEST

Name : Henry Syafiq

Class : VIIA

42

Make a procedure text and follow the instruction below, please!

1. Write down your name!
2. The text is written in simple present tense
3. Look up your dictionary if you need
4. You can write the topics below, please choose one of them!
  - > How to make fried rice
  - > How to make chicken soup
  - > How to make fried tempeh
5. Time allotment for writing is 40 minutes

how to make chicken soup

GOOD LUCK

material

- 1kg chicken
- 3 cups water
- Vegetable

utensils you need

- Pan
- ~~Bowl~~ bowl
- ~~tempes~~ pot
- Spatula
- Frod

1. Chicken thoroughly, and then trim ~~trim~~ OFF EXCESS FAT
2. After that ~~cut~~ <sup>slice</sup> Chicken into and ~~place~~ <sup>put</sup> in a large stockpot
3. Add water (or broth) and 2 teaspoons salt and bay leaf

POST-TEST

63

Name : ~~180~~ Muchamad Anwar  
Class : 7A

Make a procedure text and follow the instruction below, please!

1. Write down your name!
2. The text is written in simple present tense
3. Look up your dictionary if you need
4. You can write the topics below, please choose one of them!
  - > How to make caramel banana
  - > How to make spaghetti
  - > How to make omelet
5. Time allotment for writing is 40 minutes

GOOD LUCK

Caramel Banana

ingredients

- 2 Bananas - 3 table spoons cooking oil
- 1 cup Caramel - 1 cup of milk ~~collate~~ chocolate milk
- 50g cheese

tools you need

- Frying pan
- Spatula
- sharp fork
- ~~plate~~ cheese grater
- plate

How to make it

1. Heat the oil in a ~~pan~~ frying pan
2. Pour 2 Bananas <sup>into</sup> a frying pan
3. ~~Place~~ a plate
4. add caramel and grate the cheese
5. add Milk collate

??

POST-TEST

60

Name : Romya ADY Son 2000  
Class : 7A

Make a procedure text and follow the instruction below, please!

1. Write down your name!
2. The text is written in simple present tense
3. Look up your dictionary if you need
4. You can write the topics below, please choose one of them!
  - > How to make caramel banana
  - > How to make spaghetti
  - > How to make omelet
5. Time allotment for writing is 40 minutes

GOOD LUCK

how to make omelet

ingredient

- 2 eggs
- 3 table spoons cooking oil
- a pinch of salt ~~and pepper~~
- make holes you ~~need~~ need

- frying pan
- spatula
- bowl
- fork
- plate

5. Cook both sides
6. ~~Put~~ ~~place~~ on a plate
7. eat while warm

How to make it

1. crack an egg into a bowl
2. whisk the egg with a fork ~~until it's smooth~~
3. heat the oil in a frying pan
4. turn the omelet with a spatula when it browns

59

POST-TEST

59

Name : Amelia Nur Hafidha Rizki  
Class : VII A

Make a procedure text and follow the instruction below, please!

1. Write down your name!
2. The text is written in simple present tense
3. Look up your dictionary if you need
4. Write based on the topic of your own pictures!
5. Time allotment for writing is 40 minutes

GOOD LUCK

- How To Make Spaghetti

- Material = ~~from the water~~ Pasta
- Sauce
  - Plate
  - Fork
  - Fork

- Step = ~~from the water~~ Switch the stove
- Put down 2
  - and put water
  - and put spaghetti ~~and~~ fork
  - and put spaghetti
  - and serve

E

PRE-TEST

50

Name : Zuriva Asmia

Class : VII B

Make a procedure text and follow the instruction below, please!

1. Write down your name!
2. The text is written in simple present tense
3. Look up your dictionary if you need
4. You can write the topics below, please choose one of them!
  - > How to make fried rice
  - > How to make chicken soup
  - > How to make fried tempeh
5. Time allotment for writing is 40 minutes

GOOD LUCK

3.

How to make fried tempeh

Material : - Tempeh ✓  
- Onion ✓  
- Salt ✓  
- Flour ✓  
- Water ✓

Steps : - Mix Onion ~~salt~~ salt and flour -  
- Pour water -  
- ~~salt~~ juice tempeh.

- ?  
- ?  
- ?

E

PRE-TEST

50

Name : Zusva asnia  
Class : VII E

Make a procedure text and follow the instruction below, please!

1. Write down your name!
2. The text is written in simple present tense
3. Look up your dictionary if you need
4. You can write the topics below, please choose one of them!
  - > How to make fried rice
  - > How to make chicken soup
  - > How to make fried tempeh
- 5: Time allotment for writing is 40 minutes

GOOD LUCK

3.

How to make fried tempeh  
Material : - Tempeh ✓  
              - Onion ✓  
              - Salt ✓  
              - Flour ✓  
              - Water ✓

Steps : - ~~Mix~~ Onion ~~salt~~ salt and flour -  
          - Pour water -  
          - ~~juice~~ juice tempeh.

- ?  
- ?  
- ?



E

PRE-TEST

45

Name : Bayu Linda Aji

Class : VIII

Make a procedure text and follow the instruction below, please!

1. Write down your name!
2. The text is written in simple present tense
3. Look up your dictionary if you need
4. You can write the topics below, please choose one of them!
  - > How to make fried rice
  - > How to make chicken soup
  - > How to make fried tempeh
5. Time allotment for writing is 40 minutes

GOOD LUCK

> How to make fried tempeh

MATERIAL : onion ✓

: water ✓

: MASOKE ✓

: Tempeh ✓

Steps = 7

E

65

### PRE-TEST

Name : SITI FATIMAH

Class : VII E

Make a procedure text and follow the instruction below, please!

1. Write down your name!
2. The text is written in simple present tense
3. Look up your dictionary if you need
4. You can write the topics below, please choose one of them!
  - How to make fried rice
  - How to make chicken soup
  - How to make fried tempeh
5. Time allotment for writing is 40 minutes

### GOOD LUCK

How to make Fried tempeh

Material : - Tempeh  
- onion  
- salt  
- flour  
- water

Steps : - Mix onion, salt, and flour  
- Pour water  
- slice Tempeh  
- Pour Tempeh to the batter  
- ?  
- ?  
- ?

E

POST-TEST

75

Name : Sherita Ismaryani

Class : 7B

Make a procedure text and follow the instruction below, please!

1. Write down your name!
2. The text is written in simple present tense
3. Look up your dictionary if you need
4. Write based on the topic of your own pictures!
5. Time allotment for writing is 40 minutes

GOOD LUCK

How to make omelet

material: 3 eggs  
: 1 cup ~~cheese~~ <sup>of</sup> milk  
: 3 tablespoons cooking oil  
: 50g cheese  
: a pinch of salt and pepper

stepp: <sup>crack</sup> crack and ~~egg~~ egg into a bowl  
: whisk the egg with the ~~egg~~ <sup>foaf</sup> until it is smooth  
= add milk and whisk well  
: grate the cheese into the bowl and stir  
: heat the oil in a ?  
: ~~pour~~ <sup>pour</sup> Frying pan  
: turn the omelet with a spatula when it browns  
: place on a plate, spread salt and pepper.  
: eat while warm.

E

POST-TEST

80

Name : Voni Andiana P.  
Class : VII B.

Make a procedure text and follow the instruction below, please!

1. Write down your name!
2. The text is written in simple present tense
3. Look up your dictionary if you need
4. Write based on the topic of your own pictures!
5. Time allotment for writing is 40 minutes

GOOD LUCK

How to make omelet

material: 3 eggs

- : 1 cup <sup>of</sup> milk.
- : 50g cheese
- : 3 tablespoons cooking oil
- : a pinch of salt and pepper

- STEPP: ~~Crack~~ <sup>Crack</sup> an egg into a bowl
- Whisk the egg with the fork until it is smooth.
  - Add milk and whisk well
  - grate the cheese into the bowl and stir.
  - Heat the oil in a pan
  - Pour frying pan.
  - Turn the omelet with a spatula when it browns
  - ~~Place~~ <sup>Place</sup> on a plate, spread salt and pepper.
  - Eat while warm.



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185

Nomor : In-06-3/J4/PP.00.9/3814/2015

Semarang, 31 Agustus 2015

Lamp : -

Hal : Penunjukan Pembimbing Skripsi

Kepada Yth:

Dra. Hj. Ma'rifatul Fadhilah, M.Ed

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Tun Mardiyah

NIM : 113411041

Judul : **"Teaching Procedure Written Text of Cooking Recipe Using Sequence Pictures (An Experimental Research at the Seventh Grade of Junior High School Students of MTs Fatahillah Semarang)"**

Dan menunjuk saudara:

1. Dra. Hj. Ma'rifatul Fadhilah, M.Ed

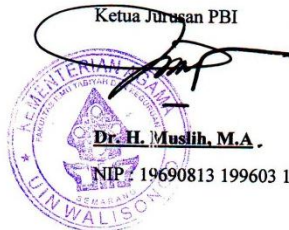
(Pembimbing I)

Demikian penunjukan pembimbing skripsi ini disampaikan, dan atas kerjasamanya, kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

A.n. Dekan,

Ketua Jurusan PBI



**Dr. H. Muslih, M.A.**

NIP. 19690813 199603 1 003

Tembusan disampaikan kepada Yth:

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
2. Mahasiswa yang bersangkutan



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
FAKULTAS ILMU TARBIYAN DAN KEGURUAN

Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185

Semarang, 15 Maret 2016

Nomor: Un. 10.3/D.I/TL.00/1088/2016

Lamp. :-

Hal : Mohon Izin Riset  
a.n. Tun Mardiyah  
NIM: 113411041

Kepada Yth.  
Kepala MTs Fatahillah  
di Semarang

Assalamu'alaikum Wr.Wb.

Diberitahukan dengan hormat bahwa dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa:

nama : Tun Mardiyah  
NIM : 113411041  
alamat : Jln. Karonsih Utara V no 197, Ngaliyan  
judul skripsi : Teaching Procedure Written Text of Cooking Recipe Using Sequence Pictures

Pembimbing : 1. Ma'rifatul Fadilah, M.Ed.

Mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon mahasiswa tersebut diijinkan melaksanakan riset selama 1 bulan, mulai tanggal 17 Maret 2016 sampai dengan tanggal 10 April 2016.

Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terima kasih.  
Wassalamu'alaikum Wr.Wb

a.n. Dekan,

Kakil Dekan Bidang Akademik



**Tembusan:**

**Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)**



**YAYASAN MIFTAHUL HUDA BRINGIN**  
**MTs FATAHILLAH**

**SURAT KETERANGAN**

Nomor: 086/MTs.711/E-21/IV/2016

Yang bertanda tangan di bawah ini Kepala MTs Fatahillah Kota Semarang dengan ini menerangkan bahwa :

Nama : **Tun Mardiyah**  
Nomor Induk Mahasiswa : 113411041  
Alamat : Jl. Karonsih Utara V No. 197 Ngaliyan  
Program Studi : Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo

Telah melakukan penelitian di madrasah kami dalam rangka Penulisan Skripsi dengan judul “**Teaching Procedure Written Text of Cooking Recipe Using Sequence Pictures**” yang telah dilaksanakan selama 1 bulan dari tanggal 17 Maret 2016 – 10 April 2016.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 11 April 2016

Kepala MTs Fatahillah



**Uti Chabibah, S.Pd.**

NIP. 197505222005012002

## CURRICULUM VITAE

Name : Tun Mardiyah  
Place and date of birth : Purworejo, June 2<sup>nd</sup> 1992  
Original address : Brunosari, Bruno, Purworejo  
Dormitory address : Karonsih Utara V Street, No. 197  
Ngaliyan, Semarang  
Mobile number : 085-740-779-043  
Education : 1. SDN Singojoyo  
2. SMPN 21 Purworejo  
3. PKBM Bangkit Semarang  
4. Student of Education and Teacher  
Training Faculty Walisongo State  
Islamic University Semarang 2011

Semarang, June 4<sup>th</sup> 2016

**The Researcher**

**Tun Mardiyah**  
**113411041**