

**AN UNDERGRADUATE THESIS**

**INCREASING THE STUDENTS' ABILITY  
IN WRITING PROCEDURE TEXT THROUGH SILENT  
DEMONSTRATION STRATEGY  
AT THE EIGHT GRADE OF STATE JUNIOR HIGH SCHOOL 8 METRO**

**By :  
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Tarbiyah and Teacher Training Faculty  
English Education Department



**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1439 H / 2018 M**

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IN WRITING PROCEDURE TEXT THROUGH SILENT  
DEMONSTRATION STRATEGY  
AT THE EIGHT GRADE OF STATE JUNIOR HIGH SCHOOL 8 METRO**

Presented as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
in English Education Department

By:  
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Sponsor: Ahmad Subhan Roza, M.Pd  
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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1439 H / 2018 M**



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**NOTIFICATION LETTER**

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To: The Honorable the  
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*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to research tesis script which is written by:

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Students Number : 1291257  
Title : INCREASING THE STUDENT'S ABILITY IN WRITING  
PROCEDURE TEXT THROUGH SILENT DEMOSTRATION  
STRATEGY AT THE EIGHT GRADE OF STATE JUNIOR HIGH  
SCHOOL 8 METRO

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

*Wassalmu'alaikum Wr.Wb*

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**NOTA DINAS**

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Perihal : **Mohon dimunaqosyahkan Skripsi  
Saudari Ani Yulianti**

Kepada yth,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
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***Assalamualaikum Wr.Wb.***

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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Students Number : 1291257

Judul Skripsi : INCREASING THE STUDENT'S ABILITY IN WRITING  
PROCEDURE TEXT THROUGH SILENT DEMOSTRATION  
STRATEGY AT THE EIGHT GRADE OF STATE JUNIOR HIGH  
SCHOOL 8 METRO

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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**APPROVAL PAGE**

**Title** : INCREASING THE STUDENT'S ABILITY IN WRITING  
PROCEDURE TEXT THROUGH SILENT DEMONSTRATION  
STRATEGY AT THE EIGHT GRADE OF STATE JUNIOR HIGH  
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To be discussed in the tesis (munaqosyah) in Tarbiyah Faculty of State Institute of Islamic  
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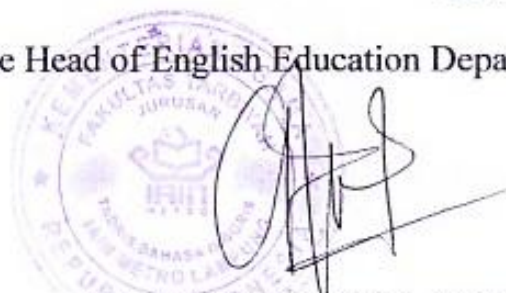
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**RATIFICATION PAGE**

No: B-1793/11.28-1/D/PP-00.9/05/2018

An undergraduate thesis entitled: INCREASING THE STUDENTS' ABILITY IN WRITING PROCEDURE TEXT THROUGH SILENT DEMONSTRATION STRATEGY AT THE EIGHT GRADE OF STATE JUNIOR HIGH SCHOOL 8 METRO

Written by Ani Yulianti, student number. 1291257, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on April 30, 2018 at 09.00-11.00.

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## **ABSTRACT**

### **INCREASING THE STUDENTS' ABILITY IN WRITING PROCEDURE TEXT THROUGH SILENT DEMONSTRATION STRATEGY AT THE EIGHT GRADE OF STATE JUNIOR HIGH SCHOOL 8 METRO**

**By:  
ANI YULIANTI**

The main purpose of this research is to investigate the students' writing ability at State Junior High School 8 Metro which found in writing procedure text and to know what extend of the Silent Demonstration Strategy could help the students in learning process. The writer tries to attest that Silent Demonstration Strategy can be one of the teaching strategy to increase the students' writing ability especially in procedure text.

In this research, researcher conducts classroom action research (CAR) which is done in two cycles. Each cycle consists of planning, acting, observing and reflecting. The subject of this research is 26 students in VIII.A class of State Junior High School 8 Metro. In collecting data, the researcher used test (pre-test, post-test 1 and post-test 2), observation and documentation. The research is conducted collaboratively with an English teacher of State Junior High School 8 Metro.

Regarding to the research result which was taken from observation and field mote, it could be inferred that there was significant increasing from cycle 1 to cycle 2. The average score of post-test 1 was 67. Next to cycle 2 the average score was 74. It indicated that indicator of success of the research has been achieved at least 70% students was passed the Minimum Standard Criteria. The researcher conclude hat by using silent demonstaration strategy as a alternative strategy to increase the students writing ability at the eight grade of State Junior High School 8 Metro.

*Key Word: Writing Procedure Text, Silent Demonstration Strategy.*

## **ABSTRAK**

### **MENINGKATKAN KEMAMPUAN SISWA DALAM MENULIS TEKS PROSEDUR MELALUI STRATEGI SILENT DEMONSTRATION PADA KELAS 8 SEKOLAH MENENGAH PERTAMA 8 METRO**

**Oleh :  
ANI YULIANTI**

Tujuan utama pada penelitian ini adalah untuk menyelidiki keterampilan menulis SMP Negeri 8 Metro yang terdapat dalam menulis teks prosedur dan untuk mengetahui sejauh mana strategi silent demonstration dapat membantu siswa dalam proses pembelajaran. Penulis mencoba untuk membuktikan bahwa strategi silent demonstration dapat menjadi salah satu teknik untuk meningkatkan keterampilan menulis siswa khususnya pada teks prosedur.

Dalam penelitian ini, peneliti melakukan Penelitian Tindakan Kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah 26 siswa dari VIII.A SMP N 8 Metro. Dalam mengumpulkan data, peneliti menggunakan tes (pre-test, post-test 1, post test 2), observasi dan dokumentasi. Penelitian ini bekerja sama dengan guru mata pelajaran Bahasa Inggris SMP Negeri 8 Metro.

Berdasarkan dari hasil penelitian yang diambil dari observasi dan catatan lapangan, dapat disimpulkan bahwa ada peningkatan signifikan dari siklus 1 ke siklus 2. Nilai rata-rata yang diperoleh dari post-test 1 adalah 67. Selanjutnya, di siklus 2 nilai rata-rata adalah 74. Hal tersebut menunjukkan bahwa indikator keberhasilan dari penelitian ini yaitu 70% siswa telah memenuhi KKM telah tercapai. Peneliti menyimpulkan bahwa menggunakan stratgi silent demonstation sebagai alternatif strategi untuk meningkatkan kemampuan menulis siswa pada kelas 8 sekolah menengah pertama 8 Metro.

*Kata Kunci: Keterampilan Menulis Teks Prosedur, strategi silent demonstration*



## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : ANI YULIANTI  
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States that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, April 2018



ANI YULIANTI  
Student Number.1291257

## ORISINALITAS PENELITIAN

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Nama : ANI YULIANTI  
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Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk sumbernya dan disebutkan dalam daftar pustaka.

Metro, April 2018



ANI YULIANTI  
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**MOTTO**

*“Do the best and pray. God will take care of the rest.”*

## **DEDICATION PAGE**

I highly dedicate this undergraduate thesis to:

- Almighty Allah Swt, thanks God all about the precious gift inside to me.
- My beloved parents (Mr. Suroto and Mrs. Supriyati) for giving their endless love and protecting me since I was born and breathed for the first time in this world, thank you so much for everything.
- My beloved husband “Ralan Anggara” who have been support me and always give me more strength in my life and to give me strength to finished my study.
- My little daughter, “Jenita Putri Anggara” that always make me feel happy
- My beloved brother “Arif Budiman” and my beloved sister in law “Fannisa Ramadhani” who have been loving me and always helped and supported me.
- My beloved sponsor, Mr. Ahmad Subhan Roza, M.Pd and co-Sponsor, Syhareni Siregar, M.Hum who always guide me.
- My beloved Almamater State Institute Islamic IAIN Metro.

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In the name of Allah, the most gracious, the most merciful praise is to Allah, the lord of the world whom without his mercy and blessing, none of these would be possible. Let us thank to Allah SWT who always blesses us until now and keeps our healthy so that we can finish this thesis. May peace will not stop to be upon our idol, the one perfect human, Prophet Muhammad SAW, his family and his companions.

This Undergraduate Thesis entitles “increasing the students’ability in writing procedure text through silent demonstration strategy at the eight grade of state junior high school 8 Metro”.

In this research the researcher focused to increase the students’ Writing Procedure Text Ability of SMP Negeri 8 Metro. The researcher do apologizes for all mistakes in writing this Undergraduate Thesis and presentation items. All constructive comments and suggestions are extremely welcomed to lighten up the quality of this undergraduate thesis. Hopefully, this Undergraduate Thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, April 2018  
The Writer,

**AniYulianti**  
**Student Number. 1291257**

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

English is one of the international languages used by many people in the world. People use language to convey the message each other, also they believe that language is the way to introduce their social identity to the other. Oxford Advanced Learner's Dictionary stated that 's language is the system of sounds and words used by humans to express their thoughts and feelings.

For Indonesian people, English is the first foreign language which is taught to the students from elementary school until university. By using English, a student can know the other countries. In junior high school and senior high school, English is one of foreign languages which is demanded to pass of national examination. English has been taught in elementary school till senior high school as the first foreign language for many years. However we never be proud of the result. Most of the students are not able to carry on a simple conversation about their daily activities or write a simple essay in English.

In evaluating the result of teaching, it will be unfair if we consider only one or two view – points. They are from the points of students or teacher only. We have to admit that education in general or English teaching in particular is a combined effort of several forces to achieve a common

goal. Factor like the student, teacher, time allotment, use of visual aid, methodology, teaching material and other facilities that work together in affecting the final result of teaching.

In teaching learning process, teacher has important roles. Teacher is a professional educator who has main duty to educate, teach, guide, direct, train, and evaluate the learners on early children education at formal education (elementary school, junior high school, and senior high school). Teaching learning process should be various to make student enjoy learning process. In language learning, they need more than instruction from their teacher. This is challenge for the teacher to be able to motivate the student to pay attention.

The goal of education is generally supplying area which enables learner to develop and train talent and skill optimally. Everybody has different talent and ability so that they also need different way to learn. Education has a responsibility to guide to identify and develop those talent and ability. Writing is an effective way to communicate and express our thoughts, feelings, and opinions to others. Writing has function to entertain and make fun. There are various ways to use writing in our everyday life. For example we can write about the making a cup of tea.

Writing competence in State Junior High School is not only vocabulary and grammar, but also genre. It refers to a conventional, culturally recognized grouping of texts based on property rather than lexical or grammatical occurrence feature, which are instead the internal criteria

forming the basis of text type categories. The most familiar one is procedure text. This kind of genre becomes important and to be mastered by the students since its relation to the daily life.

Writing procedure text is not easy for most students in State Junior High School. To enable the students understand this text, they need more than just an explanation of the teacher. According to Blake, a procedure explains how to do something. In procedure text, the focus is on the systematically explaining a logical sequence of actions or steps. First you do this, you do that. Each event or step must be clearly and explicitly written so that the readers can carry out the same activity. So, to make good understanding of the procedure text, students must do the actions or steps clearly.

*Silent demonstration* is one of the strategies in active learning that can be applied to teach procedure text. The strategy motivates students to do the procedure step by step. It gives students the opportunity to see directly the details related to the skill that is taught. Further, the students must keep their attention because the teacher minimizes the explanation or comments. Petty states that *silent demonstration* is a strategy that the teacher explains the demonstration without explanation and asks the students to watch carefully as they will later be asked exactly what was done, and why. The researcher chooses this strategy to show the visual overview of a process. Further, the students easily write procedure text and understand the skill is taught.



Students in State Junior High School 8 Metro usually found some difficulties when they learn to write. They could not write their ideas in writing especially procedure text, because they did not understand well about how to good writing, especially procedure text.

An observation has conducted on September, 9<sup>th</sup> 2016 at The State Junior High School 8 Metro. The researcher chose class VIII.A consists of 26 students as sample in this research. The researcher got the data scor of writing ability at the eighth graders of The State Junior High School 8 Metro.

Table 1.1

Data of the Score at the Eighth Graders of SMP N 8 Metro

NO	Score	Category	Number of the Student	Percentage
1	$\geq 70$	Pass	10	38,46 %
2	$<70$	Failed	16	61,54 %
Total			26	100 %

*Source: The English teacher's graded book at the eighth graders of SMP N 8 Metro in Academic Year 2016/2017.*

Based on the result of pre-survey at The State Junior High School 8 Metro, it can be concluded that most of students have low score in writing. It can be seen that just 10 students or 38,46 % have complete score in test, and 16 students or 61,54% have not complete The Minimum Mastery Criteria (MMC) in this school is 70. On the other hand, more than 50% of

student's do not reach the minimum requirement yet. In this case, the students' writing ability is still low.

By using silent demonstration as a strategy for teaching procedure text students will be more interested and more active to learn. They will find something new and different from what they usually get in their class. The writer chooses silent demonstration as a strategy in teaching writing procedure text because student can be mentally alert after learning process. This strategy is recommended for a teacher to teach procedure text because it covers all the necessary step in effective learning order. The silent demonstration steps give student the opportunity to see and listen the detail to do or make something then they write the procedure text.

#### **B. Identification of the Problem**

The researcher found many problems based on the background above. The researcher could identify the problems as follow:

1. The students' learning motivation is low.
2. The students have low score in English writing.
3. The students still confused when they have to express their ideas in written text.
4. The students are still difficult to write procedure text.
5. The teacher has not used yet variation technique in teaching writing.

**C. Problem Limitation**

From the identification above, the researcher limits the problems in the fourth and the fifth problem. Those are the students are still difficult to write procedure text and the teacher has not used yet variation technique in teaching writing. Therefore, the researcher recommends using silent demonstration strategy in teaching English especially teaching writing procedure text. So, the researcher would like to apply silent demonstration strategy to increase the students' writing procedure text at the eight graders of State Junior High School 8 Metro.

**D. Problem Formulation**

Based on the background of the study and problem identification above, the researcher formulates of the problem in this research as follow:

“Can the silent demonstration strategy to increase the students' ability in writing procedure text at the eight grade of state junior high school 8 Metro?”

**E. Objectives and Benefits of The Study****A. The Objectives of the Study**

The objective of the study to know the students writing ability increasing after using silent demonstation strategy at Eight Students of State Junior High School 8 Metro.

**B. The Benefits of The Study**

The study has several benefits for the researcher, the readers, the students and the teachers. This study provides new innovation of English

language teaching. The result of the study can be applied in the English teaching-learning process, especially in the writing class. The researcher hopes that this research will be useful for

1. The students

The students can upgrade their writing skill in procedure text by using silent demonstration strategy.

2. The teachers

The finding of the research can be applied in the English teaching and learning process to make the students more interested to understand and to write procedure text using silent demonstration strategy.

3. Information

The result of the research will be useful for the reader to know the importance of using silent demonstration strategy to improve writing skill in procedure text.

4. The other researcher

As the prior information about the students' writing ability especially by using silent demonstration strategy and the researcher can carry out the strategy to the next teaching and learning in the classroom.

## **F. Prior Reserarch**

To prove the originality of this study, the writer presents some previous researches that deal especially with teaching English. The first research is conducted by Marselina Murti. M (2015) who studies the teaching English entitled "How To Improve Student's Writing Skill In

Procedure Text (A Classroom Action Research of the Tenth Grade Students of SMA Negeri 1 Karanggede in the Academic Year of 2014/2015)". In her study, she describes teaching English as a foreign language in Senior High School. Her conclusions are the objective of the teaching English is to prepare students for higher study.

Another research is done by Ani Hayah (2011) entitled "Silent Demonstration As A Method Of Teaching To Improve Students' Understanding On Writing Procedure Text At The Seventh Grade Of Mts Hasan Kafrawi Pancur Mayong Jepara In The Academic Year Of 2010/2011". Her conclusions are the objective of the teaching English is to prepare students in mastering English orally or written.

Considering the previous researches above, the writer wants to conduct the similar research, but with different subject. Both previous researches were conducted on senior high school and junior high school but the writer tries to conduct a research with different subject: junior high school.

## CHAPTER II

### THEORETICAL REVIEW

#### B. The Concept of Writing

##### 5. Definition of Writing

Writing is an instrument of thinking that allows students to express their thoughts. Writing helps students understand and share their perceptions of the world around them.<sup>1</sup> It means that, through write, people can express their thoughts, feelings and ideas. When they write something down, they have been thinking about what they are going to say and to write it. After we have finished writing, we read over it and make changes and corrections. Then we can convey our purpose through writing.

Writing is seen not just as a standardized system of communication, but also as an essential tool for learning. Writing is an important part of the curriculum in school from the earliest grades onward, and that most children in countries that have a formal education system will learn to write, at least at a basic level, in that setting. In this sense, we can say that first language writing instruction is relatively standardized within a particular culture.<sup>2</sup>

Writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge, and writing

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<sup>1</sup>Brummer, Trisha and Sarah Kartchner Clark. *Writing Strategies for Mathematics*. (USA: Shell Education, 2008), P.4

<sup>2</sup>Weigle, Sara Chusing. *Assesing Writing*. (New York: Cambridge University Press. 2002). P.5

development is considered to be the result of imitating and manipulating models provided by the teacher. For many who adopt this view, writing is regarded as an extension of grammar – a means of reinforcing language patterns through habit formation and testing learners' ability to produce well-formed sentences. For others, writing is an intricate structure that can only be learned by developing the ability to manipulate lexis and grammar.”<sup>3</sup>

From some definitions above, it can be concluded that writing is a system of human communication which represents a symbol. By writing, we can share our idea, feeling, or anything that exist in our mind. Writing prosecutes students to focus on generating idea, organizing coherently, revising it into good composition, using discourse markers and rhetorical conventions cohesively, and editing text for appropriate grammar. Therefore, students who want to be able to write a good writing, they must learn to write regularly.

## 2. Writing Process

Writing is a process of creating, organizing, writing, and polishing. In the first step of the process, you create ideas. In the second step, you organize the ideas. In the third step, you write a rough draft. In the final step, you polish your rough draft by editing it and making revisions.<sup>4</sup> Harmer states that process writing is the stages a writer goes

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<sup>3</sup>Ken Hyland, *Second Language Writing*, (US: University of Michigan Press, 2004), P.3.

<sup>4</sup> Oshima, Alice and Ann Hogue. *Writing Academic English*. (USA: Pearson Education.2006),P.265

through in order to produce something in its final written forms, in this cases it is suggested that the process has four main elements:<sup>5</sup>

*a. Planning*

Experienced writers plan what they are going to write. Before starting to write, they try and decided what it is they are going to say. For some writers this may involve making detailed notes. For others a few jotted words may be enough. Still others may not actually write down any preliminary notes at all since they may do all their planning in their heads. But they will have planned, nevertheless, just as the shopping list writer has thought – at some level of consciousness – about what food is needed before writing it on the piece of paper.

When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structure, etc), but also the choice of language – whether, for example, it is formal or informal in tone. Thirdly, writers have to consider the content structure of the piece – that is, how best to

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<sup>5</sup>Harmer, Jeremy. *How to Teach Writing*. England: (Pearson Education Limited.2004),P.4



sequence the facts, ideas, or argument which they have decided to include.

*b. Drafting*

After you have finished in planning, you can continue to the next step (drafting). 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 draft may be produced on the way to the final version.<sup>6</sup>

At the drafting stage of the writing process, students begin to put their ideas on paper. Students need to keep in mind the genre or format, audience, and purpose. For beginning writers, pictures and drawings may very well be part of the composition. Teachers should encourage students to write as much as they can on their own throughout the writing process.

Another area that students struggle with is writing in an orderly manner. Students should already have graphic organizers, notes, or outlines from the prewriting stage that can help them sequence and organize their writing.

*c. Revising and Editing*

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<sup>6</sup>*Ibid*, P.5

At this stage of the writing process, revision looks at the organization, structure, and content of the writing, while editing looks at the grammar and mechanics of the writing. Students must understand how to do both. When revising, students analyze their writing for the required traits: sequencing words in a report, descriptive language in a fiction story, topic sentences and supporting details in a persuasive essay.<sup>7</sup> Also state that the final step of writing process is polishing. This step is also called revising and editing. First, attack the big issues of content and organization (revising). Then, work on the smaller issues of grammar and punctuation (editing).<sup>8</sup>

d. *Final Draft*

Once writers have edited their draft, making the changes they consider to be necessary, they produce their 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 writer is now ready to send the written text to its intended audience.<sup>9</sup>

We might decide to represent these stages in the following way :

Planning  Drafting  Editing  Final draft

### 3. Teaching Writing

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<sup>7</sup>Brummer, Trisha and Sarah Kartchner Clark. *Writing Strategies for Mathematics*. P.11

<sup>8</sup>Oshima, Alice and Ann Hogue. *Writing Academic English*., P.273

<sup>9</sup>Harmer, Jeremy. *How to Teach Writing*., P5

Writing (as one of the four skills of listening, speaking, reading, and writing) 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. It means that writing is good for students to put their ideas on the paper which grammar and vocabulary involved.

An emphasis on language structure as a basis for writing teaching is typically a four-stage process:<sup>10</sup>

1. ***Familiarization***: Learners are taught certain grammar and vocabulary, usually through a text.
2. ***Controlled writing***: Learners manipulate fixed patterns, often from substitution tables.
3. ***Guided writing***: Learners imitate model texts.
4. ***Free writing***: Learners use the patterns they have developed to write an essay, letter, and so forth.

The structural orientation thus emphasizes writing as combinations of lexical and syntactic forms and good writing as the demonstration of knowledge of these forms and of the rules used to create texts. Accuracy and clear exposition are considered the main criteria of good writing, while the actual communicative content, the *meaning*, is left to be dealt with later. Teaching writing predominantly involves developing learners' skills in producing fixed patterns, and responding to writing means identifying and correcting problems in the student's control of the

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<sup>10</sup>Ken Hyland, *Genre and Second Language Writing*, P.4

language system. Many of these techniques are widely used today in writing classes at lower levels of language proficiency for building vocabulary, scaffolding writing development, and increasing the confidence of novice writers.

There are some big advantages of writing over other language skills. Writing gives you more time to think, to try out your ideas on paper, to choose your words, to write what you have written, to rethink, revise. Writing gives you time to find the best possible way of stating what you mean.

Teachers generally accept that students should speak, listen and read in class. The same is not true of writing. Many teachers are wary of devoting precious class time to development of this skill. I believe though that it can be useful practice to have your students write at least a few sentences in almost every lesson. As long as this written work is properly guided and truly short, and is not utterly mechanical, the reading and correction you end up doing will be well worth the time you spend.

Properly chosen in-class writing activities have the following advantages:<sup>11</sup>

- a. Good writing tasks get learners using their English to communicate to others and/or to express themselves creatively; either can be very motivating.

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<sup>11</sup>Lindstromberg, Seth. *Language Activities for Teenagers*. (New York: Cambridge University Press. 1991), P. 123

- b. Writing gives students time on their own to have and to develop their thoughts.
- c. It can, therefore, create a beneficial time of quiet where all are working simultaneously on a beneficial task.
- d. Written work gives you hard evidence of level and progress.  
Furthermore, the products of *good* writing tasks enable you to get to know your students' thoughts. Of course you have to look at the written work to gain this advantage, or listen to students reading it out.
- e. Looking at what students write opens up an avenue for building good relations with individual learners. That is, you can include, where appropriate, conversational replies to what students have written. (e.g. *That must have been a real shock to you! I hope you feel better now.*)
- f. If you generally collect or inspect their work, students feel more monitored which may make it easier to maintain order.
- g. Some writing tasks result in student-produced material that you can use to generate interesting and well-structured student-to-student talk as in, for instance, 'ABC sentences' and 'Write in the shape'.  
In the activities that follow, writing phases are particularly prominent, although other skills are focused on as well.

#### 4. Component of Writing

Writing involves the mastery of all elements in target language such as grammar, content, vocabulary, spelling and mechanics. It involves complex process. There are five general categories in writing, they are:

- 1) Content : the substance or writing ideas express the unity.
- 2) Vocabulary : the selection word that is suitable with the content.
- 3) Organization : the organization of contents or the ideas, it is coherence.
- 4) Grammar : the use of sentences that appropriate.
- 5) Mechanic : the use of graphic conventions of the language.

According to Heaton the criteria of each writing score are: content (13-30), organization (7-20), vocabulary (7-20), language use (5-25) and mechanic (2-5). So the total of the score of writing skill is 100.

**Table 2.1**

### The Measurement Rubrics of Writing Essay Performance<sup>12</sup>

Writing performance	Score	Criteria	Criteria
Content	30-27	Excellent to Very Good	Knowledgeable, substantive development of thesis, relevant to assigned topic
	26-22	Good to Average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	Fair to Poor	Limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	20-18	Excellent to Very Good	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to Average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to Poor	Non-fluent, an idea confused or disconnected, lacks logical sequencing and development.
	9-7	Very Poor	Does not communicate, no organization, or not enough to evaluate
Vocabulary	20-18	Excellent to Very Good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to Average	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to	Limited range, frequent errors of

<sup>12</sup> J. B. Heaton. *Writing English Language Tests*. Longman Group UK Limited. (London 1998). P 146

	9-7	Poor Very Poor	work/idiom form, choice, usage, meaning confused or obscured. Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, r not enough to evaluate
Language	25-22	Excellent to Very Good	Effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to Average	Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	17-11	Fair to Poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	Very Poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative
Mechanic	5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to



			evaluate.
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In conclusion, there are some criteria to measure the students' writing skill and it has each writing score and level of score for each criteria. And all of the score criteria it can be the total score of students' writing skill.

## F. General Concept of Text

### 1. Definition of Text

A text is any discourse fixed by writing. According to this definition, fixation by writing is constitutive of the text itself.<sup>13</sup> And Jack C. Richards on his book "Longman Dictionary of Applied Linguistics" stated that "Text is a segment of spoken or written language. It has some characteristics: it is normally made up of several sentences, has distinctive structure and, has a particular communicative function or purpose, and often can be understood in relation to the context".<sup>14</sup>

The important thing about the nature of a text is that, although when we write it down it looks as though it is made of words and sentences, it is really made of meanings. The meanings have to be expressed, or coded, in words and structures, just as these in turn have to

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<sup>13</sup>Ricoeur, Paul. *Hermeneutics and the human sciences*. (New York: Cambridge University Press. 1981), P. 145

<sup>14</sup>Jack C. Richards and Richard Schmidt. *Longman Dictionary Of Language Teaching And Applied Linguistics*<sup>4th ed</sup> (England: Pearson Education Limited 2010), P.594

be expressed over again-recoded, if you like-in sounds or in written symbols.<sup>15</sup>

Text is a form of exchange and the fundamental form of a text is that of dialogue, of interaction between speakers. Not that dialogue is more important than other kinds of text; but in the last resort, every kind of text in every language is meaningful because it can be related to interaction among speakers, and ultimately to ordinary everyday spontaneous conversation. That is the kind of text where people exploit to the full the resources of language that they have; the kind of situation in which they improvise, in which they innovate, in which changes in the system take place.

## 2. Text Types

A classification of texts according to their purpose and features. The notion of text types is based on the assumption that texts are structured in particular ways in order to achieve certain communicative and socio-cultural purposes. The different stages in the schematic structure of a text make a particular contribution to the text achieving its communicative purpose. Recognizing the features of different text types plays an important role in both reading and writing. Numerous classifications of text types have been made. The following are often recognized.

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<sup>15</sup>Halliday, M.A.K and Ruqaiya Hasan. *Language, Context, and Text: Aspectsof Language in Social-Semiotic Perspective.*(Hongkong: Oxford UniversityPress.1984).P.10

<i>Text type</i>	<i>Purpose.</i>
Narrative	to tell a story or entertain
Recount	to tell what happened
Personal recount	to relate personal experience
Factual recount	to report on an event
Imaginative recount	to describe an imaginary event
Instruction	to describe how to make or do something
Explanation	to explain how or why something works
Information report	to define, classify, and give the characteristics of a thing or class of things
Exposition	to express an opinion and convince the reader/listener. <sup>16</sup>

### **C. General Concept of Procedure Text**

#### **4. Definition of Procedure Text**

A procedural text tells how to make or do something. Examples include: a recipe from a cookbook; the rules to a board game; travel directions; and learning a new math skill by following the steps in a textbook. People use procedural texts at home, in their jobs, and in their hobbies. Other names for procedural texts are technical writing, instructions, or directions.

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<sup>16</sup>Jack C. Richards and Richard Schmidt. *Longman Dictionary Of Language Teaching And Applied Linguistics* 4<sup>th</sup> ed , P.596

A procedural text describes how to do something in such a way that other people can do it easily. The author clearly explains what supplies and equipment to use and what steps to follow. Some authors share tips that will help the process go more smoothly. The text usually includes one or more photographs, illustrations, or diagrams to help readers visualize, or see, how to do the steps. A picture of the finished product may be included as well.<sup>17</sup>

Procedural texts consist of a sequence of instructions, designed with some accuracy in order to reach a goal (e.g. assemble a computer). Procedural texts may also include subgoals as well as lists of prerequisites, warnings, etc. Goals and subgoals are most of the time realized by means of titles and subtitles. The user must follow step by step the given instructions in order to reach the goal. Procedural texts are complex structures, they often exhibit a quite complex rational (the instructions) and 'irrational' structure which is mainly composed of advices, conditions, preferences, evaluations, user stimulations, etc. They form what is called the explanation structure, which motivates the goal-instructions structure. A number of these elements are forms of argumentation, they provide motivations and a strong and essential internal coherence to procedural texts.<sup>18</sup>

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<sup>17</sup>Scaper, Katherine and Jessika Thomas. *Cartooning 101*,( Benchmark Education Company, LLC 2012),P.2

<sup>18</sup>Nordstrom, Bengt and Aarne Ranta. *Advances in Natural Language Processing*,(Sweden: Chalmers University of Technology 2008), P.366

From the definition above, procedural text can be defined as any meaningful stretch of language in oral and written that has social purpose to give information how to do something or achieve a goal.

## 2. Generic Structure of Procedure Text

In procedure texts the focus is on systematically explaining a logical sequence of actions or steps.<sup>19</sup>

The structure usually consist of three stages :<sup>20</sup>

- a. An Introductory statement that gives the heading, the goal or the aim of activity and states what the procedure is aiming to achieve. Sometimes the goal is indicated in the main heading.
- b. The listing of materials or equipment to be used for the procedure.
- c. The method or sequence of steps written in the order in which they should be completed.

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

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<sup>19</sup> Blake Education, *Targeting Text: Recount, Procedure, Exposition Middle Primary*, (Singapore : Green Giara Press, 1998), P.44

<sup>20</sup> *Ibid* P.45

### 3. Language Features of Procedure Text

Besides having definition and generic structure, procedure text also has significant language features that support the form of a procedure text. They are:<sup>21</sup>

1. Nouns or noun groups are used in the listed material or equipment.
2. Often the name of an item is omitted instead of being constantly repeated and an ellipsis is used. The person following the instructions may not be referred to or may be referred to in a general way as one or you. There is little use of personal pronouns.
3. Conjunctions are use to show chronological order.
4. Actions verbs start most sentences.
5. Short statements or commands are used.
6. Adjective add detailsrelating to size, shape, colour, and amount.
7. Word related to direction and specific location are found.
8. Present tense is generally used.
9. Vocabulary ranges from technical to everyday language according to the target audience.
10. Emphasis is often given to important information by underlining it or writing in bold.
11. Adverb, prepositions, and adverbial phrase adddetailed information about how, where, and when.
12. Clear, simple, and precise but detailed language is used.

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<sup>21</sup>*Ibid P.45*

**Table 2.2**The Example of Procedure Text<sup>22</sup>

Goal	How to use a watch as a compass
Material	You will need an analog watch with a clear, easy to read dial. If your watch has a sweep second hand that is better still.
Method	<ol style="list-style-type: none"> <li>1) Take your direction reading on the hour. This is the easiest and the best way to do it.</li> <li>2) Point the long (minute) hand which is on 12, at the sun.</li> <li>3) When the sweep second hand is halfway between the big hand that you are pointing at the sun and the hour hand that shows the hour, then the second hand is pointing north. If you don't have a second hand, you just take your north line as halfway between the hour hand and the big hand on 12.</li> </ol>

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<sup>22</sup>Sloan, Peter and Sherly Sloan, *Developing Literacy Skills and Processes in Secondary School – Book 1* (Australia : R.I.C Publications), P.22

## D. General Concept of Silent Demonstration

### 5. The Definition of Silent Demonstration

Silent demonstration is one kind of active learning apart from active debate, guided note taking, team quiz and etc. According to Silberman silent demonstration is a strategy to use when you are teaching any kind of step-by-step procedure. By demonstrating a procedure as silently as possible, you encourage students to be mentally alert and to take notes about the procedure in their lab manual.<sup>23</sup>

Silberman also states another term of silent demonstration as show but not tell strategy. The classic way to teach a skill is to do a “show and tell” demonstration before asking participants to try it themselves. A more “active” approach is to demonstrate a skill, but with little or no explanation. Instead of telling participants what you are doing, you are asking them to observe carefully the demonstration and tell you what you did. This strategy encourages participants to be mentally alert.<sup>24</sup>

Petty also defines that *silent demonstration* here the teacher explains that the coming demonstration will be without explanation, and asks the students to watch carefully, as they will later be asked exactly what was done, and why. This can often create intense student

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<sup>23</sup>Mel Silberman, *Active Learning 101 Strategies to Teach Any Subject*, (United State of America: Allyn and Bacon, 1996), p. 150

<sup>24</sup>Mel, Silberman, *Training the Active Training Way: 8 Strategies to Spark Learning and Change*.(USA: John Willey & Sons, Inc, 2006), P.133



concentration, especially if some aspect of the technique is unexpected or puzzling.<sup>25</sup>

From the definition above, the researcher conclude that *silent demonstration* is a teaching strategy where the teacher demonstrates a skill/procedure of something with little or no explanation.

## 6. The Procedure or Steps of Silent Demonstration

There are four procedures of silent demonstration :<sup>26</sup>

- a. Decide on a multi-step procedure you want participants to learn. You might choose any of the following:
  1. using a computer application
  2. filling out an office requisition form
  3. operating machinery
  4. taking applications from customers
  5. performing any work-related action that involves physical effort
- b. Ask the participants to watch you perform the entire procedure. Just do it, with little or no explanation or commentary about what and why you are doing what you do. (Telling the participants what you are doing will lessen their mental alertness.) Give the participants a visual glimpse of the “big picture” or the entire job. Do not expect retention. At this point, you are merely establishing readiness for learning.

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<sup>25</sup>Petty, Geof. *Teaching Today A Practical Guide*. (UK: Nelson Thornes Ltd, 2009),P.185

<sup>26</sup>Mel Silberman, *101 Ways to Make Training Active, 2nd Ed.*, (United State of America: Allyn and Bacon, 2005), p. 222

- c. Form the participants into pairs. Demonstrate the first part of the procedure again, with little or no explanation or commentary. Ask pairs to discuss with each other what they observed you doing. Obtain a volunteer to explain what you did. If the participants have difficulty following the procedure, demonstrate again. Acknowledge correct observations.
- d. Have the pairs practice the first part of the procedure with each other. When it is mastered, proceed with a silent demonstration of the remaining parts of the procedure, following each part with paired practice.

#### **7. The Variations of Silent Demonstration**

In silent demonstration have two variation, they are:<sup>27</sup>

- a. If possible, ask participants to attempt the procedure before any demonstration. Encourage guesses and an openness to making mistakes. By doing this, you will immediately involve participants mentally. Then have them watch you demonstrate.
- b. If some participants master the procedure sooner than others, recruit them as “silent demonstrators.”

#### **8. Advantages and Disadvantages of Silent Demonstration as a Strategy in Teaching Learning Process.**

- a. Advantages of silent demonstration as a strategy in teaching learning process.

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<sup>27</sup>*Ibid* P. 222

- 1) Students' concentration will focus only on the demonstrations that are given by the teacher.
  - 2) Teacher can also invite participants who can perform a skill to serve as peer tutors for participants who are still struggling.
  - 3) Give a practice experience to students that can create good memorize and skill.
- b. Disadvantages of silent demonstration as a strategy in teaching learning process.
- 1) The preparation and the implementation needs a long time.
  - 2) This method will not be effective, if the equipments are not completed.<sup>28</sup>

#### **E. Action Hypothesis**

“The use of silent demonstration strategy can increase the students writing skill at the eight students of State Junior High School 8 Metro”.

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<sup>28</sup>Mel, Silberman. *Active training : a handbook of techniques, designs, case examples, and tips 3rd ed.*(USA: John Willey & Sons, Inc, 2006), P.131

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Setting and subject of the study**

##### **1. Setting of the Study**

This research is the classroom action research type, and was conducted in the seventh students of State Junior High School 8 Metro which located in Jl. Kelurahan No.23 A, Karangrejo, Metro Utara Kota Metro. Action research is concerned with a social practice, aimed towards improvement, a cyclical process, participative, determined by practitioners.

##### **2. Subject of the Study**

The subjects of this research are the students of State Junior High School 8 Metro, this research are 26 students of class VIII.A of State Junior High School 8 Metro. The researcher selects class VIII.A because the students have low English ability in Especially in writing skill. They also have low interest in learning English.

#### **B. Object of Study**

The object of study in this research is increasing the students' ability in writing procedure text among the eight grade students of state junior high school 8 metro. Second, the researcher selects silent demonstration strategy to increase the students' ability in writing procedure text.

### **C. The Concept of Classroom Action Research (CAR)**

Action research is a method for improving and modifying the working system of a classroom in school.<sup>29</sup> It means that action research is a research that is used to investigate and evaluate their work in teaching and learning with the aim of collecting information about what they want.

Furthermore, Classroom action research is the inquiry about teaching and learning process by action in the class. It means that classroom action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work in the class.

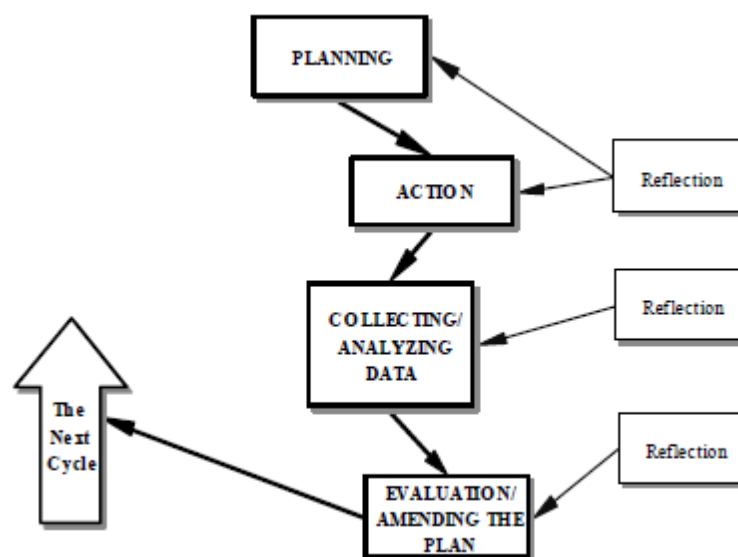
There are four components in one cycle for conducting classroomaction research. It consists of planning, action, observation, and reflection. The four phases of the classroom action cycle were conducted integrated like spiral. Each phase was concluded based on the previous one and the next. It means that the activities in the classroom action research were based on planning, action, and observation, then, the researcher could make a reflection to determine the next cycle.

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<sup>29</sup>Anne Burns, *“Doing Action Research in English Language Teaching”*, (New York: Routledge, 2010), Page 5.

**Figure 1**

**Design of classroom action research from McKernan (1991):<sup>30</sup>**



Based on design above, model design from McKernan there are four steps in action. They are planning, acting, and reflection and the last evaluation. Which is all activity has relationship with the other.

## 1. Cycle I

### a. Planning

Planning is the first step before we are going to teach in the learning program. The material must suitable with the syllabus, and the instrument of evaluation. Planning a lesson is more than just setting out a program of learning.<sup>31</sup> A teacher must take into account not only the information or skills to be learned, but also the characteristics and

<sup>30</sup>Karen Goodnough, *"Taking Action in Science Classroom Through Collaborative Action"*, (Canada, Sense Publishers, 2011), Page 8.

<sup>31</sup>Ernest T. Stringer, *"Integrating Teaching, Learning, and Action Research"*, (United States: SAGE Publications, Inc, 2010), Page 4.

capabilities of the students in the class. Here is the step that the writer can make in planning:

- 1) The teacher was determined the research class
- 2) The teacher was identified the problem and founded the problem solving.
- 3) The teacher was preparing the learning programs.
- 4) The teacher was preparing the suitable appropriate materials with the curriculum.
- 5) The teacher was preparing evaluations instrument.

**b. Action**

The second step in the research is action. It is the implementation of the plan. Without the action the planning just imagination that never can be real. In this step the researcher acts as follows:

- 1) Pre – Activity
  - a) The teacher was great the students friendly.
  - b) The teacher was checking student attendant's list.
  - c) The teacher was motivated the student to be active.
- 2) While Activity
  - a) The teacher was asking the student about their activities in the past and the teacher writing it on the board “what did you do last morning? And what did you do last afternoon ?” (questioning, inquiry).

- b) The teacher was ticks the name of students who answer teacher's question in his/her data's.
  - c) The teacher was showing some pictures of popular in daily activities. The teacher was choosed some of foods pictures.
  - d) Than, the teacher was asking the students to watching video perform the entire procedure about how to make something (food or drink).
  - e) Teacher tells the students that they will learn writing procedure text using silent demonstration method.
  - f) Teacher was giving explanation about silent demonstration to the students.
  - g) Teacher was giving an example of procedure using silent demonstration.
  - h) Asking students to see the teacher and identify what the teacher does in front of class.
  - i) Asking students to write their procedure texts depend on the teacher demonstration.
  - j) Asking students to share their text in pair.
  - k) Asking students analyzed their partner's writing and take note error writing.
- 3) Post – Activity
- a) The teacher was asking the student about they have learnt.



- b) The teacher was asking student's difficulties in learning writing skill.
- c) Summarize the material and give reflection to what have been done (self reflection).
- d) Motivate the student to study hard.
- e) The teacher was closing the meeting by saying Sallam.

After finished the cycle one, the teacher make evaluation how to successful this method in teaching learning process in the class. If noting improvement in their skill, the teacher will continue to the next cycle.

### **c. Collecting Data**

The third step is collecting data. In collecting data the researcher must be able to analyze the learning process, the student's activities, the teacher performance, the material and the result in learning procces. Based on the collecting data, the researcher decides whether there is anything that the researcher has to be increase soon in order that action achieve the aim of the researcher goals. The researcher observes them in every activity.

#### **d. Evaluation / Amending the Plan**

The last activity is evaluation. After collecting data process is done, the researcher made a evaluation to evaluate teaching learning process and the improvement of students' writing skill.

Evaluation is an activity to analyze, understand, and make conclusions based on collecting data. The researcher will know the strength and weakness from action by evaluation. The researcher applies the data for evaluation of making improvement the next cycle.

### **2. Cycle 2**

#### **a. Planning**

Planning is the first step in each activity, without planing the activity that the writer does will not focus. Here is step that the writer can make in planning :

- 1) The researcher was determine the research class
- 2) The researcher was identified the problem and found the problem solving.
- 3) The researcher was preparing the learning programs.
- 4) The researcher was preparing the suitable appropriatematerials with the curriculum.
- 5) The researcher was preparing evaluations instrument.

**b. Action**

The second step in the research is action. It is the implementation of the planning. In this step the writer acts as follows:

## 1) Pre – Activity

- d) The teacher was great the students friendly.
- e) The teacher was checking student attendant's list.
- f) The teacher was motivates the student to be active.

## 2) While Activity

- a) The teacher was asking the student about their activities in the past and the teacher was writing it on the board “what did you do last morning? And what did you do last afternoon ?” (questioning, inquiry).
- b) The teacher ticks the name of students who answer teacher's question in his/her data's.
- c) The teacher was showing some pictures of popular in daily activities. The teacher choose some of foods pictures.
- d) Than, the teacher was asking the students to watch video perform the entire procedure about how to make something(food or drink).
- e) Teacher was telling the students that they will learn writing procedure text using silent demonstration strategy.
- f) Teacher was giving explanation about silent demonstration to the students.

- g) Teacher was giving an example of procedure using silent demonstration.
  - h) Asking students to see the teacher and identify what the teacher does in front of class.
  - i) Asking students to write their procedure texts depend on the teacher demonstration
  - j) Asking students to share their text in pair.
  - k) Asking students analyze their partner's writing and take note error writing.
- 3) Post – Activity
- a) The teacher was asking the student about they have learnt.
  - b) The teacher was asking student's difficulties in learning writing skill.
  - c) Summarize the material and give reflection to what have been done (self reflection).
  - d) Motivate the student to study hard.
  - e) The teacher was closing the meeting by saying Sallam.

**c) Collecting Data**

SIn this step, the researcher analyzing the process of teaching learning by using format of observation to collect the data.

#### **d) Evaluation**

In this step, the researcher was analyzed all of the result in order to know the strength and weakness of the action by comparing the score of pre-test and post-test.

### **D. Data Collection Method**

The instruments are using to collect data in this research as the followings:

#### **1. Test**

In this research, the writer has been gave the students two test, that is pre test and post test. The tests has been gave to know the students achievement before and after the learning process.

##### **a) Pre test**

The pre-test was given in the first meeting before doing treatments in order to know ability of the students before doing the action research Post-Test.

##### **b) Post test**

The post test was conducted in order to know the progress of students writing skill by using guiding questions technique after the treatments. The type of post test is writing test.

#### **2. Observation**

Observation is a process of watching or listening to professional action either while it is happening, or from a taped sequence. Observation is data collection method by directly observing to the object that is examined. Seltiz that observations can be defined as election, alteration,

registration and coding series of action and situation connecting with organism which is suitable with empiric purpose.

In collecting data, the researcher observed students' learning process and put it into the data paper. This data consists of name of the student who is actively involved in the learning process. The data is made in order to know students' development and as reference for the teacher to arise the participation of the student who have not involved yet.

### **3. Documentation**

Documentation is a tool to collect some information in the form of written source or documenter such as books, magazines, daily notes, etc. The researcher used to documentation obtain data about state of students, the history of State Junior High School 8 Metro, state of the environment, the state of teachers, staff and organizational structure, and geographical condition school.

### **4. Field Note**

The writer and observer used field notes to record activities during the teaching and learning of writing through silent demonstration strategy in the classroom. Including description of classroom atmosphere, students' attitude, and teacher's creativity in presenting the material of writing.

### E. The Data Analysis Technique

To analyze the data, the researcher computed data of the average rates of pre-test (X-pre) and post-test (X-post) by using formula as follows:<sup>32</sup>

$$\bar{X} = \frac{\sum X}{N}$$

$\bar{X}$  : Mean of average score

$\sum X$  : Total of number the respondents

N : Total of the students that follow the test.

Then, to know the result the researcher will compare between pre-test and post test. The result will be matched by the minimum standard in this school at least 70. If from cycle I there are some students not successful, so we would conducted cycle II. The minimum cycle in CAR (Classroom Action Research) is two cycles, if from cycle II all of the students were successful, the cycle able to be stopped until cycle II.

### F. The Indicator of Success

The research will be called success if 75% of students get a minimum score 70 and if the target achieved, so the research is completed and no need to do the next cycle.

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<sup>32</sup>Timothy C.Urdan, *Statistic in Plain English 2<sup>nd</sup>*, (London :Lawrences Erbaum Associates Publisher,2005),p.8.

## **CHAPTER IV**

### **RESEARCH RESULT AND INTERPRETATION**

#### **A. Research Result**

In this chapter the researcher would like to present about the research. It involved the research result and discussion which had been carried out by the researcher at State Junior High School 8 Metro especially for the Eight grade of student in class VIII A. State Junior High School 8 Metro in academic year 2017/2018.

##### **1. The Profile of the School**

###### **a. The Brief Story of State Junior High School 8 Metro**

State Junior High School 8 Metro is one of the junior high schools in Metro City and is located in 23 Karang Rejo village which was established in 1997. Geographically located on the border between Metro City, North Metro District precisely with East Lampung Regency. This condition provides opportunities for elementary school graduates to compete to become students of State Junior High School 8 Metro.

Since the enactment of Law no. 20 of 2003 on the national system and PP no. 19 of 2005 on national education standards, has encouraged changes to the education management system in Metro City. The learning process at State Junior High School 8 Metro has imposed an educational unit curriculum for grades VII to class IX by applying contextual learning.



State Junior High School 8 Metro was established in 1998, located at Karang Rejo 23, North Metro District. State Junior High School 8 Metro is located in strategic place, cool and comfortable because away from the noise. State Junior High School 8 Metro also strongly supports government programs in the effort of the implementation of Ministry of Education, this is evidenced by the provision of learning opportunities for poor students through subsidies of School Operational Assistance.

Since its inception until now State Junior High School 8 Metro has experienced several times the turn of the principal, as for the list of names of leaders of State Junior High School 8 Metro from the beginning until now is as follows:

- H.Rozili.Z.Msc Period from 1998 to 1999
- Dra.Hj.Mulyasari Period from 1999 to 2001
- Drs.Bambang Irawan Period 2001 to 2006
- Gono Irianto, S.Pd.M.M Period 2006 to 2012
- Slamet, S.Pd Period 2012 until now

**b. Vision and Mission of State Junior High School 8 Metro**

**1) Vision**

- a) Having Quality
- b) Religious
- c) Populist

**2) Mission**

- a) Building Harmonious Relationship and Democratize
- b) Improvement Insight
- c) Optimal of Utilization
- d) Improvement of Learning Process

**3) Objective**

Creating a good graduation of State Junior High School 8 Metro who have good quality of skill in religion and competent.

**4) Strategy**

- a) Make a discussion with another party's.
- b) Intensive development to the teacher and all of employee
- c) Added and utilization of infrastructure
- d) Guided course in intra or extra
- e) Continue and control to student's activity

**2. The Teachers Data**

State Junior High School 8 Metro has 48 teachers. Three of them are English teachers. The data of the teachers and the staff of State Junior High School 8 Metro in academic year 2017/2018 can be seen through this table as follow:

Table 4.1  
The Teacher Data of State Junior High School 8 Metro

	<b>Name</b>	<b>Occupation</b>	<b>Ladder</b>	<b>Subject</b>
1	Agus Sutopo	Teacher	S1	Social
2	Agustinus Yuwono	Teacher	S1	English
3	Amirah	Teacher	S1	Indonesia Language
4	Arum Dewi Kurniawati	Teacher	S1	Computer
5	Atut Dwi Sartika	Teacher	S2	Social
6	Bejo	Vice	Paket C	
7	Daryatno	Vice	D3	
8	Dwi Haryuni	Teacher	S1	Indonesia Language
9	Eka Ariyadi	Teacher	S1	Indonesia Language
10	Eli Novitasari	Teacher	S1	Science
11	Farida Oktaviyani	Teacher	S1	Math
12	Fuspawatinopia	Guru BK	S1	Counseling
13	Gunawan Triwibowo	Teacher	S1	Art
14	Ika Listikarinah	vice	S1	
15	Madiyono	Teacher	S1	Religion
16	Mariyam	Teacher	S1	Science
17	Martiyana Satiyaningsih	Teacher	S1	Art
18	Misdiyanto	vice	SMP	
19	Nora Dewiyanti	Teacher	S1	English
20	Retno Gunung Sugiharti	Teacher	S1	Science
21	Rindiyati	Teacher	S1	Social
22	Rosmawati	Vice	SMA	
23	Samsul Hadi	Teacher	S1	Social
24	Sepfivawati	Teacher	S1	Counseling
25	Siswanti	Teacher	S1	English
26	Slamet	Headmaster	S1	Science
27	Sri Lestari	Vice	S1	
28	Sri Sudariyah	Teacher	S1	Indonesia Language
29	Sri Yuharni	Teacher	S1	Moral
30	Stevenson Waruwu	Laboran	S1	Science
31	Sugianto	Vice	SD	
32	Suharno	Teacher	S1	Health
33	Sumarahno	Guru BK	S1	Counseling

34	Sumitri	Vice	SMA	
35	Sundari	Teacher	S1	Moral
36	Susilo	Teacher	S1	Math
37	Sutatik	Vice	SMA	
38	Suyani	Teacher	S1	Science
39	Suyanto	Teacher	S2	Religion
40	Tini Sukmawati	Teacher	S1	Indonesia Language
41	Toto Andri Puspito	Vice	S1	
42	Tuti Ernawati	Teacher	S1	Social
43	Umi Hasanah	Teacher	S1	Indonesia Language
44	Umi Susilowati	Teacher	S1	Social
45	Wahyuli	Teacher	D1	Art
46	Widiyani	Teacher	S1	Social
47	Wiwik Syam'in	Teacher	S1	Math
48	Yuli Hartini	Teacher	D1	Art

Source: Documentation of State Junior High School 8 Metro,

### 3. Number of the Students at State Junior High School 8 Metro

Number of students of State Junior High School 8 Metro in academic year 2017/2018 can be seen on the following table:

Table 4.2  
Number of Students of State Junior High School 8 Metro in Academic Year 2017/2018

No	Class	Sex		Total
		Male	Female	
1	VII	80	74	154
2	VIII	95	61	156
3	IX	79	74	153
<b>Total</b>		<b>254</b>	<b>209</b>	<b>463</b>

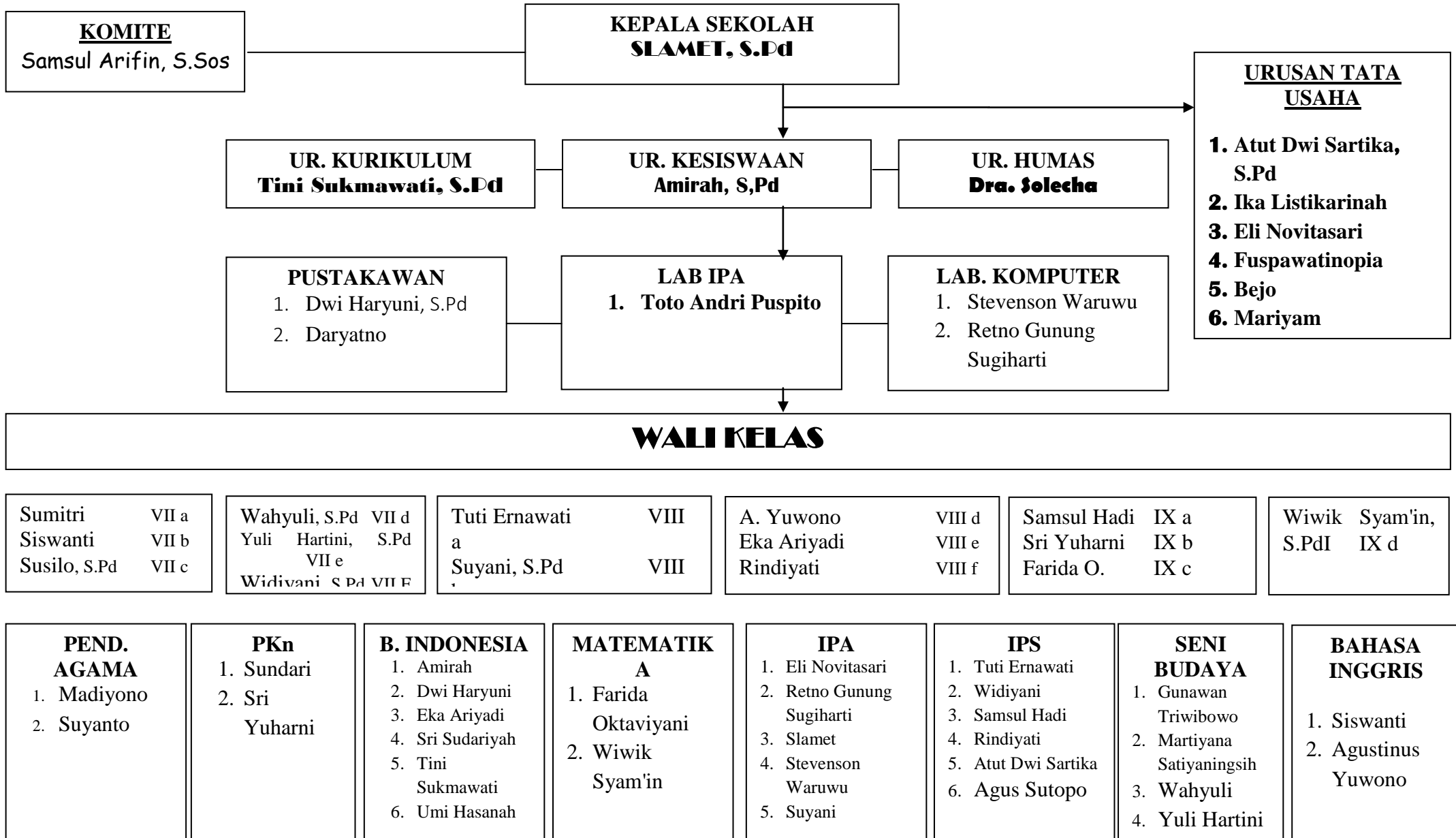
Source: Documentation of State Junior High School 8 Metro,

### 4. Organization Structure of State Junior High School 8 Metro

Organization Structure of State Junior High School 8 Metro can be seen as follow:

# Organization Structure of State Junior High School 8 Metro

Figure 2



## 5. The Infrastructure Situation of State Junior High School 8 Metro

The infrastructure conditions of State Junior High School 8 Metro have a good condition all of item, but some building is god enough or broken piece. These building and facilities can be seen on the following table:

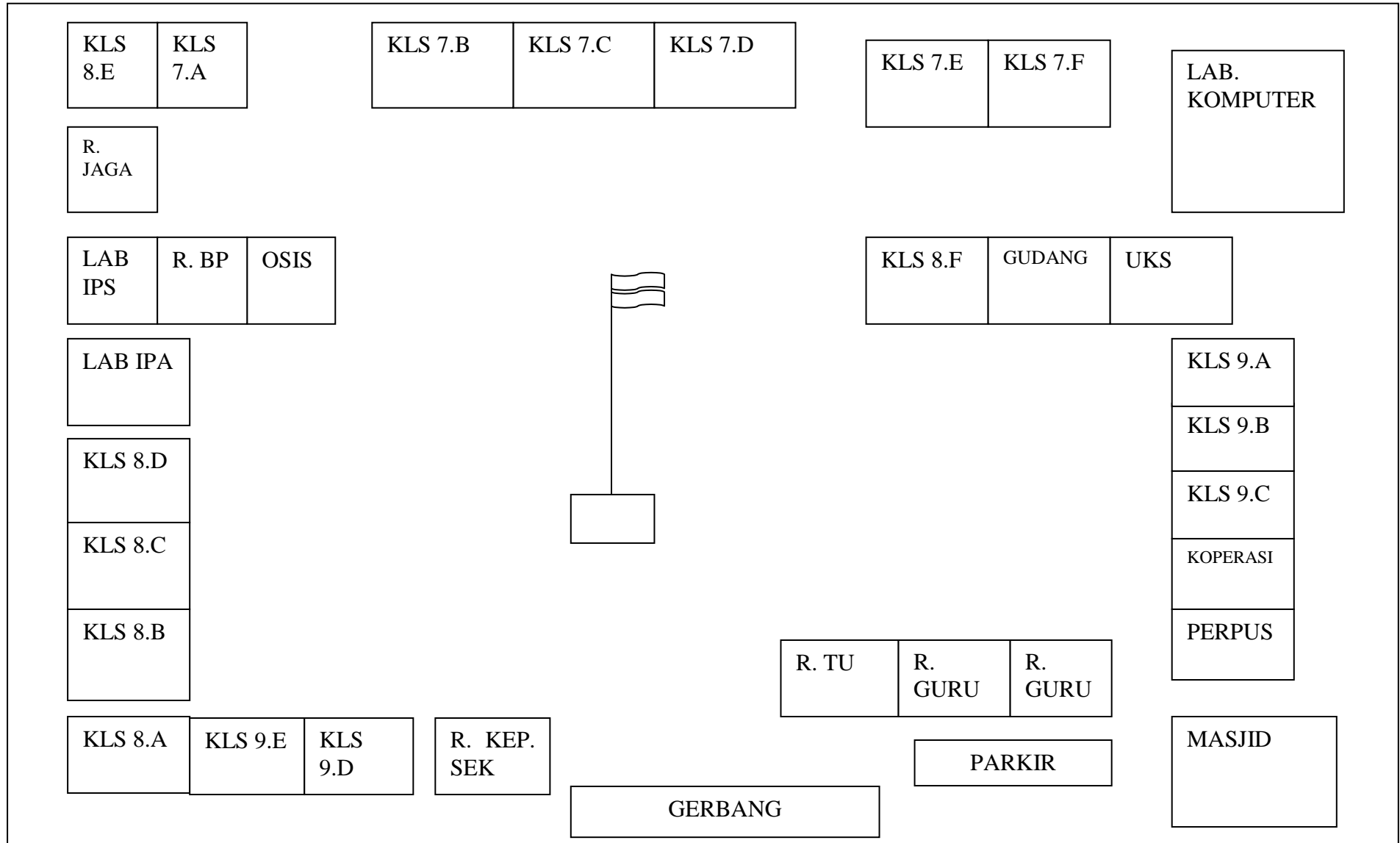
Table4.3  
List of Infrastructure of State Junior High School 8 Metro

No	Name of Bulding	Total	Explanation
1	Classroom	17	Available/Good
2	Headmaster Office	1	Available/Good
3	Teacher Office	1	Available/Good
4	Administration	1	Available/Good
5	Science Laboratory	1	Available/Good
6	Computer Laboratory	1	Available/Good
7	Library	1	Available/Good
8	Counseling	1	Available/Good
9	Healthy Room	1	Available/Good
10	Cooperation	1	Available/Good
11	Security	1	Available/Good
12	Warehouse	1	Available/Good
13	Mosque	1	Available/Good
14	Canteen	3	Available/Less
15	Security Pos	1	Available/Good
16	Teacher Toilet	1	Available/Good
17	Students Toilet	8	Available/Good
18	Security Toilet	2	Available/Good
19	Basketball Field	1	Available/Less
20	Volleyball Field	1	Available/Good
21	Tennis Field	2	Available/Good
22	Computer	40	Available/Good
23	Television	2	Available/Good
25	Bench Study	580	Available/Good
26	Printer Machine	2	Available/Good
27	Lcd Proyektor	4	Available/Good
28	Screenview	3	Available/Good
28	Mattress	2	Available/Good
29	Fan	6	Available/Good

Source: Documentation of State Junior High School 8 Metro,

## 6. The Site Sketch of State Junior High School 8 Metro

Figure 3  
The Sketch of State Junior High School 8 Metro



*Source: Documentation of State Junior High School 8 Metro,*

## **B. The Description of Research Result**

This research was classroom action research, and it was conducted at the Eight Grade of State Junior High School 8 Metro in academic year 2017/2018, which was located in 23 Karang Rejo village, Metro City. This research was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting which accomplished in two meeting.

The students result of writing procedure text was gained through test which consisted of pre-test and post-test that was given to the students in the beginning research and in the end of each cycle, while the students' activity were gained from the observation of students' learning activities

### **1. Cycle 1**

Cycle 1 was divided into planning, action, observation and reflection. Nevertheless, before the treatment was implemented, the researcher conducted pre-test as comparison with post-test. The sequence of those steps as follows:

#### **a. Pre-Test**

Pre-test was presented to student which was aimed to find out students' ability before the treatment was implemented. It was conducted on Thursday, November 30<sup>th</sup>, 2017 at 07.30 A.M until 09.00 A.M and it took about 90 minutes. In this meeting the



researcher was being an observer and the collaborator was being a teacher.

Firstly, the collaborator opened the class by greeting, praying, checked the attendance list, and asking the students' condition. Then, the collaborator gave the explanation to the students about procedure text for 40 minutes. Afterwards, to measure their skill before giving the treatment, the researcher gave them pre-test. Then, the result of pre-test can be seen on the table below:

Table 4.4  
The Score of Pre-Test Students Writing Procedure Text

NO	NAME CODE	THE CRITERIA OF THE SCORE					TOTAL	NOTE
		CONT	ORG	VOC	LANG	MECH		
1	AMP	15	10	13	10	2	50	INCOMPLETE
2	BFA	19	7	12	6	2	40	INCOMPLETE
3	DAR	20	13	10	8	2	53	INCOMPLETE
4	DWP	18	12	15	11	2	58	INCOMPLETE
5	DQP	18	17	8	15	2	60	INCOMPLETE
6	DP	14	8	10	5	3	40	INCOMPLETE
7	ELS	16	17	13	22	2	70	COMPLETE
8	ER	15	9	11	18	2	45	INCOMPLETE
9	FDA	20	18	15	18	3	74	COMPLETE
10	FA	20	9	10	8	3	50	INCOMPLETE
11	FAI	20	18	10	10	3	61	INCOMPLETE
12	IH	18	15	13	12	2	60	INCOMPLETE
13	JAS	18	17	18	5	2	60	INCOMPLETE
14	MNA	17	18	17	19	3	74	COMPLETE
15	MNAP	18	7	12	9	2	45	INCOMPLETE
16	PL	22	18	17	13	2	70	COMPLETE
17	PN	20	8	10	5	3	46	INCOMPLETE
18	RH	15	13	11	13	3	55	INCOMPLETE
19	RF	18	17	8	5	2	50	INCOMPLETE
20	R	22	16	15	13	4	70	COMPLETE
21	RA	20	13	11	13	3	60	INCOMPLETE
22	SAYP	19	15	13	11	2	60	INCOMPLETE

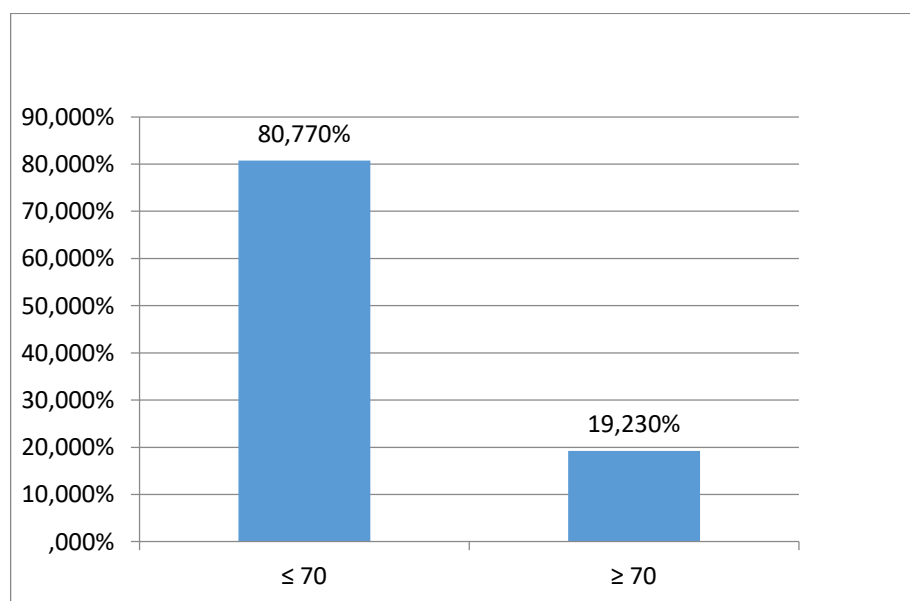
23	SP	14	8	10	5	3	40	INCOMPLETE
24	YR	15	7	10	5	3	40	INCOMPLETE
25	NS	18	12	10	15	2	57	INCOMPLETE
26	FPH	15	7	12	8	3	45	COMPLETE
<b>TOTAL</b>							<b>1433</b>	
<b>HIGEST</b>							<b>74</b>	
<b>LOWEST</b>							<b>40</b>	
<b>AVERAGE</b>							<b>55</b>	

Table 4.5  
Percentage of Students Writing Procedure Text Pre-Test Score

No	Score	Explanation	Frequency	Percentage
1	$\leq 70$	Failed	21	80,77%
2	$\geq 70$	Passed	5	19,23%
<b>Total</b>			<b>26</b>	<b>100%</b>

Then, the graph of percentage students writing procedure text pre-test score could be seen as follow:

Graph 4.1  
Percentage of Students Writing Procedure Text Pre-Test Score



Based on the result of student's writing procedure text pre-test score, it can be inferred that only 19,23% or 5 students for the score among  $\geq 70$  and who passed the Minimum Standard Criteria (MSC) at least 65, while 80,77 % or 21 students for the score among  $\leq 70$  did not pass the Minimum Standard Criteria (MSC) or less than 70. It indicated that the result of students writing procedure text was still low. It was the reason why the writer used Silent Demonstration Strategy to increase students writing procedure text. Therefore, the researcher and collaborator made a plan to implement the action or treatment that consisted of planning, action, observation, and reflection to repair the weaknesses which faced by the students.

#### **b. Planning**

Planning was the first step which had to be carried out by the researcher at the very first cycle in conducting the research. In this section the researcher and the collaborator prepared some plans for the action based upon the problems that faced by the students. Some plans which prepared by the researcher that would be used in teaching and learning process were lesson plan, learning material, media, observation sheet, and instrument.

#### **c. Acting**

The action in the cycle one consisted of 2 meetings. It was carried out on Friday, December 01<sup>st</sup>, 2017 at 07.30-09.10 A.M, Saturday, December 09<sup>th</sup>, 2017 at 07.30-09.10 A.M.

### **1) First Meeting**

The first meeting was conducted on Friday, December 01<sup>st</sup>, 2017 at 07.30-09.10 A.M and it took about 2x45 minutes or 90 minutes. In this meeting the researcher was a teacher and Mr. Agustinus Yuwono, S.Pd was the collaborator as well as an observer.

This meeting was started by praying and greeting, checking the attendance list, and asking the students' condition. Then, the researcher gave learning material about the definition, social function and generic structure of writing procedure text to the students. Afterwards the researcher divided the students into five small groups for discussion. Each group consisted of four until five students which led by the leader to represent the group in the post session to conclude the result of their discussion.

The teacher reviews the lesson which had been taught in the previous session. The researcher gradually tried to transfer the responsibilities for the students to lead discussion but it did not fully take by students. Meaning to say, it was not only the teacher who dominated the process but also the students spoke out and shared about the text. The next session was quite same as the previous meeting. Then, before the time was up, the

researcher gave a feedback to strengthen their understanding towards the material that they had learnt.

## 2) Second Meeting

The second meeting was held on Saturday, December 09<sup>th</sup>, 2017 at 07.30-09.10 A.M and it took about 2x45 minutes or 90 minutes. This meeting was started by praying and greeting, checking the attendance list, and asking the students' condition. Then, the researcher gave post-test 1 to measure their skill. The teacher demonstrate used silent demonstration strategy to show procedure text is "how to make coffee instant" and the students pay close attention. In this meeting, most of the students could answer well. Then the result of post-test one could be seen on the table below:

Table 4.6  
The Score of Post-Test 1 Students Writing Procedure Text

NO	NAME CODE	THE CRITERIA OF THE SCORE					TOTAL	NOTE
		CONT	ORG	VOC	LANG	MECH		
1	AMP	20	18	15	17	2	72	COMPLETE
2	BFA	17	15	15	13	2	62	INCOMPLETE
3	DAR	20	15	13	12	2	62	INCOMPLETE
4	DWP	20	18	18	14	2	72	COMPLETE
5	DQP	18	13	10	10	2	53	INCOMPLETE
6	DP	17	14	14	13	3	61	INCOMPLETE
7	ELS	20	17	16	18	2	73	COMPLETE
8	ER	15	10	13	13	2	53	INCOMPLETE
9	FDA	21	17	18	15	2	73	COMPLETE
10	FA	20	18	15	13	3	69	INCOMPLETE
11	FAI	14	14	10	15	3	56	INCOMPLETE
12	IH	18	18	12	13	2	63	INCOMPLETE
13	JAS	20	18	18	14	2	72	COMPLETE

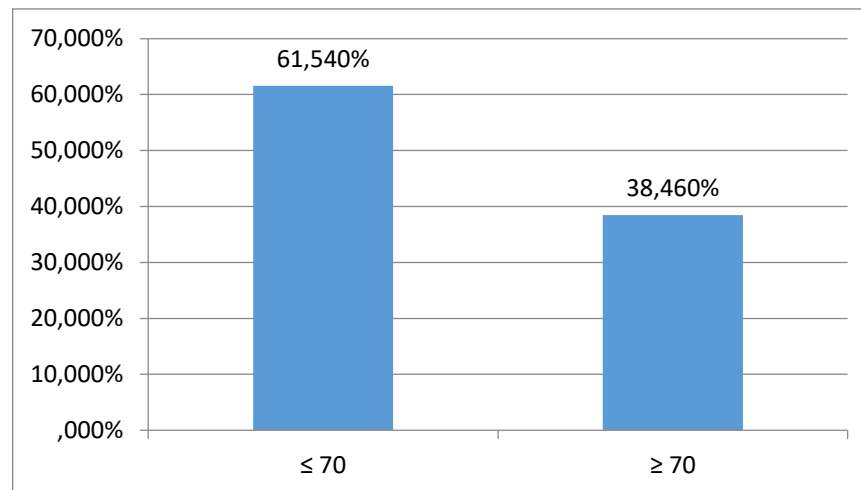
14	MNA	21	15	13	15	3	67	INCOMPLETE
15	MNAP	18	13	13	10	3	57	INCOMPLETE
16	PL	18	13	15	15	2	63	INCOMPLETE
17	PN	20	15	18	18	3	74	COMPLETE
18	RH	23	18	18	15	3	77	COMPLETE
19	RF	20	18	18	15	2	73	COMPLETE
20	R	21	18	17	15	3	74	COMPLETE
21	RA	20	15	18	10	2	65	INCOMPLETE
22	SAYP	20	15	10	10	2	57	INCOMPLETE
23	SP	20	18	10	15	3	66	INCOMPLETE
24	YR	21	15	15	15	2	68	INCOMPLETE
25	NS	22	15	18	10	2	67	INCOMPLETE
26	FPH	21	17	20	18	2	78	COMPLETE
<b>TOTAL</b>							<b>1727</b>	
<b>HIGHEST</b>							<b>78</b>	
<b>LOWEST</b>							<b>53</b>	
<b>AVERAGE</b>							<b>67</b>	

Table 4.7  
Percentage of Students Writing Procedure Text Post-Test I Score

No	Score	Explanation	Frequency	Percentage
1	$\leq 70$	Failed	16	61,54%
2	$\geq 70$	Passed	10	38,46%
<b>Total</b>			<b>26</b>	<b>100%</b>

Then, the graph of percentage students writing procedure text Post-test I score could be seen as follow:

Graph 4.2  
Percentage of Students Writing Procedure Text Post-Test I Score



Based on the result of student's writing procedure text post-test 1 score above, it can be concluded that there were 61,54% or 16 students for the score among  $\leq 70$  did not passed the Minimum Standard Criteria (MSC) at less than 70 while 38,46% or 10 students for the score among  $\geq 70$  passed the Minimum Standard Criteria (MSC) or least 70. In addition, the average score of Post-Test 1 was 67. It indicated that the result of students writing procedure text was improved that the pre-test score was 9, but viewed from the indicator of success of this research that 80% of the total students must pass the Minimum Standard Criteria (MSC). It means that the result of post-test I was unsuccessful based on the indicator of success.

#### d. Observation

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the

point by ticking it on the observation sheet for meeting 1 and meeting 2. The indicators of student activities as follows:

- 1) The students pay attention the teacher explanation.
- 2) The students ask to the teacher about the material.
- 3) The students respond the teacher questions.
- 4) The students give an idea in teaching learning process.
- 5) The students can present their paper (result of discussion) in front of class.

The observation result of students' learning activities on first meeting and second meeting of the first cycle could be seen on the table below:

Table 4.8  
Student's Learning Activities at First Meeting in Cycle I

No	Students Code	Indicators					Total
		1	2	3	4	5	
1	AMP	√			√	√	3
2	BFA		√			√	2
3	DAR	√	√	√	√	√	5
4	DWP	√			√	√	3
5	DQP			√	√		2
6	DP	√	√		√	√	4
7	ELS		√	√			2
8	ER		√		√		2
9	FDA	√	√	√	√	√	5
10	FA	√		√			2
11	FAI		√				1
12	IH	√	√	√	√	√	5
13	JAS	√	√		√		3
14	MNA			√		√	2
15	MNAP	√		√	√	√	4
16	PL		√	√			2



17	PN			√	√		2
18	RH	√		√	√	√	4
19	RF		√				1
20	R	√	√	√	√	√	5
21	RA			√	√		2
22	SAYP			√	√		2
23	SP	√	√			√	3
24	YR	√	√	√	√		4
25	NS				√	√	2
26	FPH	√	√	√	√	√	5
<b>Total</b>		<b>14</b>	<b>15</b>	<b>16</b>	<b>18</b>	<b>14</b>	<b>77</b>
<b>Percentage</b>		<b>54%</b>	<b>58%</b>	<b>62%</b>	<b>69%</b>	<b>54%</b>	

Note :

≤50% : Not Active

≥50% : Active

Table 4.9  
Student's Learning Activities at Second Meeting in Cycle I

No	Students Code	Indicators					Total
		1	2	3	4	5	
1	AMP	√		√	√	√	4
2	BFA	√	√			√	3
3	DAR	√	√	√	√	√	5
4	DWP	√			√	√	3
5	DQP		√	√	√		3
6	DP	√	√		√	√	4
7	ELS	√	√	√			3
8	ER		√		√	√	3
9	FDA	√	√	√	√	√	5
10	FA	√		√			2
11	FAI		√		√	√	3
12	IH	√	√	√	√	√	5
13	JAS	√	√		√		3
14	MNA		√	√		√	3
15	MNAP	√		√	√	√	4
16	PL		√	√			2
17	PN			√	√		2
18	RH	√		√	√	√	4
19	RF	√	√			√	3

20	R	√	√	√	√	√	5
21	RA			√	√		2
22	SAYP		√	√	√		2
23	SP	√	√			√	3
24	YR	√	√	√	√		4
25	NS		√		√	√	3
26	FPH	√	√	√	√	√	5
<b>Total</b>		<b>17</b>	<b>19</b>	<b>18</b>	<b>19</b>	<b>17</b>	<b>88</b>
<b>Percentage</b>		<b>65%</b>	<b>73%</b>	<b>69%</b>	<b>73%</b>	<b>65%</b>	

Note :

≤50% : **Not Active**

≥50% : **Active**

Table 4.10  
The Percentage of Student's Learning Activities at Cycle I

No	Students Activities	Cycle I		Poin (%)
		First Meeting	Second Meeting	
1	Paying Attention from Teacher's Explanation	54%	65%	11
2	Asking question to the teacher	58%	73%	15
3	Answering teacher's question	62%	69%	7
4	Giving an idea	69%	73%	4
5	Present their result discussion	54%	65%	11
<b>Total</b>		<b>297%</b>	<b>345%</b>	<b>48</b>
<b>Average</b>		<b>59</b>	<b>69</b>	

The table above showed that not all of the students were active in learning process. The average percentage of the student's learning activity in first meeting was only 59 and second meeting was 69. Based on the result above, it could be concluding that the learning process was not successful related with the indicator of success at least 70 % passed the criteria.

**e. Field Note**

At this stage the researcher made a note of students' activities. From the observation on cycle I in the beginning of learning before the researcher used community language learning method. Most of students still seemed confused in the class, most of students who difficulty to do the test was given, and most of students were not active in learning process.

**f. Reflection**

From the result observation in learning process in cycle 1, it can be concluded that in the learning process has not achieved Minimum Standard Criteria of the research yet. At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's pre-test score and the result of student's post-test 1 score. The comparison between pre-test score and post-test 1 score as follow:

Table 4.11

The Comparison between Pre-Test and Post Test-Score

No	Name Initial	PreTest Score	PostTest 1 score	Improvement Score	Explanation
1	AMP	50	72	22	Increase
2	BFA	40	62	22	Increase
3	DAR	53	62	9	Increase
4	DWP	58	72	14	Increase
5	DQP	60	53	-7	Dcrease
6	DP	40	61	21	Increase
7	ELS	70	73	3	Increase
8	ER	45	53	8	Increase

9	FDA	74	73	-1	Dincrease
10	FA	50	69	19	Increase
11	FAI	61	56	-5	Dcrease
12	IH	60	63	3	Increase
13	JAS	60	72	12	Increase
14	MNA	74	67	-7	Dcrease
15	MNAP	45	57	12	Increase
16	PL	70	63	-7	Dcrease
17	PN	46	74	28	Increase
18	RH	55	77	22	Increase
19	RF	50	73	23	Increase
20	R	70	74	4	Increase
21	RA	60	65	5	Increase
22	SAYP	60	57	-3	Dcrease
23	SP	40	66	26	Increase
24	YR	40	68	28	Increase
25	NS	57	67	10	Increase
26	FPH	45	78	33	Increase
<b>Total</b>		<b>1433</b>	<b>1727</b>	<b>294</b>	
<b>Average</b>		<b>55</b>	<b>67</b>		

The table above showed that the average score of pre-test score was 55 and the mean score of post-test I was 67 and it means improvement score was 12 points. There was improvement between pre-test and post-test 1 but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet that was 70% of the total students must be passed the criteria.

Regarding to the result of student's post-test score and the observation of student's activities in cycle I caused of give a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied

because most of the students did not pay attention towards the teacher's explanation and they did not get difficulties to answer the question and some students got failure in test of cycle I. So, the researcher and collaborator have to continue in cycle II which consisted of planning, acting and observing and reflecting.

## **2. Cycle 2**

In other that to repair the weakness in cycle I the researcher need to be held to continue in cycle II because of cycle I was not success. In this phase cycle II has four essential phases namely planning, action, observation and reflection. The implementation of cycle II could be explained on the following sequences:

### **a. Planning**

Based on the observation and reflection in cycle I, it showed failure. So, the researcher and collaborator try to repara the problem in cycle I and arrange the planning for cycle II based on the problem that students deal toward writing procedure text. In this phase the researcher and collaborator made the planning that would use in teaching learning process that was preparing the lesson plan, preparing the material, preparing the learning media, and preparing the observation sheet of the students' activity 2.

### **b. Acting**

The action of cycle II consisted of two meeting that was conducted on Monday, December, 11<sup>th</sup>, 2017 at 07.30 A.M -

09.00A.M, and Tuesday, December 12<sup>th</sup>, 2017 at 07.30 A.M - 09.00 A.M.

### **1) First Meeting**

The first meeting was held on Monday, December, 11<sup>th</sup>, 2017 at 07.30 A.M - 09.00 A.M, and it took about 90 minutes or  $2 \times 45$  minutes. In this meeting the researcher was as a teacher and Mr. Agustinus Yuwono, S.Pd as the collaborator as well as an observer.

At the beginning of teaching learning process the researcher began the meeting by praying, greeting, checking attendance list and asking the student's condition. Afterwards, the researcher gave the students the learning material about writing procedure text and also explained the language feature as the requirement of formula to make writing procedure text.

After explanation was done, the teacher ask to the students about the material, is the students are understanding or not. In this meeting condition of the class was effective. Most of student was pay attention about the teacher explanation. Then for the next section the teacher order to the students to make a group discussion. Each group consisted of four up to five persons.

Afterwards the researcher gave each group the exercise to be discussed and finished in a group. Later on, the leaders in

each group were invited to conclude the discussion result about the recount text in post session. To strengthen their result discussion, the teacher gave some feedbacks and question as needed to check their understanding about the topic had been taught. Before the time was up, the teacher give motivation to the students and remind to keep on learning at home. Then the last closed the meeting.

## 2) Second Meeting

The second meeting was conducted on Tuesday, December 12<sup>th</sup>, 2017 at 07.30 A.M - 09.00 A.M and it took about 90 minutes or  $2 \times 45$  minutes. In this meeting the researcher was as a teacher gave post test II to the students. Then, the researcher gave post-test II to measure their skill. The teacher demonstrate used silent demonstration strategy to show procedure text is “how to make warm tea” and the students pay close attention.. Then the result of post-test II could be seen as follow:

Table 4.12  
The Result of Students Writing Procedure Text Post-Test II Score

NO	NAME CODE	THE CRITERIA OF THE SCORE					TOTAL	NOTE
		CON T	OR G	VO C	LAN G	MEC H		
1	AMP	20	15	18	15	3	71	COMPLETE
2	BFA	22	18	18	13	2	73	COMPLETE
3	DAR	22	15	15	15	3	70	COMPLETE
4	DWP	20	18	15	13	3	69	INCOMPLETE
5	DQP	22	13	18	20	2	75	COMPLETE
6	DP	20	17	17	15	3	72	COMPLETE

7	ELS	22	18	16	20	2	78	COMPLETE
8	ER	21	18	15	18	2	74	COMPLETE
9	FDA	24	18	17	18	3	80	COMPLETE
10	FA	20	17	15	16	2	70	COMPLETE
11	FAI	20	15	15	18	3	71	COMPLETE
12	IH	22	15	15	18	2	72	COMPLETE
13	JAS	25	18	18	15	3	79	COMPLETE
14	MNA	22	15	17	13	2	69	INCOMPLETE
15	MNAP	23	13	15	18	2	71	COMPLETE
16	PL	21	18	15	15	3	72	COMPLETE
17	PN	20	15	18	18	3	74	COMPLETE
18	RH	23	18	18	15	2	76	COMPLETE
19	RF	18	18	18	15	3	72	COMPLETE
20	R	25	18	18	15	3	79	COMPLETE
21	RA	20	15	18	15	2	70	COMPLETE
22	SAYP	25	15	15	20	3	78	COMPLETE
23	SP	21	15	18	15	2	71	COMPLETE
24	YR	23	13	15	18	2	71	COMPLETE
25	NS	20	18	15	13	2	68	INCOMPLETE
26	FPH	23	18	18	18	3	80	COMPLETE
<b>TOTAL</b>							<b>1905</b>	
<b>HIGHEST</b>							<b>80</b>	
<b>LOWEST</b>							<b>68</b>	
<b>AVERAGE</b>							<b>74</b>	

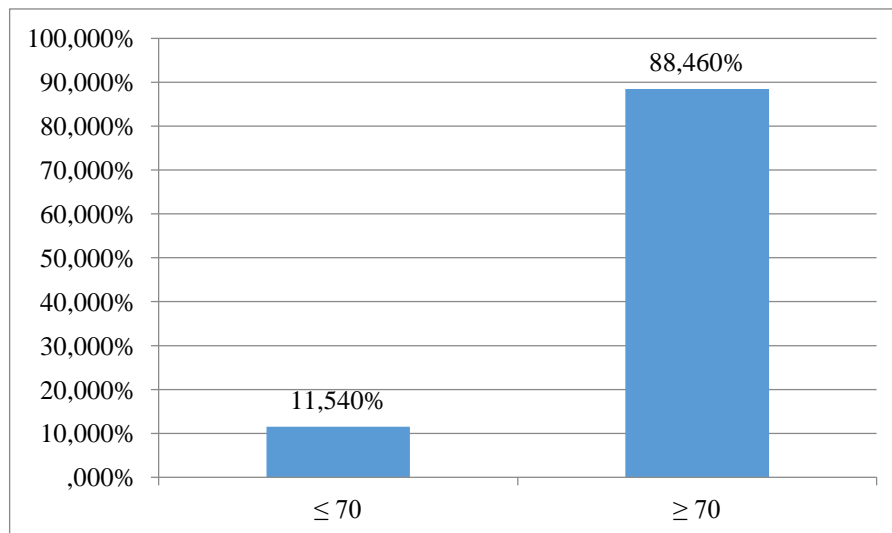
Table 4.13  
Percentage of Students Writing Procedure Text Post – Test II Score

No	Score	Explanation	Frequency	Percentage
1	$\leq 70$	Failed	3	11,54%
2	$\geq 70$	Passed	23	88,46%
<b>Total</b>			<b>26</b>	<b>100%</b>

Then, the graph of percentage students writing procedure text Post-test II score could be seen as follow:



Graph 4.3  
Percentage of Students Writing Procedure Text Post-Test II Score



Based on the result of student's writing procedure text post-test II score above, it can be concluded that there were 11,54% or 3 students for the score among  $\leq 70$  did not passed the Minimum Standard Criteria (MSC) at less than 70 while 88,46% or 23 students for the score among  $\geq 70$  passed the Minimum Standard Criteria (MSC) or least 70.

According to explanation above, it can be inferred that indicator of success was achieved. That is 90% from the students got score at least 70 for the minimum standard criteria and the other hand the cycle II was successfully.

### c. Observation

In this phase has similar step with the previous cycle. While the treatment was being presented by the researcher, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get

reward to make the learning more fun and to stimulate the students most enthusiastic.

The observation results of students' activities on meeting 1 and meeting 2 at the second cycle could be seen on the following table:

Table 4.14  
Observation Result of Students Learning Activity of First Meeting at Cycle II

No	Students Code	Indicators					Total
		1	2	3	4	5	
1	AMP	√		√	√	√	4
2	BFA		√	√	√		3
3	DAR	√	√	√	√	√	5
4	DWP	√		√	√	√	4
5	DQP	√		√	√		3
6	DP	√	√		√	√	4
7	ELS		√	√			2
8	ER	√	√		√	√	4
9	FDA	√	√		√	√	4
10	FA	√		√	√		3
11	FAI	√	√	√		√	4
12	IH	√	√	√	√	√	5
13	JAS	√	√		√	√	4
14	MNA	√	√	√		√	4
15	MNAP	√		√	√	√	4
16	PL		√		√		2
17	PN	√	√	√	√		4
18	RH	√		√	√	√	4
19	RF		√			√	2
20	R	√	√	√	√	√	5
21	RA	√		√	√		3
22	SAYP	√		√	√		3
23	SP	√	√	√	√	√	5
24	YR	√	√	√	√		4
25	NS		√		√	√	3
26	FPH	√	√	√	√	√	5
<b>Total</b>		<b>21</b>	<b>18</b>	<b>19</b>	<b>22</b>	<b>17</b>	<b>97</b>
<b>Percentage</b>		<b>81%</b>	<b>69%</b>	<b>73%</b>	<b>85%</b>	<b>65%</b>	

Note :

≤50% : **Not Active**

≥50% : **Active**

Table 4.15  
Observation Result of Students Learning Activity at Second Meeting in Cycle II

No	Students Code	Indicators					Total
		1	2	3	4	5	
1	AMP	√		√	√	√	4
2	BFA		√	√	√	√	4
3	DAR	√	√	√	√	√	5
4	DWP	√		√	√	√	4
5	DQP	√		√	√		3
6	DP	√	√		√	√	4
7	ELS		√	√		√	3
8	ER	√	√		√	√	4
9	FDA	√	√		√	√	4
10	FA	√	√	√	√		4
11	FAI	√	√	√		√	4
12	IH	√	√	√	√	√	5
13	JAS	√	√		√	√	4
14	MNA	√	√	√		√	4
15	MNAP	√		√	√	√	4
16	PL		√	√	√	√	4
17	PN	√	√	√	√		4
18	RH	√		√	√	√	4
19	RF	√	√			√	3
20	R	√	√	√	√	√	5
21	RA	√		√	√		3
22	SAYP	√	√	√	√		4
23	SP	√	√	√	√	√	5
24	YR	√	√	√	√		4
25	NS		√	√	√	√	4
26	FPH	√	√	√	√	√	5
<b>Total</b>		<b>22</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>20</b>	<b>105</b>
<b>Percentage</b>		<b>85%</b>	<b>77%</b>	<b>81%</b>	<b>85%</b>	<b>77%</b>	

Note :

$\leq 50\%$  : **Not Active**

$\geq 50\%$  : **Active**

Table above showed achieved the score of students' activity in teaching learning process at cycle II. Then the percentage of students' activity at meeting one and meeting two of cycle II could be seen as follow:

Table 4.16  
The Percentage of Students Learning Activity at Cycle II

No	Students Activities	Cycle II		Poin
		Meeting 1	Meeting 2	
1	Paying Attention from Teacher's Explanation	81%	85%	4
2	Asking question to the teacher	69%	77%	8
3	Answering teacher's question	73%	81%	8
4	Giving an idea	85%	85%	-
5	Present their result discussion	65%	77%	7
<b>Total</b>		<b>373%</b>	<b>405%</b>	<b>27</b>
<b>Average</b>		<b>75</b>	<b>81</b>	

The table above showed that the students' activity in cycle II improved significantly from the previous cycle. It could be showed, in first meeting the mean percentage of the entire indicators of student's activities was 75%, in second meeting the mean percentage was 81% and the mean score both meeting was 78% with the improvement percentage was 64%. It could be concluding that the learning process of cycle II was successful

because the entire indicator of success from first meeting up to second meeting of students' activity had been fulfilled at least 70.

#### d. Field Note

From the observation on cycle II, most of the students were interested to follow the lesson, most of the students could practice well and correctly, most of the students were active during teaching learning process.

#### e. Reflection

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II score and observation of student's learning activities. The comparison between student's post-test I score and post-test II score could be compared on the following table:

Table 4.17  
The comparison between Post-Test I and Post-Test II Score

No	Name Initial	Post-Test I Score	Post-Test 2 Score	Improvement	Explanation
1	AMP	72	71	-1	Decrease
2	BFA	62	73	11	Increase
3	DAR	62	70	8	Increase
4	DWP	72	69	-3	Decrease
5	DQP	53	75	22	Increase
6	DP	61	72	11	Increase
7	ELS	73	78	5	Increase
8	ER	53	74	21	Increase
9	FDA	73	80	7	Increase
10	FA	69	70	1	Increase
11	FAI	56	71	15	Increase
12	IH	63	72	9	Increase

13	JAS	72	79	7	Increase
14	MNA	67	69	2	Increase
15	MNAP	57	71	14	Increase
16	PL	63	72	9	Increase
17	PN	74	74	-	constant
18	RH	77	76	-1	Decrease
19	RF	73	72	-1	Decrease
20	R	74	79	5	Increase
21	RA	65	70	5	Increase
22	SAYP	57	78	21	Increase
23	SP	66	71	5	Increase
24	YR	68	71	3	Increase
25	NS	67	68	2	Increase
26	FPH	78	80	2	Increase
<b>Total</b>		<b>1727</b>	<b>1905</b>	<b>179</b>	
<b>Average</b>		<b>66,42</b>	<b>73,26</b>		
<b>High Score</b>		<b>78</b>	<b>80</b>		
<b>Low Score</b>		<b>53</b>	<b>68</b>		

From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 80 and the lowest score is 67. The average score of post-test II was 74. Besides, the percentage of students' successfulness of post-test II score was 88% or 23 students of the total students passed the minimum standard criteria and 12% or 3 students did not pass the minimum standard criteria (MSC) at least 70. It means that the indicator of success of this research had been achieved that was  $\geq$  70% students was gotten score 70. It indicated that the students' writing procedure text was increase.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would

not be continued in the next cycle because of the learning process and the product of learning entirely passed the indicators of success and it means that using silent demonstration strategy could increase students writing procedure text.

### **C. Discussion**

Writing procedure text would be easier to understanding when it supported by the right strategy, because the lesson will take more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were interested in teaching and learning process. They were enthusiastic to attention from teacher explanation in learning process.

Based on the result of pre-test, post-test I and post-test II score from cycle I to cycle II, it was found out that there was a significant improvement of the students' score of teaching writing by using silent demonstration strategy. It could be showed by the meanscore from 54 in pre-test to 66 in post-test I became 74 in post-test II. Therefore, the writer concluded that the research was stopped at cycle 2 and assumed that the research was successful because the indicator of success in this research had been significantly achieved.

The researcher assumes that teaching by using silent demonstration strategy can increase students writing procedure. By using group work the students learn writing procedure easier because the students could be asking and discuss with the partner in the group. So, it has proved that

using silent demonstration could be one the interesting strategy to teaching writing procedure text.

In this phase, the data interpretation of this research was divided into two kinds of data. They were obtained from the result of pre-test, post-test I and post-test II (the product of students learning) and observation result of student's learning activities (the process of students learning). For further description will explain as follow:

## **1. Result of Students Learning**

### **a. Result of Students Pre-Test Score**

In this phase, the researcher presented the pre-test to measure the student's ability before implementing the treatment. The writer obtained the data through test in the form of essay which completed for 80 minutes. It was done on Thursday, November 30<sup>th</sup>, 2017. From the result of pre-test showed that most of the students got difficult for doing the test. Based on the table 12 the students' average was 54, it showed that most of the students have not passed yet in achieving the Minimum Standard Criteria (MSC) at least 70. In this phase, only 5 students out of 26 students passed of the minimum standard criteria.

### **b. Result of Students Post-Test I Score**

In this research, to know the students' writing procedure text mastery after implementing the treatment the researcher conducted the post-test I. It was done on Saturday, December 09<sup>th</sup>, 2017.



Based on the table 10 the students' average was 67. It shown that most of the students have not passed yet in achieved the minimum standard criteria at least 70. In this stage there are 10 students out of 26 students passed of the minimum standard criteria. It can be concluding that most of the students failed in achieving the material.

**c. Result of Students Post-Test II Score**

In this phase, the researcher continued to cycle II because the score of post-test 1 in cycle I did not fulfilled the minimum mastery criteria yet that was only 60% passed the minimum standard criteria. The researcher presented the post-test II to measure the student's skill after implementing the treatment. The researcher obtained the data through test in the form of essay which completed for 80 minutes. It was done on Tuesday, December 12<sup>th</sup>, 2017 at 07.30 A.M – 09.00 A.M. Based on the table 14 the students' average was 74, it showed that most of the students have achieving the Minimum Standard Criteria (MSC) at least 70. In this phase, 23 students out of 26 or 80% students passed of the minimum standard criteria and the research was successful.

**d. Comparison of Score Pre-Test, Post-Test I and Post-Test II**

The score from the implementation of the cycle I and II can be seen in the table result of students' learning below.

Table 4.18  
The Comparison of Pre-Test Score, Post-Test I Score, and Post  
Test II Score

No	Name Initial	Score		
		Pre-Test	Post-Test I	Post-Test II
1	AMP	50	72	71
2	BFA	40	62	73
3	DAR	53	62	70
4	DWP	58	72	69
5	DQP	60	53	75
6	DP	40	61	72
7	ELS	70	73	78
8	ER	45	53	74
9	FDA	74	73	80
10	FA	50	69	70
11	FAI	61	56	71
12	IH	60	63	72
13	JAS	60	72	79
14	MNA	74	67	69
15	MNAP	45	57	71
16	PL	70	63	72
17	PN	46	74	74
18	RH	55	77	76
19	RF	50	73	72
20	R	70	74	79
21	RA	60	65	70
22	SAYP	60	57	78
23	SP	40	66	71
24	YR	40	68	71
25	NS	57	67	68
26	FPH	45	78	80
<b>Total</b>		<b>1433</b>	<b>1727</b>	<b>1905</b>
<b>Average</b>		<b>55</b>	<b>67</b>	<b>74</b>

Based on the table above, from the pre-test to the post-test have progress average score from 55 to 67. There is increasing about 12 points. Then from the cycle II have progress average score from 67 to 74, there is increasing about 7 points.

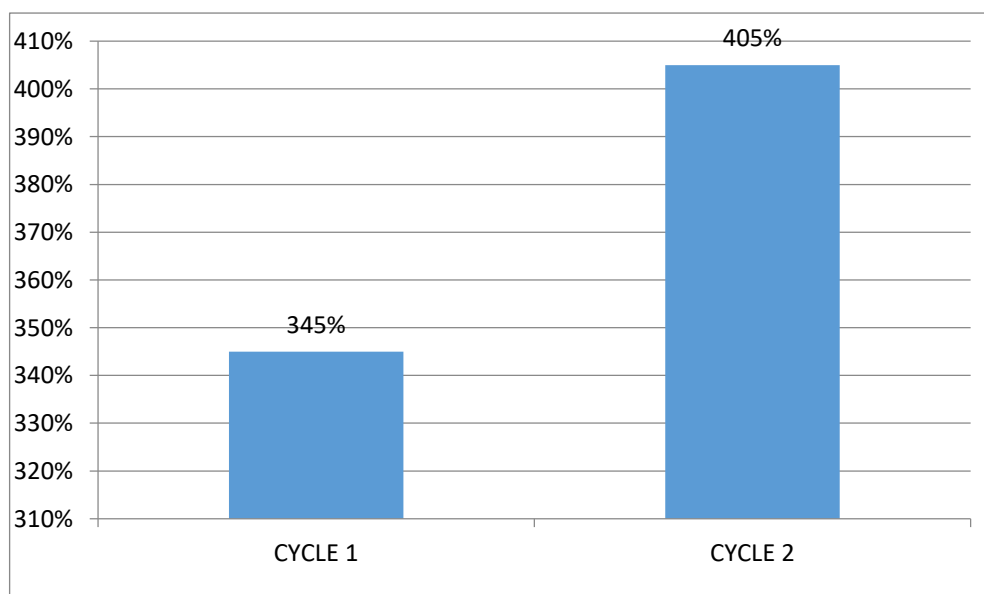
## 2. ObservationResult of Students' Activities

This observation result was gotten when the learning process happened by collaborator. The result of the observation result of students' learning activity can be seen in the table below:

Table 4.19  
Result of Students' Activities at Cycle I and Cycle II

No	Students' Activity	CycleI	CycleII	Increase
1	Paying Attention from Teacher's Explanation	65%	85%	20
2	Asking question to the teacher	73%	77%	4
3	Answering teacher's question	69%	81%	12
4	Giving an idea	73%	85%	13
5	Present their result discussion	65%	77%	12
<b>Total</b>		<b>345</b>	<b>405</b>	<b>115</b>
<b>Average</b>		<b>69</b>	<b>81</b>	<b>32</b>

Graph 4.4  
Percentage of Students Activities at Cycle I and Cycle II



Based on the table above it could be seen that from the cycle I up to cycle II have significant increasing with the average score of students' activities at cycle I was 69% become 81% at cycle II. The students' activity to pay attention towards teacher's explanation from cycle I to cycle II improved by the percentage at least 65 % in cycle I become 85% in cycle II and the increase percentage was 20%.

Then the students' participation to ask the teacher increase from the cycle I up to cycle II. The percentage of this activity in cycle I was 73% and in cycle II 77% by the improvement percentage was 4%. The percentage of students' answer the teacher questions in cycle I was 69% and in cycle II was 81% by the increase percentage was 12%. It would be concluding that this activity was improved also.

After that the student's participation to give their idea during the discussion improved significantly. The percentage of this activity in cycle I was 73 % and at cycle II was 85% by the improvement percentage was 13%. In the students' present their result discussion also improved. It could be seen in cycle I in which the percentage of this activity was 65% and in cycle II was 77% by the improvement percentage was 12%.

Regarding to the data, the students' activeness and enthusiasm to follow teaching and learning process showed significant increase by applying silent demonstration strategy to teach writing procedure text

from cycle I to cycle II by the average percentage consecutively from 69% to 81% in which the mean percentage was 12%.

Based on the above discussion, it can be concluded that the silent demonstration strategy can increase the students' writing procedure text at the eighth grade of State Junior High School 8 Metroin academic year 2017/2018 and this research was done on the cycle II so, it would not be continued on the next cycle.

Then, the indicator of success of this research had been achieved that was 88% from total students was gotten score at least 70 and the students become more active and enthusiastic in teaching learning process end then there was significant improvement of students learning activity.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research finding and interpretation, the researcher would like to point out the conclusions as follow:

1. Silent demonstration strategy can be effective strategy to improve writing procedure text skill. The process in this Strategy made the students become more active and enthusiastic during teaching learning process. In order word made the students easier to comprehend the learning material so it could improve students writing procedure text skill.
2. Then, there was significant improvement of student's learning product from pre-test up to post-test II. It could be seen in pre-test in which the average score was 54 by the percentage of success was 16%, in post-test I the average score was 67 by the percentage of success was 42% and in post-test II the average score was 74 by the percentage of success was 80%.
3. This Classroom Action Research was successful viewed from indicator of success because of 80% or 20 of the total students already passed the criteria by the minimum standard criteria (MSC) score at least 70. As a result, the cycle could not be conducted in the next cycle.

## **B. Suggestion**

Regarding on the research finding and conclusion in the previous chapter, the researcher would like to deliver some suggestions as follows:

### **1. For Students**

The writer expects that the result of this research as the positive contribution for the students to improve their writing skill, especially to make writing procedure text skill. In order word made the students easier to comprehend the learning material so it could improve students writing procedure text skill.

### **2. For English Teacher**

As the learning model in teaching English specially to improve student's writing skill and can give more motivation to the students to be more active in teaching and learning process. The English teacher can create fun and easy way in English learning by using this strategy in order to the students feel enjoy in teaching and learning process.

### **3. For Headmaster**

The result of this research as a positive contribution to headmaster to increase the quality of the teacher in the school and for English Instruction especially to make research about writing.

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**PEMERINTAH KOTA METRO**  
**DINAS PENDIDIKAN, KEBUDAYAAN, PEMUDA DAN OLAH RAGA**  
**SMP NEGERI 8 METRO**  
**ALAMAT: KARANGREJO 23 A KEC. METRO UTARA**

### 9.8.1. SILABUS

**Kelas : VIII ( Delapan )**  
**Mata Pelajaran : BAHASA INGGRIS**  
**Semester : 1 (Satu)**

Standar Kompetensi 1 : **Mendengarkan** : Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar	Karakter
				Teknik	Bentuk Instrumen	Contoh Instrumen			
1.1 Merespon makna pada percakapan transaksional ( <i>to getthings done</i> ) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar, melibatkan tindak tutur meminta, memberi, menolak jasa, meminta, memberi, barang, mengakui, meningkari fakta, dan meminta dan memberi pendapat	Percakapan singkat memuat ungkapan – ungkapan:  <i>A : Let me help you.</i> <i>B : Thank you so much.</i>  <i>A: Can I have a bit?</i> <i>B: Sure. Here you are.</i>  <i>A: Did you break the glass?</i> <i>B: Yes I did / No, it wasn't me.</i>  <i>A: What do you think of this?</i> <i>B: Not bad.</i>	1. Brainstorming bertanya dan menjawab tentang berbagai hal terkait tema topik yang akan dibicarakan. 2. Membahas kosakata ( <i>noun phrase, verb phrase, adverb phrase</i> ) tata bahasa (kalimat sederhana tentang tawaran jasa, meminta sesuatu, informasi faktual, pendapat terkait materi percakapan 3. Mendengarkan percakapan yang memuat ungkapan ungkapan dalam materi dengan cermat 4. Menjawab pertanyaan tentang isi percakapan. 5. Memberi respon lisan dan tulis terhadap ungkapan yang didengar.	<ul style="list-style-type: none"> <li>• Merespon ungkapan meminta, memberi, menolak jasa</li> <li>• Merespon ungkapan meminta, memberi, menolak barang</li> <li>• Mengakui, meningkari fakta</li> <li>• Merespon ungkapan meminta dan memberi Pendapat</li> </ul>	Tes lisan	Merespon secara lisan	<i>Respond the following statement</i> <i>Q: Let me help you</i> <i>A:.....</i> <i>Q: Can I have a bit?</i> <i>A: .....</i> <i>Choose the right response</i> <i>Q: Did you break the glass?</i> <i>a. Yes, I did</i> <i>b. I don't know</i> <i>c. I'm not sure</i> <i>d. All right</i> <i>Q: What do you think of my new dress</i> <i>A:.....</i>	2 x 40 menit	1. Script percakapan 2. Gambar/ benda terkait	Bersahabat, komunikatif <b>Cermat.</b> <b>Percaya diri.</b> <b>Kreatif.</b> <b>Kerjasama.</b> <b>Ulet.</b> <b>Rasa ingin tahu.</b>
				Tes lisan	Pertanyaan lisan				
					Pilihan ganda				

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Waktu	Sumber Belajar	Karakter
				Teknik	Bentuk Instrumen	Contoh Instrumen			



<p>2.1 . Merespon makna teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.</p> <p>2.2. Merespon makna pada monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>	<ul style="list-style-type: none"> <li>• Teks fungsional pendek berupa : Undangan Contoh: <i>Dear Rio, I want you to come to my house for lunch on Sunday at 12 a.m. Thanks.</i></li> <li><i>Mona</i></li> <li>• Ciri kebahasaan teks fungsional pendek</li> <li>• Langkah retorika teks: - <b>descriptive</b> (<i>identification – descriptions</i>) - <b>recount</b> (<i>orientation events</i>) - <b>reorientation</b></li> </ul> <p>Teks lisan bentuk <i>descriptive, recount</i></p> <p>Langkah retorika teks : <i>descriptive (identification-Descriptions) dan recount (orientation events – reorientation)</i></p>	<ol style="list-style-type: none"> <li>1. Tanya jawab berbagai hal terkait pik/tema yang akan dibahas dengan rasa ingin tahu</li> <li>2. Membahas kosa kata terkait topik/undangan (noun phrase, verb phrase)</li> <li>3. membahas ungkapan yang sering muncul dalam undangan: - <i>I want you to come to.....</i> - <i>Please come to ...</i> - <i>Don't forget to Come to.....</i></li> <li>4. Mendengarkan teks Fungsional pendek (undangan)</li> <li>5. menjawab pertanyaan tentang berbagai informasi pada teks fungsional, undangan.</li> <li>6. Mendengarkan contoh undangan lain dari teman dengan cermat</li> <li>7. Mengidentifikasi ciri kebahasaan teks fungsional pendek : undangan - <i>invite, occasion, time, Place, Invitor</i></li> </ol> <ol style="list-style-type: none"> <li>1 <i>Eliciting</i> kosakata terkait tema /topik/ jenis teks</li> <li>2 Membahas tata bahasa terkait jenis teks yang akan dibahas</li> <li>3 Mendengarkan monolog <i>descriptive /recount</i> topik tertentu dengan ingin tahu</li> <li>4 Menjawab pertanyaan berbagai informasi terkait teks yg didengar</li> <li>5 Menjawab pertanyaan tentang tujuan komunikatif teks yang didengar</li> </ol>	<ul style="list-style-type: none"> <li>• Mengidentifikasi informasi yang terdapat dalam teks fungsional pendek berupa undangan.</li> <li>• Mengidentifikasi ciri kebahasaan dalam teks fungsional pendek berupa Undangan.</li> <li>• Mengidentifikasi Informasi/makna yang terdapat dalam teks Ber bentuk <i>descriptive</i> dan <i>recount</i></li> <li>• Mengidentifikasi fungsional dan langkah retorika teks deskriptif dan <i>recount</i>.</li> </ul>	<p>Tes lisan</p> <p>Tes lisan</p> <p>Tes tulis</p>	<p>Melengkapi rumpang</p> <p>Pertanyaan lisan</p> <p>PG</p>	<p><i>Complete the following sentences based on the text you hear Answer the questions orally based on the text you listen to Choose the best option based on the text you have listened to</i></p>	<p>2 x 40 menit</p> <p>2 x 40 menit</p>	<ol style="list-style-type: none"> <li>1. <i>Script</i> teks undangan</li> <li>2. Gambar/realia terkait tema/topik/ jenis teks</li> </ol> <p>1 Buku teks yang relevan</p> <p>2 Gambar terkait tema / topik</p> <p><i>Script</i> teks: <i>descriptive / recount</i></p> <p>7 Lingkungan sekitar</p>	<p>Rasa Ingin tahu</p> <p>Kreatif, mandiri</p>
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Standar Kompetensi : **Berbicara**

3. Mengungkap kan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar	Karakter
				Teknik	Bentuk Instrumen	Contoh Instrumen			
<p>3.1 . Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interper-</p>	<p>Percakapan singkatan memuat ungkapan – ungkapan. A; <i>Let me help you.</i></p>	<ol style="list-style-type: none"> <li>1. <i>Review</i> kosakata dan ungkapan terkait materi dan tema</li> <li>2. Tanya jawab menggunakan ungkapan ungkapan tersebut</li> </ol>	<ul style="list-style-type: none"> <li>□ Bertanya dan menjawab tentang meminta , memberi, menolak jasa</li> <li>□ Bertanya dan</li> </ul>	<p>Tes lisan</p>	<p>Bermain peran</p>	<p><i>Create a dialogue based on the role cards and perform it in front of the</i></p>	<p>2 x 40menit</p>	<ol style="list-style-type: none"> <li>1. Buku teks yang relevan</li> <li>2. Gambar-</li> </ol>	<p>Kreatif, toleransi, bersahabat, komunikatif</p>

<p>interpersonal (bersosialisasi) sederhana, menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mem-nta, memberi,menolak jasa meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat</p> <p>3.2. Memahami dan merespon percakapan transaksional (to get things done) dan Interpersona l(bersosialisasi) sederhana dengan menggunakan ragam bahasa li-san secara akurat, lancar, dan bertrima untuk berin-eteraksi dengan lingkung-an sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan,menyetujui/tidak menyetujui, memuji, dan memberi selamat</p>	<p>B: Thank you so much. A: Can I have a bit. B: Sure. Here you are. A: Did you break the glass? B: Yes, I did / No, it wasn't me. A: What do you think of this? B: Not bad.</p> <p>A: Would you come to party? B: I'd love to / I wan't to, but ..... A: I do agree. B: Thanks for the Support. A: No, way, ... B: It's O.K. I understand. A: You have beautiful hair. B: Thank you. A: Happy birthday. B: Thank you.</p>	<p>3. Bermain peran melakukan percakapan yang disediakan guru dengan percaya diri</p> <p>4. Bermain peran melakukan per cakapan berdasarkan situasi /gambar yang disediakan dengan percaya diri</p> <p>5. Menggunakan ungkapan yang telah dipelajari dalam <i>real life situation dengan mandiri</i></p> <p>1. Review kosakata terkait tema, topik sebelumnya</p> <p>2. Memperkenalkan kosakata baru /ungkapanungkapan yang akan dibahas</p> <p>3. Tanya jawab menggunakan Ungkapanungkapan terkait materi dengan bersahabat</p> <p>4. Menirukan Percakapan Yang diucapkan guru</p> <p>5. Melakukan percakapan Yang diberikan</p> <p>6. Melakukan tanya Jawab Menggunakan Ungkapan sersebut</p>	<p>menjawab tentang meminta,memberi, menolak barang</p> <p>☐☐Bertanya dan menjawab tentang mengakui, mengingkari fakta</p> <p>☐☐Bertanya dan memberi pendapat</p> <p>☐☐Bertanya dan menjawab tentang mengundang, menerima, menolak ajakan</p> <p>☐☐Bertanya dan menjawab tentang menyetujui.tidak menyetujui</p> <p>☐☐Bertanya dan menjawab tentangmemuji</p> <p>☐☐Bertanya danmenjawab tentang memberi selamat</p>	<p>Tes lisan</p>	<p>Bermain peran</p>	<p>class.</p> <p>Create a dialogue based on the role cards and perform it in front of the class.</p>		<p>gambar terkait tema</p> <p>3. Realia Benda sekitar</p>	<p>Percaya diri</p> <p>Kreatif, toleransi, bersahabat, komunikatif</p>
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Standar Kompetensi : **Berbicara**

4. Mengungkap kan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Waktu	Sumber Belajar	Karakter
				Teknik	Bentuk Instrumen	Contoh Instrumen			
<p>4.1 . Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana menggunakan ragam bahasa lisan secara akurat, lancar,</p>	<p>Teks fungsional pendek berupa :<i>Undangan</i></p>	<p>1. Mendengarkan teks fungsional pendek: undangan dengan cermat</p> <p>2. Tanya jawab tentang isi teks“undangan”</p> <p>3. Tanya jawab tentang struktur teks</p> <p>4. Membuat kalimat sederhana terkait jenis teks bentuk undangan</p> <p>- I want to come to.... - Please come to.....</p>	<p>• Mengungkapkan Secara lisan teks fungsional pendek berbentuk undangan.</p> <p>Contoh: <i>Dear Rio, I want you to come to my</i></p>	<p>Tes lisan</p>	<p><i>Performace</i></p>	<p><i>Invite your friend to come to your biirthday party orally! Think of an activity</i></p>	<p>2 x 40 menit</p>	<p>1.Buku teks relevan 2Gam-bar terkait tema/</p>	<p>Cermat Kreatif, Bersahabat</p>

<p>dan berinteraksi untuk berinteraksi dengan lingkungan</p> <p>4.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>	<p>1. Teks pendek berbentuk <i>recount</i></p> <p>2. informasi faktual- informasi rinci – gagasan utama gagasan pendukung pada teks pendek <i>recount</i></p> <p>3. Ciri kebahasaan Teks <i>recount</i></p>	<p>5. Berlatih mengundang seseorang Secara lisan menggunakan gam bit- gambit tertentu dg kreatif dan komunikatif</p> <p>Contoh: A: <i>Hi Guys, I want you all to come to my birthday party.</i> B: <i>We'd love to! When?</i> A: <i>Tomorrow, at 4.00</i></p> <p>6. Secara berpasangan atau Kelompok mengungkapkan undangan berdasarkan konteks / situasi yang diberikan</p> <p>7. Secara mandiri mengungkapkan undangan lisan</p> <p>1. Tanya jawab berbagai hal terkait topik (peristiwa, kejadian, pengalaman )</p> <p>2. Mengembangkan kosakata, tata bahasa sa terkait topik / jenis teks <i>recount</i></p> <p>3. Mengidentifikasi kejadian, peristiwa, pengalaman yang pernah dialami melalui tanya jawab</p> <p>4. Melakukan monolog dalam bentuk <i>recount</i></p>	<p><i>house for lunch on sunday at 12 a.m.</i> <i>Thanks.</i></p> <p><i>Mona</i></p> <ul style="list-style-type: none"> <li>Bertanya dan menjawab secara lisan berbagai Informasi tentang teks fungsional pendek berbentuk undangan</li> </ul> <p>1. Bertanya dan menjawab berbagai informasi secara lisan dalam teks pendek berbentuk : - <i>Recount</i></p> <p>2. Melakukan monolog Pendek berbentuk <i>recount</i></p>			<p><i>or event that happened to you yesterday and tell us about it.</i></p>	<p>4 x 40 menit</p>	<p>topik</p> <p>3. Benda sekitar</p> <p>1. Buku teks Relevan</p> <p>2. Koran /majalah</p> <p>3. Gambar peristiwa</p>	<p>Kreatif, komunikatif</p>
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### Standar Kompetensi : Membaca

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Waktu	Sumber Belajar	Karakter
				Teknik	Bentuk Instrumen	Contoh Instrumen			
<p>5.1. . Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk <i>descriptive</i> dan <i>recount</i> pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</p> <p>5.2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang</p>	<p>Teks fungsional pendek berupa: Undangan</p> <p>-Makna gagasan</p> <p>-Makna tekstual teks <i>descriptive</i> dan <i>recount</i></p> <p>-Langkah retorika teks</p>	<p>1. Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk “undangan”</p> <p>2. Mendengarkan undangan yang dibacakan guru/ teman dengan cermat</p> <p>3. membaca nyaring teks fungsional pendek undangan dengan percaya diri</p> <p>4. menjawab pertanyaan tentang isi teks fungsional pendek “undangan”</p> <p>5. Menyebutkan tujuan komunikatif teks fungsional pendek “undangan”</p> <p>6. Menjawab pertanyaan ciri kebahasaan teks fungsional pendek “undangan”</p> <p>1. Tanya jawab i hal terkait /topik bacaan</p>	<p>*Membaca dengan nyaring dan bermakna teks fungsional pendek berbentuk undangan</p> <p>*.Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk undangan</p> <p>*.Mengidentifikasi fungsi sosial teks fungsional pendek berbentuk undangan</p> <p>*.Mengidentifikasi ciri kebahasaan teks fungsional pendek berbentuk undangan</p> <p>*.Makna gagasan</p> <p>*Makna tekstual dalam teks <i>descriptive</i> dan <i>recount</i></p>	<p>Tes lisan</p> <p>Tes tertulis</p> <p>Tes tulis</p>	<p>Membaca nyaring</p> <p>Uraian</p> <p>PG</p> <p>Membaca nyaring</p>	<p>-<i>Read the the text aloud and clearly.</i></p> <p>-<i>Answer the Following uestions based on the text</i></p> <p>-<i>Choose the best option based on the text.</i></p> <p>-<i>Read the text aloud.</i></p>	<p>2 x 40m enit</p> <p>4 x 40m</p>	<p>1. Buku teks relevan</p> <p>2. Gambar terkait tema/topik</p> <p>3. Benda sekitar</p> <p>1. Buku teks relevan</p> <p>2. Koran</p>	<p>Percaya diri</p> <p>Kreatif, cermat, komunikatif mandiri</p> <p>Rasa ingin</p>

berkaitan dengan lingkungan sekitar  5.3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>	descriptive dan <i>recount</i> -Tujuan komunikatif teks <i>descriptive</i> dan <i>recount</i> -Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i>	2. Review kosakata dan tatabahasa terkait jenis teks <i>descriptive/recount</i> 3. Membaca teks <i>descriptive/recount</i> dengan rasa ingin tahu 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menjawab pertanyaan tentang tujuan komunikatif dan langkah retorika teks <i>descriptive/recount</i> 6. Menyebutkan ciri-ciri Kebahasaan teks yang dibaca dengan antusias	*Langkah retorika teks <i>descriptive</i> dan <i>recount</i> *Tujuan komunikatif teks <i>descriptive</i> dan <i>recount</i> *Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i>	Tes lisan			enit	majalah 3. Gambar peristiwa/templat 4. Lingkungan sekitar	tahu antusias
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S K. 6.: **Menulis** : Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Waktu	Sumber Belajar	Karakter
				Teknik	Bentuk Instrumen	Contoh Instrumen			
6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	Teks fungsional pendek berupa : - Undangan - Pengumuman - Pesan Singkat	1. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 2. Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional 3. Menulis kalimat sederhana terkait jenis teks 4. Menulis teks fungsional pendek berdasarkan konteks dengan kreatif dan komunikatif	<ul style="list-style-type: none"> <li>Melengkapi rumpang teks fungsional pendek</li> <li>Meyusun kata menjadi teks fungsional yang bermakna</li> <li>Menulis teks fungsional pendek</li> </ul>	Tes tulis	Essay <i>Completion</i> <i>Jumbled sentences</i> <i>Essay</i>	1. <i>Write simple sentences based on the situation given.</i> 2. <i>Write an invitation/ an announcement / message based on the situation given.</i> <ul style="list-style-type: none"> <li><i>Complete the paragraph using the suitable words.</i></li> <li><i>Rearrange the following sentences correctly.</i></li> </ul>	2 x 40 menit	1. Buku teks relevan, contoh undangan, pengumuman, SMS 2. Gambar relevan	Kreatif Cermat Komunikatif

<p>6.2.Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>de-scriptive</i> dan <i>procedure text</i></p>	<p>Teks rumpang berbentuk - <i>descriptive</i> - <i>procedure text</i></p>	<ol style="list-style-type: none"> <li>1. Review Ungkapan ungkapan yang mendeskripsikan benda, orang atau tempat.</li> <li>2. Menulis kalimat yang Mendeskripsikan benda, tempat, orang atau binatang berdasarkan gambar/realia.</li> <li>3. Melengkapi rumpang dalam teks deskriptif dengan kata yang tepat.</li> <li>4. Menyusun kalimat acak menjadi teks deskriptif yang terpadu.</li> <li>5. Membuat draft teks deskriptive secara mandiri.</li> <li>6. Mengekspos teks descriptive yang ditulis di kelas dengan mandiri dan percaya diri</li> <li>7. Menulis teks procedure text tentang cara membuat sesuatu yang biasa dilakukan dalam kegiatan sehari-hari.</li> </ol>	<ul style="list-style-type: none"> <li>• Melengkapi rumpang teks essai pendek berbentuk <i>descriptive</i></li> <li>• Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>descriptive</i></li> <li>• Menulis teks essai dalam bentuk <i>procedure text</i> dengan memperhatikan struktur teks, kosakata, tanda baca, ejaan, serta tata tulis yang tepat dan benar.</li> </ul>	<p>Tes tulis</p>	<p>Essay <i>Completion</i> <i>Jumbled sentences</i> <i>Essay</i></p>	<ul style="list-style-type: none"> <li>• <i>Write an essay describing something or a certain place.</i></li> <li>• <i>Write an essay procedure text, how to make something.</i></li> </ul>	<p>4 x 40 menit</p>	<ol style="list-style-type: none"> <li>1. Buku teks yang relevan</li> <li>2. Gambar terkait tema/topik</li> <li>3. Benda-benda sekitar</li> </ol>	<p>Kreatif Cermat Komunikatif Percaya diri Mandiri</p>
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Mengetahui

Kepala SMPN 8 Metro

**SLAMET, S.Pd**  
NIP.196312041986021002

Metro, 13 Juli 2017

Guru Bahasa Inggris

**A. YUWONO, S.Pd**  
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## **RENCANA PELAKSANAAN PEMBELAJARAN (I) (RPP)**

**Satuan Pendidikan** : SMP Negeri 8 Metro  
**Kelas/semester** : VIII/I  
**Mata Pelajaran** : Bahasa Inggris  
**Materi pokok** : Text Procedure  
**Alokasi waktu** : 4x40 menit.  
**Pertemuan** : 1 dan 2

### **A. Kompetensi Inti :**

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### **B. Kompetensi Dasar**

- 6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar
- 6.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan procedure text.

### **C. Indikator Pencapaian**

1. Menulis teks esai dalam bentuk procedure text dengan memperhatikan struktur teks, kosakata, tanda baca, ejaan, serta tata tulis yang tepat dan benar.

#### D. Tujuan pembelajaran

Pada akhir pembelajaran peserta didik diharapkan:

1. Menjelaskan tujuan, struktur dan kebahasaan dari procedure text.
2. Menulis procedure text sederhana tentang cara membuat sesuatu yang biasa dilakukan dalam kehidupan sehari-hari.

#### E. Materi pembelajaran

##### 1. Materi Pertemuan ke I

##### **Procedure Text**

Teks prosedur adalah sebuah jenis teks yang menunjukkan bagaimana cara membuat sesuatu secara lengkap. Struktur teks ini didominasi dengan kalimat perintah, karena teks prosedur adalah sebuah instruksi. Biasanya dalam teks prosedur dijelaskan bahan-bahan atau peralatan yang dibutuhkan. Setelah itu akan dijelaskan satu persatu langkah dalam membuat sesuatu.

- Social Function of Procedure Text

Tujuan dari teks ini adalah untuk menjelaskan bagaimana cara membuat atau mengoperasikan sesuatu dengan langkah-langkah yang jelas dan berurutan.

- Generic Structure of Procedure Text:

1. Goal: menunjukkan tujuan si penulis (How to make...)
2. Material: Menjelaskan bahan-bahan atau peralatan yang dibutuhkan
3. Steps: Menjelaskan langkah-langkah pembuatan dari awal hingga akhir.

- Ciri kebahasaan yang sering digunakan dalam teks prosedur adalah:

1. Menggunakan kata hubung temporal
2. Menggunakan kalimat perintah (Stir, put, pour, mix, etc.)
3. Menggunakan kalimat simple present tense
4. Menggunakan angka bertingkat (firsts, second, finally, etc.)

Example : **How to Make Warm Tea**



**Ingredients:**

- Warm Water.
- Tea Bags
- Sugar

**Steps:**

- Boil a kettle of water
- take the glass and pour warm water into it.
- Put the tea bags in glass with warm water.
- Dowse and pull the tea bags
- add the sugar to the glass
- Stir the water slowly to make the water, the sugar, and the tea mixed.
- The hot tea is ready to be enjoyed

**2. Materi Pertemuan ke-2*****Unsur Kebahasaan***

- Action verb (stir, pour, mix, dll)
- Temporal conjunction (first, second, finally, dll)
- Simple present tense (eats, like, dll)

**F. Model / Metode Pembelajaran**

1. Strategi : Silent Demonstration Strategy

**G. Sumber / Media Pembelajaran**

1. Sumber : Buku Paket Siswa (LKS), Buku guru.
2. Media : picture.
3. Alat : Marker, white board, alat peraga prosedur.

**A. Kegiatan Pembelajaran****Pertemuan Ke I**

<b>Kegiatan</b>	<b>Deskripsi Kegiatan</b>	<b>Alokasi Waktu</b>
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>• Guru masuk ke kelas langsung menyapa dan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta</li> <li>• Guru memotivasi siswa dan mengucapkan kalimat “good morning students”, pastikan semua peserta didik menjawab kembali</li> <li>• Mengingatkan kembali materi pelajaran yang sudah diajarkan dan kemudian membahas materi yang akan diajarkan.</li> </ul>	10 menit

<p style="text-align: center;"><b>Inti</b></p>	<p><b><u>Mengamati</u></b> Guru meminta peserta didik untuk mengamati teks yang berkaitan dengan materi yang ada di buku.</p> <p><b><u>Menanya</u></b> Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p><b><u>Mengumpulkan informasi</u></b> Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks prosedur tentang cara membuat sesuatu yang biasa dilakukan dalam kegiatan sehari-hari secara sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. Siswa membaca semua teks prosedur yang telah terkumpul tsb. secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:</p> <ul style="list-style-type: none"> <li>• Struktur teks dari teks prosedur.</li> <li>• Bertanya jawab secara rinci tentang fungsi sosial (tujuan, topik, dan manfaat).</li> <li>• kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan.</li> </ul> <p><b><u>Mengasosiasi</u></b> Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks prosedur tentang cara membuat sesuatu yang biasa dilakukan dalam kegiatan sehari-hari secara sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <p><b><u>Mencoba</u></b></p> <ul style="list-style-type: none"> <li>• Siswa membuat beberapa teks prosedur sangat pendek dan sederhana tentang cara membuat sesuatu yang biasa dilakukan dalam kegiatan sehari-hari secara sederhana dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).</li> <li>• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> </ul>	<p style="text-align: center;">60 menit</p>
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	<p><b><u>Refleksi</u></b></p> <ul style="list-style-type: none"> <li>• Peserta didik bersama guru membuat kesimpulan hasil pembelajaran.</li> <li>• Guru memberi apresiasi terhadap hasil kerja siswa. Guru memberikan tugas yang terkait dengan materi.</li> <li>• Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah dilaksanakan.</li> </ul>	10 menit
<b>Penutup</b>	<p><b><u>Menyimpulkan</u></b></p> <ul style="list-style-type: none"> <li>• Siswa bersama sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini.</li> <li>• Guru memberikan tugas kepada siswa tentang materi yang sudah dijelaskan.</li> <li>• Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya.</li> <li>• Bersama-sama menutup pelajaran dengan berdoa.</li> </ul>	10 Menit

### Pertemuan Ke II

<b>Kegiatan</b>	<b>Deskripsi Kegiatan</b>	<b>Alokasi Waktu</b>
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>• Guru masuk ke kelas langsung menyapa dan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta</li> <li>• Guru memotivasi siswa dan mengucapkan kalimat “good morning students”, pastikan semua peserta didik menjawab kembali</li> <li>• Mengingatkan kembali materi pelajaran yang sudah diajarkan dan kemudian membahas materi yang akan diajarkan.</li> </ul>	10 menit
<b>Inti</b>	<p><b><u>Mengamati</u></b> Guru meminta peserta didik untuk mengamati teks yang berkaitan dengan materi yang ada di buku.</p> <p><b><u>Menanya</u></b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</li> <li>• Dengan menggunakan bahasa yang santun, siswa menanyakan informasi yang</li> </ul>	60 menit

	<p>berhubungan dengan teks prosedur.</p> <p><b><u>Mengumpulkan informasi</u></b>          Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks prosedur tentang cara membuat sesuatu yang biasa dilakukan dalam kegiatan sehari-hari secara sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. Siswa membaca semua teks prosedur yang telah terkumpul tsb. secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:</p> <ul style="list-style-type: none"> <li>• Struktur teks dari teks prosedur.</li> <li>• Bertanya jawab secara rinci tentang fungsi sosial (tujuan, topik, dan manfaat).</li> <li>• kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan.</li> </ul> <p><b><u>Mengasosiasi</u></b>          Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <p><b><u>Mencoba</u></b></p> <ul style="list-style-type: none"> <li>• Siswa membuat beberapa teks prosedur sangat pendek dan sederhana tentang cara membuat sesuatu yang biasa dilakukan dalam kegiatan sehari-hari secara sederhana dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).</li> <li>• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> </ul>	
	<p><b><u>Refleksi</u></b></p> <ul style="list-style-type: none"> <li>• Peserta didik bersama guru membuat kesimpulan hasil pembelajaran.</li> <li>• Guru memberi apresiasi terhadap hasil kerja siswa. Guru memberikan tugas yang terkait dengan materi.</li> <li>• Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah dilaksanakan.</li> </ul>	10 menit



**Collabulator**

**Metro, November 2017**

**Praktikan**

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**RENCANA PELAKSANAAN PEMBELAJARAN (I)  
(RPP)**

<b>Satuan Pendidikan</b>	<b>: SMP Negeri 8 Metro</b>
<b>Kelas/semester</b>	<b>: VIII/I</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Materi pokok</b>	<b>: Text Procedure</b>
<b>Alokasi waktu</b>	<b>: 4x40 menit.</b>
<b>Pertemuan</b>	<b>: 1 dan 2</b>

**I. Kompetensi Inti :**

5. Menghargai dan menghayati ajaran agama yang dianutnya
6. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
7. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
8. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**J. Kompetensi Dasar**

- 6.3 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar
- 6.4 Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *de-scriptive* dan *procedure text*

**K. Indikator Pencapaian**

2. Menulis teks esai dalam bentuk *procedure text* dengan memperhatikan struktur teks, kosakata, tanda baca, ejaan, serta tata tulis yang tepat dan benar.

## L. Tujuan pembelajaran

Pada akhir pembelajaran peserta didik diharapkan:

3. Menjelaskan tujuan, struktur dan kebahasaan dari procedure text.
4. Menulis procedure text sederhana tentang cara membuat sesuatu yang biasa dilakukan dalam kehidupan sehari-hari.

## M. Materi pembelajaran

### 3. Materi Pertemuan ke I

#### Procedure Text

Teks prosedur adalah sebuah jenis teks yang menunjukkan bagaimana cara membuat sesuatu secara lengkap. Struktur teks ini didominasi dengan kalimat perintah, karena teks prosedur adalah sebuah instruksi. Biasanya dalam teks prosedur dijelaskan bahan-bahan atau peralatan yang dibutuhkan. Setelah itu akan dijelaskan satu persatu langkah dalam membuat sesuatu.

- Social Function of Procedure Text

Tujuan dari teks ini adalah untuk menjelaskan bagaimana cara membuat atau mengoperasikan sesuatu dengan langkah-langkah yang jelas dan berurutan.

- Generic Structure of Procedure Text:

4. Goal: menunjukkan tujuan si penulis (How to make...)
5. Material: Menjelaskan bahan-bahan atau peralatan yang dibutuhkan
6. Steps: Menjelaskan langkah-langkah pembuatan dari awal hingga akhir.

- Ciri kebahasaan yang sering digunakan dalam teks prosedur adalah:

5. Menggunakan kata hubung temporal
6. Menggunakan kalimat perintah (Stir, put, pour, mix, etc.)
7. Menggunakan kalimat simple present tense
8. Menggunakan angka bertingkat (first, second, finally, etc.)

Example : **How to Make Orange Juice**



#### Ingredients :

- Oranges
- sugar
- ice cubes

#### Directions

- First, Rinse the oranges
- Second, Peel the oranges and slice them
- third, Place the sliced oranges into the blender or grinder

- next, add sugar and ice cubes.
- next, Grind or blend until they become smooth.
- then, Sieve the juice over a mesh strainer. Collect the juice in a vessel.
- last, Pour the collected orange juice into tall glasses and Serve it

#### 4. Materi Pertemuan ke-2

##### *Unsur Kebahasaan*

- Action verb (stir, pour, mix, dll)
- Temporal conjunction (first, second, finally, dll)
- Simple present tense (eats, like, dll)

#### N. Model / Metode Pembelajaran

2. Strategi : Silent Demonstration Strategy

#### O. Sumber / Media Pembelajaran

4. Sumber : Buku Paket Siswa (LKS), Buku guru.
5. Media : picture.
6. Alat : Marker, white board, alat peraga prosedur.

#### B. Kegiatan Pembelajaran

##### Pertemuan Ke I

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>• Guru masuk ke kelas langsung menyapa dan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta</li> <li>• Guru memotivasi siswa dan mengucapkan kalimat “good morning students”, pastikan semua peserta didik menjawab kembali</li> <li>• Mengingatkan kembali materi pelajaran yang sudah diajarkan dan kemudian membahas materi yang akan diajarkan.</li> </ul>	10 menit
<b>Inti</b>	<p><b><u>Mengamati</u></b> Guru meminta peserta didik untuk mengamati teks yang berkaitan dengan materi yang ada di buku.</p> <p><b><u>Menanya</u></b> Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p><b><u>Mengumpulkan informasi</u></b> Secara kolaboratif, siswa mencari dan mengumpulkan</p>	60 menit

	<p>beberapa teks prosedur tentang cara membuat sesuatu yang biasa dilakukan dalam kegiatan sehari-hari secara sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. Siswa membaca semua teks prosedur yang telah terkumpul tsb. secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:</p> <ul style="list-style-type: none"> <li>• Struktur teks dari teks prosedur.</li> <li>• Bertanya jawab secara rinci tentang fungsi sosial (tujuan, topik, dan manfaat).</li> <li>• kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan.</li> </ul> <p><b><u>Mengasosiasi</u></b></p> <p>Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks prosedur tentang cara membuat sesuatu yang biasa dilakukan dalam kegiatan sehari-hari secara sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <p><b><u>Mencoba</u></b></p> <ul style="list-style-type: none"> <li>• Siswa membuat beberapa teks prosedur sangat pendek dan sederhana tentang cara membuat sesuatu yang biasa dilakukan dalam kegiatan sehari-hari secara sederhana dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).</li> <li>• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> </ul>	
	<p><b><u>Refleksi</u></b></p> <ul style="list-style-type: none"> <li>• Peserta didik bersama guru membuat kesimpulan hasil pembelajaran.</li> <li>• Guru memberi apresiasi terhadap hasil kerja siswa. Guru memberikan tugas yang terkait dengan materi.</li> <li>• Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah dilaksanakan.</li> </ul>	10 menit

<b>Penutup</b>	<p><b><u>Menyimpulkan</u></b></p> <ul style="list-style-type: none"> <li>• Siswa bersama sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini.</li> <li>• Guru memberikan tugas kepada siswa tentang materi yang sudah dijelaskan.</li> <li>• Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya.</li> <li>• Bersama-sama menutup pelajaran dengan berdoa.</li> </ul>	10 Menit
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### Pertemuan Ke II

<b>Kegiatan</b>	<b>Deskripsi Kegiatan</b>	<b>Alokasi Waktu</b>
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>• Guru masuk ke kelas langsung menyapa dan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta</li> <li>• Guru memotivasi siswa dan mengucapkan kalimat “good morning students”, pastikan semua peserta didik menjawab kembali</li> <li>• Mengingat kembali materi pelajaran yang sudah diajarkan dan kemudian membahas materi yang akan diajarkan.</li> </ul>	10 menit
<b>Inti</b>	<p><b><u>Mengamati</u></b> Guru meminta peserta didik untuk mengamati teks yang berkaitan dengan materi yang ada di buku.</p> <p><b><u>Menanya</u></b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</li> <li>• Dengan menggunakan bahasa yang santun, siswa menanyakan informasi yang berhubungan dengan teks prosedur.</li> </ul> <p><b><u>Mengumpulkan informasi</u></b> Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks prosedur tentang cara membuat sesuatu yang biasa dilakukan dalam kegiatan sehari-hari secara sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. Siswa membaca semua teks prosedur yang telah terkumpul tsb. secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:</p>	60 menit

	<ul style="list-style-type: none"> <li>• Struktur teks dari teks prosedur.</li> <li>• Bertanya jawab secara rinci tentang fungsi sosial (tujuan, topik, dan manfaat).</li> <li>• kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan.</li> </ul> <p><b><u>Mengasosiasi</u></b></p> <p>Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <p><b><u>Mencoba</u></b></p> <ul style="list-style-type: none"> <li>• Siswa membuat beberapa teks prosedur sangat pendek dan sederhana tentang cara membuat sesuatu yang biasa dilakukan dalam kegiatan sehari-hari secara sederhana dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).</li> <li>• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> </ul>	
	<p><b><u>Refleksi</u></b></p> <ul style="list-style-type: none"> <li>• Peserta didik bersama guru membuat kesimpulan hasil pembelajaran.</li> <li>• Guru memberi apresiasi terhadap hasil kerja siswa. Guru memberikan tugas yang terkait dengan materi.</li> <li>• Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah dilaksanakan.</li> </ul>	10 menit
<b>Penutup</b>	<p><b><u>Menyimpulkan</u></b></p> <ul style="list-style-type: none"> <li>• Siswa bersama sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini.</li> <li>• Guru memberikan tugas kepada siswa tentang materi yang sudah dijelaskan.</li> <li>• Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya.</li> <li>• Bersama-sama menutup pelajaran dengan</li> </ul>	10 Menit

	berdoa.	
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**P. Teknik penilaian (scoring rubrics)**

No	Nama Siswa	Isi (0-20)	Organisasi (0-20)	Sintaksis (0-20)	KosaKata (0-20)	Mekanik (0-20)	Total

**Metro, November 2017**

**Collabulator**

**Praktikan**

**B. YUWONO, S.Pd**  
NIP.196807261997021002

**ANI YULIANTI**  
NPM. 1291257

**Mengetahui,**  
**Kepala SMP N 8 Metro**

**SLAMET, S.Pd**  
NIP.196312041986021002



**OBSERVATION SHEET  
OF STUDENTS' ACTIVITIES  
(CYCLE I)**

**Day/Date** :

**School** : SMP Negeri 8 Metro

**Class** : VIII.A

No	Student's Name	Activity				
		Paying Attention from Teacher's Explanation	Asking question to the teacher	Answering teacher's question	Giving an idea	Present their result discussion
1	AMP	√		√	√	√
2	BFA	√	√			√
3	DAR	√	√	√	√	√
4	DWP	√			√	√
5	DQP		√	√	√	
6	DP	√	√		√	√
7	ELS	√	√	√		
8	ER		√		√	√
9	FDA	√	√	√	√	√
10	FA	√		√		
11	FAI		√		√	√
12	IH	√	√	√	√	√
13	JAS	√	√		√	
14	MNA		√	√		√
15	MNAP	√		√	√	√
16	PL		√	√		
17	PN			√	√	
18	RH	√		√	√	√
19	RF	√	√			√
20	R	√	√	√	√	√

21	RA			√	√	
22	SAYP		√	√	√	
23	SP	√	√			√
24	YR	√	√	√	√	
25	NS		√		√	√
26	FPH	√	√	√	√	√
27						
28						
29						
30						
TOTAL		<b>17</b>	<b>19</b>	<b>18</b>	<b>19</b>	<b>17</b>

**Collaborator**

**Researcher**

**A. YUWONO, S.Pd**  
**NIP.196807261997021002**

**ANI YULIANTI**  
**S.t.Number: 1291257**

**OBSERVATION SHEET  
OF STUDENTS' ACTIVITIES  
(CYCLE II)**

**Day/Date** :

**School** : SMP Negeri 8 Metro

**Class** : VIII.A

No	Student's Name	Activity				
		Paying Attention from Teacher's Explanation	Asking question to the teacher	Answering teacher's question	Giving an idea	Present their result discussion
1	AMP	√		√	√	√
2	BFA		√	√	√	√
3	DAR	√	√	√	√	√
4	DWP	√		√	√	√
5	DQP	√		√	√	
6	DP	√	√		√	√
7	ELS		√	√		√
8	ER	√	√		√	√
9	FDA	√	√		√	√
10	FA	√	√	√	√	
11	FAI	√	√	√		√
12	IH	√	√	√	√	√
13	JAS	√	√		√	√
14	MNA	√	√	√		√
15	MNAP	√		√	√	√
16	PL		√	√	√	√
17	PN	√	√	√	√	
18	RH	√		√	√	√
19	RF	√	√			√
20	R	√	√	√	√	√

21	RA	√		√	√	
22	SAYP	√	√	√	√	
23	SP	√	√	√	√	√
24	YR	√	√	√	√	
25	NS		√	√	√	√
26	FPH	√	√	√	√	√
27						
28						
29						
30						
TOTAL		22	20	21	22	20

**Collaborator**

**Researcher**

**A. YUWONO, S.Pd**  
**NIP.196807261997021002**

**ANI YULIANTI**  
**S.t.Number: 1291257**

**OBSERVATION SHEET  
OF STUDENTS' ACTIVITIES  
(CYCLE II)**

**Day/Date** :

**School** : SMP Negeri 8 Metro

**Class** : VIII.A

No	Student's Name	Activity				
		Paying Attention from Teacher's Explanation	Asking question to the teacher	Answering teacher's question	Giving an idea	Present their result discussion
1	AMP					
2	BFA					
3	DAR					
4	DWP					
5	DQP					
6	DP					
7	ELS					
8	ER					
9	FDA					
10	FA					
11	FAI					
12	IH					
13	JAS					
14	MNA					
15	MNAP					
16	PL					
17	PN					
18	RH					
19	RF					
20	R					
21	RA					

22	SAYP					
23	SP					
24	YR					
25	NS					
26	FPH					
27						
28						
29						
30						
<b>Total</b>						

**Collaborator**

**Researcher**

**A. YUWONO, S.Pd**  
**NIP.196807261997021002**

**ANI YULIANTI**  
**S.t.Number: 1291257**

Name :  
 Class :  
 Student number :

**WORKSHEET**  
**TEST OF FREE WRITING PROCEDURE TEXT**  
**(pre –test of writing ability)**

Subject : English

Kind of text : Procedure Text

Time Allotment : : 45 minutes

Instruction :

1. Write your name and class on the top of the paper.
2. Make a simple procedure text by arranging the steps plant a flower in a good order!!
  - a. Strain the tea use the strainer
  - b. Boil the water
  - c. Turn off the flame and add the lemon juice and sugar to it and stir it well until the sugar dissolves completely.
  - d. Add the tea powder and let it simmer for about 1,5 minutes
  - e. Pour the tea into the glass.

The procedure text

How to make lemon tea?

Follow the steps below:

- a. ....
  - b. ....
  - c. ....
  - d. ....
  - e. ....
3. The duration of writing is 45 minutes.
  4. If you need, you can open your dictionary.

**Instructions:**

- Boil the water
- Add the tea powder and let it simmer for about 1,5 minutes
- Turn off the flame and add the lemon juice and sugar to it and stir it well until the sugar dissolves completely.
- Strain the tea use the strainer
- Pour the tea into the glass

**Notes :** You can add the ice cube if you want to make iced lemon tea



Name :  
Class :  
Student number :

**WORKSHEET – Post Test 1**  
**TEST OF FREE WRITING PROCEDURE TEXT**  
**(CYCLE I)**

Subject : English

Kind of text : Procedure Text

Time Allocation : 45 minutes

Instruction :

1. Write your name and class on the top of the paper.
2. Write a procedure depends on the teacher demonstration.
3. The duration of writing is 45 minutes.
4. Write your job on a piece of paper.
5. If you need, you can open your dictionary.
6. You have to use simple present (imperative form).

Name :  
Class :  
Student number :

**WORKSHEET – POST TEST II**  
**TEST OF FREE WRITING PROCEDURE TEXT**  
**(CYCLE II)**

Subject : English

Kind of text : Procedure Text

Time Allotment : 45 minutes

Instruction :

1. Write your name and class on the top of the paper.
2. Write a procedure text depends on the topic below:
  - a. How to make a cup of tea
  - b. How to make a glass of orange juice
  - c. How to make a fried banana
3. Choose only one topic from the topic above.
4. The duration of writing is 45 minutes.
5. Write your job on a piece of paper.
6. If you need, you can open your dictionary.
7. You have to use simple present (imperative form).

### Procedure Text

Teks prosedur adalah sebuah jenis teks yang menunjukkan bagaimana cara membuat sesuatu secara lengkap. Struktur teks ini didominasi dengan kalimat perintah, karena teks prosedur adalah sebuah instruksi. Biasanya dalam teks prosedur dijelaskan bahan-bahan atau peralatan yang dibutuhkan. Setelah itu akan dijelaskan satu persatu langkah dalam membuat sesuatu.

#### ▪ Social Function of Procedure Text

Tujuan dari teks ini adalah untuk menjelaskan bagaimana cara membuat atau mengoperasikan sesuatu dengan langkah-langkah yang jelas dan berurutan.

#### ▪ Generic Structure of Procedure Text:

7. Goal: menunjukkan tujuan si penulis (How to make...)
8. Material: Menjelaskan bahan-bahan atau peralatan yang dibutuhkan
9. Steps: Menjelaskan langkah-langkah pembuatan dari awal hingga akhir.

#### ▪ Ciri kebahasaan yang sering digunakan dalam teks prosedur adalah:

9. Menggunakan kata hubung temporal
10. Menggunakan kalimat perintah (Stir, put, pour, mix, etc.)
11. Menggunakan kalimat simple present tense
12. Menggunakan angka bertingkat (first, second, finally, etc.)

Example : **How to Make Warm Tea**



#### Ingredients:

- Warm Water.
- Tea Bags
- Sugar

#### Steps:

- Boil a kettle of water
- take the glass and pour warm water into it.
- Put the tea bags in glass with warm water.
- Douse and pull the tea bags
- add the sugar to the glass
- Stir the water slowly to make the water, the sugar, and the tea mixed.
- The hot tea is ready to be enjoyed.

## How to Make Warm Tea



### Ingredients:

- Warm Water.
- Tea Bags
- Sugar

### Steps:

- Boil a kettle of water
- take the glass and pour warm water into it.
- Put the tea bags in glass with warm water.
- Dowse and pull the tea bags
- add the sugar to the glass
- Stir the water slowly to make the water, the sugar, and the tea mixed.
- The hot tea is ready to be enjoyed.

## How to make a glass of coffee



### Materials :

- water
- Sugar
- Coffee
- Glass,
- Spoon
- kettle

### Steps :

- boil the water First.
- Second, take two spoons of coffee and two spoons of sugar. put into a glass.
- Next, pour the hot water into a glass.
- Then, stir it gently.
- Finally, your coffee is ready to drink.

### How to Make Fried Banana



#### Ingredients :

- 750 grams banana
- 200 grams whole wheat flour
- 2 tablespoon palm sugar
- 1 teaspoon salt
- 450 ml water
- 125 grams rice flour

#### Steps :

- Cut bananas into square small pieces about 1 centimeter.
- Mix all flour + turmeric powder+ salt + palm sugar + water and stir until mixture.
- Add banana into flour dough.
- Using a table spoon make spoonfull balls and drop them into the saucepan.
- Fry for about 4 minutes or until lightly brown and repeat until all done.

### How to Make Lemon Tea



#### Ingredients:

- 1 tablespoon Tea Powder
- 1 tablespoon Lemon Juice
- 2 tablespoons Sugar or as needed
- 2 cups Water

#### Instructions:

- Boil the water.
- Add the tea powder and let it simmer for about 1,5 minutes.
- Turn off the flame and add the lemon juice and sugar to it and stir it well until the sugar dissolves completely.
- Strain the tea use the strainer.
- Pour the tea into the glass.

## How to Make Orange Juice



### Ingredients

- Oranges
- sugar
- ice cubes

### Directions

- First, Rinse the oranges.
- Second, Peel the oranges and slice them.
- third, Place the sliced oranges into the blender or grinder.
- next, add sugar and ice cubes.
- next, Grind or blend until they become smooth.
- then, Sieve the juice over a mesh strainer. Collect the juice in a vessel.
- last, Pour the collected orange juice into tall glasses and Serve it.

## How to Make Omlette



### Ingredients :

- eggs
- Shredded cheese
- 1/2 tablespoon butter

### Steps :

- Crack 2 eggs and whisk together until thoroughly blended.
- Pre-heat a nonstick skillet over medium heat
- add butter, once melted, add the egg mixture and cook for 5 minutes.
- Continue shaping the omelette with your spatula.
- Add the cheese , then fold gently the empty half over.



## **Documentation**

Instrument which will be used in documentation guidance, as follow:

1. Documentation about historical background of SMP N 8 Metro.
2. Documentation about structural organization of SMP N 8 Metro.
3. Documentation about facilities of SMP N 8 Metro.
4. Documentation about sketch of location SMP N 8 Metro.
5. Documentation about condition of teachers and official employees of SMP N 8 Metro.
6. Documentation about students of SMP N 8 Metro.





**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) JURAI SIWO METRO  
JURUSAN TARBIYAH**

*Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro. Telp (0<sup>725</sup>) 4150<sup>7</sup>*

Nomor : Sti.13/JST/PP.00.9/2100/2016  
Lamp : -  
Hal : **IZIN PRA SURVEY**

Metro. 09 September 2016

*Kepada Yth.,*  
Kepala Sekolah SMP Negeri 8 Metro  
Di -  
Tempat

*Assalamu 'alaikum Wr. Wb.*

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Ani Yulianti  
NPM : 1291257  
Jurusan : Tarbiyah  
Prodi : PBI  
Judul : Increasing The Students' Ability in Procedure Text Writing  
Through Silent Demonstration at the Eight Grade of State  
Junior School 8 Metro in Academic Year 2016/2017

Untuk melakukan *PRA SURVEY* di SMP Negeri 8 Metro.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

*Wassalamu 'alaikum Wr. Wb.*

Ketua Jurusan

Dr. Hj. Akla. M.Pd  
NIP. 19691008 200003 2 005



PEMERINTAH KOTA METRO  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMP NEGERI 8 METRO**



Alamat: Jl. Anggrek 5, 23 A Karang Rejo Kec. Metro Utara Email: smp8metro@gmail.com

Nomor : 1067/1.12.3/SMP.08/KS/2016  
Lampiran : -  
Perihal : **IZIN PRA SURVEY**

Kepada

Yth. Ketua Jurusan Tarbiyah Sekolah Tinggi Agama Islam Negeri (STAIN) Metro

Di

Tempat

Dengan Hormat,

Yang bertanda tangan di bawah ini:

Nama : SLAMET, S.Pd  
NIP : 196312041986021002  
Jabatan : Kepala SMP Negeri 8 Metro

Memberikan izin kepada:

Nama : ANI YULIANTI  
NPM : 1291257  
Jurusan : Tarbiyah  
Judul : *"INCREASING THE STUDENTS ABILITY IN PROCEDURE TEXT WRITING THROUGH SILENT DEMONSTRATION AT THE EIGHT GRADE OF STATE JUNIOR HIGH SCHOOL 8 METRO IN ACADEMIC YEAR 2016/2017."*

Untuk melakukan PRA SURVEY di SMP Negeri 8 Tahun Pelajaran 2016/2017

Demikian surat ini kami sampaikan, untuk dapat dipergunakan sebagaimana mestinya.

Metro, 9 September 2016  
Kepala SMP Negeri 8 Metro



**SLAMET, S.Pd**  
NIP 196312041986021002



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id), e-mail: [iaim@metrouniv.ac.id](mailto:iaim@metrouniv.ac.id)

Nomor : B-2784/In.28.1/J/TL.00/11/2017  
Lamp : -  
Hal : **BIMBINGAN SKRIPSI**

24 November 2017

Kepada Yth:

1. Ahmad Subhan Roza, M.Pd.
2. Syahreni Siregar, M.Hum.

Dosen Pembimbing Skripsi

Di -

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Ani Yulianti  
NPM : 1291257  
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
  - a. Dosen pembimbing I bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
  - b. Dosen Pembimbing II bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
  - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
  - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan saudara kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*



Ketua Jurusan TBI,

Ahmad Subhan Roza, M.Pd.

NIP. 197506102008011014



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-2904/In.28/D.1/TL.01/11/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
menugaskan kepada saudara:

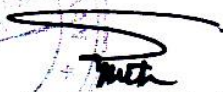
Nama : ANI YULIANTI  
NPM : 1291257  
Semester : 11 (Sebelas)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP NEGERI 8 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING THE STUDENTS' ABILITY IN WRITING PROCEDURE TEXT THROUGH SILENT DEMONSTRATION STRATEGY AT THE EIGHT GRADE OF STATE JUNIOR HIGH SCHOOL 8 METRO".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 29 November 2017

Mengetahui,  
Pejabat Setempat

  
SLAMET, S.Pd  
NIP. 196312041986021002





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-2905/In.28/D.1/TL.00/11/2017  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMP NEGERI 8 METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-2904/In.28/D.1/TL.01/11/2017, tanggal 29 November 2017 atas nama saudara:

Nama : **ANI YULIANTI**  
NPM : **1291257**  
Semester : **11 (Sebelas)**  
Jurusan : **Pendidikan Bahasa Inggris**

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 8 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING THE STUDENTS' ABILITY IN WRITING PROCEDURE TEXT THROUGH SILENT DEMONSTRATION STRATEGY AT THE EIGHT GRADE OF STATE JUNIOR HIGH SCHOOL 8 METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*





PEMERINTAH KOTA METRO  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMP NEGERI 8 METRO**



Alamat: Jl. Angrek 5, Karang Rejo 23 A Metro Utara Email: smp8metro@gmail.com

Nomor : 3004 / 1.12.3/ SMP.08/ KS/ 2017  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada

Yth. Ketua Jurusan Pendidikan Bahasa Inggris Institut Agama Islam Negeri (IAIN) Metro  
Di

Tempat

Dengan Hormat,

Yang bertanda tangan di bawah ini:

Nama : SLAMET, S.Pd  
NIP : 196312041986021002  
Pangkat/Gol : Pembina Tk I/ IV b  
Jabatan : Kepala SMP Negeri 8 Metro

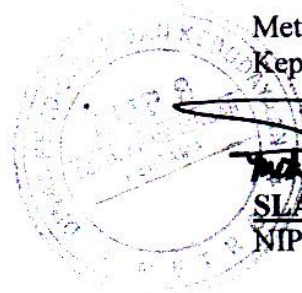
Memberikan izin kepada:

Nama : ANI YULIANTI  
NPM : 1291257  
Jurusan : Tarbiyah  
Judul : *"INCREASING THE STUDENTS ABILITY IN WRITING PROCEDURE  
TEXT THROUGH SILENT DEMONSTRATION STRATEGY AT THE  
EIGHT GRADE OF STATE JUNIOR HIGH SCHOOL 8 METRO.*

Untuk mengadakan Research/ Survey guna menyelesaikan Tugas Akhir/Skripsi di SMP Negeri 8 Metro Tahun Pelajaran 2017/2018.

Demikian surat ini kami sampaikan, untuk dapat dipergunakan sebagaimana mestinya.

Metro, 29 November 2017  
Kepala SMP Negeri 8 Metro



**SLAMET, S.Pd**  
NIP 196312041986021002



PEMERINTAH KOTA METRO  
DINAS PENDIDIKAN, KEBUDAYAAN, PEMUDA DAN OLAH RAGA  
SMP NEGERI 8 METRO



Alamat : Jl. Anggrek 5, Kel. Karangrejo 23 A Kec. Metro Utara Email: smp8metro@gmail.com

NO : 1295 / 1.12.3/SMP.08/KS/ 2017  
Perihal : Izin Research  
Lamp : -

Kepada  
Yth. Wakil Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro

Yang bertandatangan di bawah ini:

Nama : SLAMET, S.Pd  
NIP : 196312041986021002  
Pangkat / Gol : Pembina Tk I/ IV B  
Jabatan : Kepala SMP Negeri 8 Metro

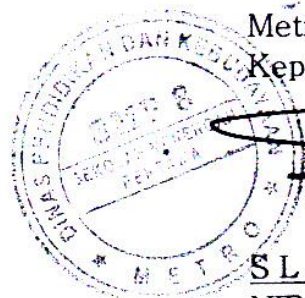
Dengan ini menyatakan bahwa Mahasiswa di bawah ini:

Nama : ANI YULIANTI  
NPM : 1291257  
Jurusan : Tarbiyah  
Judul : *"INCREASING THE STUDENTS ABILITY IN WRITING  
PROCEDURE TEXT THROUGH SILENT DEMONSTRATION  
STRATEGY AT THE EIGHT GRADE OF STATE JUNIOR  
HIGH SCHOOL 8 METRO.*

Telah melaksanakan Observasi pada tanggal 30 November s.d 12 Desember 2017 di SMP Negeri 8 Metro.

Demikian surat ini kami sampaikan, untuk dapat dipergunakan sebagaimana mestinya.

Metro, 12 Desember 2017  
Kepala SMP Negeri 8 Metro



SLAMET, S.Pd  
NIP. 196312041986021002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-0222/In.28/S/OT.01/02/2018**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : ANI YULIANTI  
NPM : 1291257  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 1291257.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



Metro, 05 Februari 2018  
Kepala Perpustakaan,

*[Signature]*  
Drs. Mokhtari Sudin, M.Pd.  
NIP. 195808311981031001





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Ani Yulianti  
NPM : 1291257

Jurusan : TBI  
Semester : XI

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Tuesday 27/03/18		✓	Revise chapter IV	
2	wednesday 28/3/18		✓	Acc and Continue to the first sponsor	

Mengetahui  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Syahreni Siregar, M.Hum.**  
NIP. 19760814 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Ani Yulianti  
NPM : 1291257

Jurusan : TBI  
Semester : XI

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
			✓	Revisi the Content of Chapter 10	
			✓	Revisi Abstrak.	
			✓	A. Muzgah.	

Mengetahui  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014

## SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : ANI YULIANTI

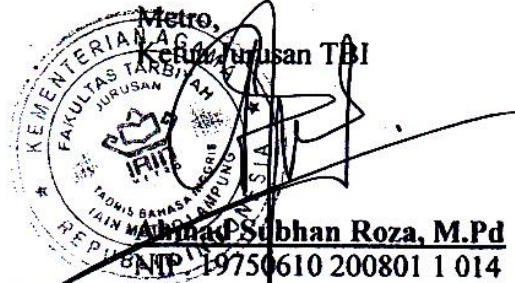
NPM : 1291257

Fakultas : TARBIYAH

Jurusan : TBI

Angkatan :

Telah menyerahkan buku berjudul LEARNING TEACHING (JIM SCRIVENER)



## **CURRICULUM VITAE**

Ani Yulianti was born in Sidodadi, July 21<sup>th</sup>, 1994. She is the second daughter of Mr. Suroto and Mrs. Supriyati.



She graduated from TK Pertiwi Sidodadi in 2000. Then, in 2006 she graduated from SDN 03 Sidodadi, and finished her junior high school at SMPN 02 Metro in 2009, she continued her study at SMA Yos Sudarso Metro and graduated in 2012. Then, in order to pursue her bachelor degree in English Education she continued her study at IAIN Metro.