

AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS' ABILITY IN WRITING
PROCEDURE TEXT BY USING CARD SORT TECHNIQUE
AMONG THE TENTH GRADE AT SMK MUHAMMADIYAH
SEKAMPUNG EAST LAMPUNG**



By:

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ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H / 2018 M**

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PROCEDURE TEXT BY USING CARD SORT TECHNIQUE
AMONG THE TENTH GRADE AT SMK MUHAMMADIYAH
SEKAMPUNG EAST LAMPUNG**

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

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H / 2018 M**



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NOTIFICATION LETTER

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To: The Honorable
The Dean of Faculty of Tarbiyah and Teacher Training
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Assalamu'alaikum Wr.Wb.

We have given guidance and enough improvement to the undergraduate thesis proposal, which is written by:

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SMK MUHAMMADIYAH SEKAMPUNG EAST LAMPUNG

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. Thanks you very much.

Wassalamu'alaikum Wr.Wb

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Sudah kami dapat setuju dan dapat diajukan untuk di munaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb

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RATIFICATION PAGE

No: B - 4063/17-28-1/0/PP-00.9/12/2018

An Undergraduated Thesis entitled, IMPROVING THE STUDENT'S ABILITY IN WRITING PROCEDURE TEXT BY USING CARD SORT TECHNIQUE AMONG THE TENTH GRADE AT SMK MUHAMMADIYAH SEKAMPUNG EAST LAMPUNG, written by Andri Suswanti, students number 14120947, English Education Department, had been examined (Munaqosah) in Tarbiyah Department on Wednesday, November 28th 2018 at 08.30 – 10.30 p.m.

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Examiner 1 : Dr. Umi Yawisah M. Hum

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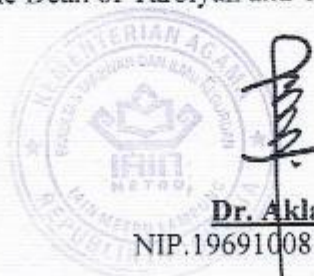

(.....)

(.....)

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ABSTRACT

IMPROVING THE STUDENTS' ABILITY IN WRITING PROCEDURE TEXT BY USING CARD SORT TECHNIQUE AMONG THE TENTH GRADE AT SMK MUHAMMADIYAH SEKAMPUNG EAST LAMPUNG

**By:
ANDRI SUSWANTI**

The main goal of this classroom action research is to find out whether the use of card sort technique could improve the students' procedure text writing ability of the tenth grade in SMK Muhammadiyah Sekampung East Lampung.

This research is classroom action research, it was a research where the researcher who want using this research must be involved the processing of learning directly, and then after the researcher conducted the last cycle the researcher made the conclusion that the research has been done. The classroom action research conducted in SMK Muhammadiyah sekampung East Lampung by the two cycle. In this research each cycle consist of planning, acting, observing, and reflecting. The subjects of this research were 38 students of the tenth grade in SMK Muhammadiyah Sekampung East Lampung. In collecting of data research is used the test (pre-test, post-test I and post-test II), observation, documentation, and field note.

The finding of the research were card sort technique could improve the students' procedure text writing ability at the tenth grade of SMK Muhammadiyah Sekampung East Lampung. This fact can be showed from their average score in pre-test were 53, in post test I were 64 and became 74 in post-test II. It means that there was significant improvement of using card sort technique on the students' procedure text writing ability at the tenth grade of SMK Muhammadiyah Sekampung East Lampung. The conclusion that card sort technique is one technique that can be used improve students' procedure text writing ability.

Key Word: Writing Procedure Text, Card Sort Technique.

ABSTRAK

PENINGKATAN KEMAMPUAN SISWA MENULIS TEKS PROSEDUR DENGAN MENGGUNAKAN TEKNIK CARD SORT DI KELAS SEPULUH SMK MUHAMMADIYAH SEKAMPUNG LAMPUNG TIMUR

**Oleh:
ANDRI SUSWANTI**

Tujuan penelitian tindakan kelas ini adalah untuk menemukan apakah teknik card sort dapat meningkatkan kemampuan menulis teks prosedur siswa kelas sepuluh di SMK Muhammadiyah Sekampung Lampung Timur.

Penelitian ini adalah penelitian tindakan kelas, dimana seseorang peneliti yang ingin melakukan penelitian ini harus secara langsung mengamati proses pembelajaran secara langsung, dan kemudian setelah peneliti menyelesaikan siklus terakhir maka peneliti dapat membuat kesimpulan bahwa penelitiannya telah selesai. Penelitian tindakan kelas ini telah dilaksanakan di SMK Muhammadiyah Sekampung Lampung Timur. Dalam penelitian ini setiap siklusnya terdiri dari perencanaan, tindakan, observasi, dan refleksi. Subjek penelitian ini adalah 30 siswa SMK Muhammadiyah Sekampung Lampung Timur. Dalam pengumpulan data penelitian menggunakan, tes (pre-test, post-test I dan post-test II), observasi, dokumentasi, dan catatan lapangan.

Temuan penelitian ini adalah teknik card sort dapat meningkatkan kemampuan menulis siswa kelas X SMK Muhammadiyah Sekampung Lampung Timur. Fakta ini dapat dilihat dari nilai rata-rata siswa pada pre-test adalah 53, pada post-test I adalah 64, dan menjadi 74 pada post-test II. Hal ini menunjukkan bahwa terdapat perbaikan yang signifikan dengan menggunakan teknik card sort terhadap kemampuan menulis siswa di kelas X SMK Muhammadiyah Sekampung Lampung Timur. Kesimpulannya bahwa teknik card sort adalah salah satu teknik yang dapat digunakan untuk meningkatkan kemampuan menulis teks prosedur siswa.

Kata Kunci: Menulis Teks Prosedur, Card Sort Technique.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Andri Suswanti

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from bibliographies mentioned.

Metro, September 2018



The writer



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LEMBAR PERNYATAAN KEASLIAN

Yang bertanda tangan dibawah ini:

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

Metro, September 2018

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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

“Indeed, with hardship [will be] ease”

(Qs. Al-Insyirah: 6)

“Try not to become a person success, but rather try to become a person of value”

-Albert Einstein-

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

My beloved parents, Mr. Zaenuri and Mrs. Mardiyah who always support me in their endless love protecting me since I was born and breathed for the first time in this world, thank you so much for everything. My beloved almamater State Institute for Islamic Studies of Metro.

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To start with, the writer would like to extend her gratitude to Allah SWT for blessing, health, and also mercy because the writer can finally accomplish an undergraduate thesis by title **“Improving The Students’ Ability in Writing Procedure Text By Using Card Sort Technique Among The Tenth Grade At SMK Muhammadiyah Sekampung East Lampung”**. Shalawat is also sent to Prophet Muhammad SAW who had delivered the truth to human beings in general and Muslim in particular.

In the second place, the writer would like to thank to Prof. Dr. Enizar, M.Ag as Rektor IAIN Metro, Dr. Akla, M.Pd as the Dean of the Faculty Tarbiyah and Teacher Training Faculty, Ahmad Subhan Roza, M.Pd as the Head of English Department. The writer’s thanks also goes to Mrs. Dr. Widhiya Ninsiana. M.Hum and Mr. Ahmad Subhan Roza, M.Pd. as the First and Second Advisor.

The writer realizes that this undergraduate thesis is nearly imperfect. Last but not least, I hope that the result of the research beneficial or contribute in teaching learning activity of English Language in SMK Muhammadiyah Sekampung East Lampung.

Metro, September 2018

Andri Suswanti
NPM. 14120947

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CHAPTER I

INTRODUCTION

A. Background of the Study

English has been widely used not only in oral communication but also in written language. It is used by all people in the world to communicate in such activities. In science, for example, it is used by people in creating literatures, or recording some knowledge so that other people get the point of information by using this written language. In social and culture, for other example, it is used to correspondent among people who has different language in some business and trade, advertisement, technology, education, and other activities in the world. In short, English is used by many people for many purposes, such in Indonesia it is used as a foreign language that becomes a compulsory subject in educational institution in all four basic skills; listening, speaking, reading, and writing.

In addition, the explanation above, writing is one of the English-language skills that is very important as a medium of human communication that represents language and emotion with signs and symbol. In most languages, writing is a complement to speech or spoken language. Writing has various forms and purposes that depends on the kinds of message delivered. It is very beneficial not only for the education side but also for politic, religion, economy, social, culture, and others. By having good writing performance. It is easy for writer to communicate the message through the written text.

In addition, writing is a meaningful language skill that is used to communicate or to transfer the message from the writer to the readers whenever and wherever they are. In the other words, through writing, the information is able to be transferred easily to the other people although the researcher is not in the same place with the readers. In order to be able to write the text in English well, there are many aspect that influence someone writing ability that include of internal and external aspects. Internal aspects that influence writing ability consist of intrinsic motivation and interest to write, learning habit, and learning style. Meanwhile, external aspects that influence writing ability consist of learning media, learning technique, and extrinsic motivation from parent, classmates, and society.

One of techniques in writing is card sort technique. The use of card sort for teaching writing procedure text can make students interest in learning process. The card sort technique was developed as a technique to identify how a learner or group of learners organize information in. It has many advantages in helping the learners to categorize what they have thought. Card sort technique can become one of the ways to improve students' writing ability of procedure text. The card sort technique is a meaningful technique that is used to identify how the learners organize information in memory. Therefore, the implementation of card sort technique is very relevant to be used to teach procedure text because by using card sort technique the students are instructed to rearrange each cards that contains the procedure text in to the right order.

In line with the complexity of writing above, a pre-survey had been done on 4th November 2017 at SMK Muhammadiyah Sekampung East Lampung. It known that the most difficult problem faced by the students are in writing. Minimum Mastery Criteria (MMC) of English subject is 70. The result of pre-survey can be seen from the following table:

Table 1
The Tenth Graders' Writing Ability of Procedure Text at SMK
Muhammadiyah Sekampung

No	MMC	Number of Students	Percentage	Category
1	≥ 70	15	39%	Pass
2	≤ 70	23	61%	Fail

Based on the table of pre-survey result above, it is investigated that 61% of the students have insufficient writing ability of procedure text. It is because there are 23 of 38 students who are not able to complete MMC grade. Meanwhile, the percentage of students that are able to write procedure text well is 39%. It is because there are just 15 of 38 students who are able to complete MMC grade. It means that most of the students have low writing ability of procedure text. They feel difficult in writing procedure text.

Based on all of the explanation above, the writer conducted a classroom action research entitled “Improving Students’ Procedure Text Writing Ability by Using Card Sort Technique at the Tenth Grade of SMK Muhammadiyah Sekampung East Lampung .”

B. Problem Identification

This research was done based on the problems that were identified by the writer. The problems that has been identified are as follow:

1. The students have lack vocabulary.
2. The students’ understanding are still low in using correct grammatical.
3. The students have lack motivation in writing the procedure text.
4. The students are still not able to write procedure text correctly.
5. The students are still low in using mechanic.

C. Problem Limitation

The writer realized that it is not possible to investigate all of the problems that have been identified. Therefore, the writer limited the problems on that the students are still not able to write procedure text correctly at the tenth of SMK Muhammadiyah Sekampung.

D. Problem Formulation

In relation with the problem limitation above, the writer tried to formulate the problem of this research as follow:

“Can card sort technique improve the students’ ability in writing procedure text among the tenth grade at SMK Muhammadiyah Sekampung East Lampung?”

E. Objective of the Study

The objective of this research is in order to know whether the card sort technique can improve the students ability in writing procedure text.

F. Benefit of the study

1. For the Teacher

This research would be beneficial to enrich teachers’ knowledge related on the writing teaching technique. Therefore, the teacher can use card sort technique in teaching writing.

2. For the Other Researcher

It is hoped that this research will be the real provement that card sort technique is able to be used to improve students’ procedure text writing ability. Therefore, the other writer would carry out card sort technique to the next teaching and learning in the classroom in teaching procedure text.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. The Concept of Writing Ability

a. The Definition of Writing

Writing is one of the important language skills that should be mastered by everyone who wants to be the experienced writer. According to Diana, writing is not matter of already development thoughts but a process of figuring out what the writer thinks.¹ It means that writing is a complex process that starts from the process of planning to drafting to revising.

In addition, Barbara defines writing as a tool which increases human control of communication and knowledge.² It means that writing activity can help people to create communication and find new knowledge. On the other words, writing is very beneficial in order to transfer the message from the writer to the readers so that they are able to gain meaningful knowledge.

Futhermore, Tarigan, Writing is to describe a language is understood by someone, so others can read it if they are understand the language.³ It means that writing is a representation of the expression language.

Moreover, Kate maintains that Writing start with an attention-grabbing first sentence, then you move on to some really

¹Diana Hacker, *A Writer's Reference Sixth Edition with Extra Help for ESL Writers*, United States of America, 2007, p.3

²Barbara. M. Birch, *English L2 Reading* , (Unite States of American: Lawrence Erlbaum Associates, Inc, 2002), p.13.

³ H. R. Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkala, 1986), p. 21.

interesting stuff in the middle, and then you bring it all together at the end.⁴ It means that writing as a process to create an reader interesting about what the written from the first sentences until the end sentence.

In order hand, Greene and his friends, writing is one means of expressing the mind. Effectiveness of thought, and thus the writing depend on the natural ability as well individual experience.⁵

Meanwhile, Hyland defines Writing is way of sharing personal meanings and writing courses emphasize the power of individual to construct his or her own views on a topic.⁶ It means that writing is process to inform a meaning from individuals think to reader, its can be view from a topic that their written.

In short, Paide Wilson explains that writing is almost never done without a reason.⁷ It means that writing is reason can be an experience. Moreover, Praveen stated that writing is a skill which must be taught an practised. Writing is essential features of learning a language because it provides a very good means of foxing the

⁴ Kate Grenville, *Writing form Start to Finish*, (South Australia: Griffin Press, 2001) p.v.

⁵ Harry A. Grenne and friends *Developing Language Skills in the Elementary School*, (Boston, London, Sydney), p. 284

⁶ Ken Hyland, *Second Language Writing*, (United States of America: Cambridge University Press, 2003) p.9.

⁷Paide Wilson, *The LEAST You Should Know About English Writing Skill*, (United States of America, 2011), p.206.

vocabulary, spelling, and sentence pattern.⁸ It means that writing is very important aspect of students' expression at higher stage.

b. The Process of Writing

The teaching writing focusses on product of that writing on the writing process itself. Writing is a way of looking at what people do when they compose written text.⁹It has been seen that it is recursive and may involve many changes of direction while the writer chops and changes between the four main process elements. Nevertheless, process writing may not be the answer in every learning situation. The process has four main elements:

1) Planning

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 structured, etc.), but also the choice of language whether, for example, it is formal or

⁸Dr. M. F Patel and Praveen. M. Jain, *ENGLISH LANGUAGE TEACHING (Methods, Tools, & Technique)*, (Jaipur, 2008), p.125.

⁹Jeremy Harmer, *How to Teach Writing*, (Malaysia, 2004), p. 12.

informal in tone. Thirdly, writers have to consider the content structure of the piece that is how best to sequence the facts, ideas, or arguments which they have decided to include.

2) 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 drafts may be produced on the way to the final version.

3) Editing

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in the process.

Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

4) Final Version

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.¹⁰

c. The Types of Writing

There are several types of writing as follows:¹¹

1. Exposition

Exposition paragraph is essentially an enlargement of a subject or predicate pattern. Deal with facts, ideas, belief. They

¹⁰Ibid, p.4-6.

¹¹Thomas S. Kane, *"Essential Guide to Writing"*, (New York: Oxford University Press, 2000), Page 7.

explain, analyze, define, compare, illustrate. The term paragraph has no simple definition.

2. Descriptive

Descriptive paragraph is a paragraph clearly visually a person, place, or thing in such a way that the reader can visualize the topic and enter into the writer's experience. It makes a spoken or written account of a person, object, or event.

3. Narrative

Narrative text is a meaningful sequence of events told in words. A straight forward movement from the first event to the last constitutes the simplest chronology.¹² However, chronology is sometimes complicated by presenting the events in another order: for example, a story may open with the final episode and then flash back to all that preceded it.

4. Persuasive

Persuasive, is a piece of work in which uses words to convince the reader that the writer's opinion is correct with

¹²*Ibid.*, Page. 9.

regard to an issue. Thus the goal of persuasive paragraph is to try to convince the person to change their mind, or take action. Persuasive paragraphs relieve the person to express an opinion and deepen it, by increasing belief. As result descriptions the way things look, taste, feel, sound, smell it may also evoke moods such as happiness, fear, joy, or loneliness.

5. Argumentative

Argumentative is the text that explains and convinces the reader by presenting both pros and cons. It is worth making an analogy of what argumentative looks like. Accordingly the topic has to be controversial for public in this model inductive reasoning, deductive reasoning, and cause and effect reasoning.

d. Component of Writing

Writing involves the mastery of all elements in target language such as language use, content, vocabulary, spelling and mechanics. It involves complex process. There are five general categories in writing, they are: ¹³

1) Content

Content is the substance or writing ideas express the unity.

2) Organization

¹³Heaton J. B, *Writing English Language Tests*, (United State of America, 1988), p.146.

Organization is the organization of contents or the ideas, it is coherence.

3) Vocabulary

Vocabulary is the selection word that is suitable with the content.

4) Language Use

Language use is the use sentences that appropriate.

5) Mechanic

Mechanic is the use of graphic conversations of the language.

e. The Measurement Rubrics of Writing Score

According to J. B. Heaton, criteria of writing can be in the format of following rating scale as the result of considerable and careful research conducted in the scoring of compositions in the united states. Only summary of the scale is shown here and it must be remembered that in it is original form slightly fuller notes are given after each item.

Tabel 2

The Measurement Rubric of Writing Score

Writing	Score	Criteria	Criteria
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Content	30-27	Excellent to very good	Knowledgeable – substantive-etc.
	26-22	Good to Average	Some knowledge of subject - adequate range - etc.
	21-17	Fair to Poor	Limited knowledge of subject – little substance - etc.
	16-13	Very Poor	Does not show knowledge of subject-non substantive – etc.
Organization	20-18	Excellent to very good	Fluent expression – ideas clearly stated – etc.
	17-14	Good to Average	Somewhat choppy – loosely organized but main ideas stand out-etc.
	13-10	Fair to Poor	Non-fluent – ideas confused or disconnected – etc.
	9-7	Very Poor	Does not communicate – no organization – etc.
Vocabulary	20-18	Excellent to very good	Sophisticated range – effective word/idiom choice and usage – etc.
	17-14	Good to Average	Adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to Poor	Limited range – frequent errors of word/idiom form, choice, usage – etc.
	9-7	Very Poor	

			Essentially translation – little knowledge of English of vocabulary.
Language Use	25-22	Excellent to very good	Effective complex constructions – etc.
	21-19	Good to Average	Effective but simple constructions – etc.
	17-11	Fair to Poor	Major problems in simple/complex constructions – etc.
	10-5	Very Poor	Virtually no mastery of sentence constructions – etc.
Mechanics	5	Excellent to very good	Demonstrates mastery of conventions – etc.
	4	Good to Average	Occasional errors of spelling, punctuation – etc.
	3	Fair to Poor	Frequent errors of spelling punctuation, capitalization – etc.
	2	Very Poor	No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc. ¹⁴

2. Procedure Text

a. Definition of Procedure Text

¹⁴Ibid.

A procedure text tells how to make or do something.¹⁵

It means that the procedure text is used to explain the ways or procedures to do something. The 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 procedure texts at home, in their jobs, and in their hobbies. Other names for procedure texts are technical writing, instructions, directions, or “how-tos.”

b. The Purpose of Procedure Text

A procedure text describes how to do something in such a way that other people can do it easily.¹⁶ 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.

c. The Procedure of Procedure Text

¹⁵Katherine Scrapper, *Cartooning 101*, (Ghuangzou, China, 2012), p. 2.

¹⁶*Ibid.*

The procedures of writing the procedure text explained as follow:¹⁷

1) Decide on an activity or project

A procedure text describes something the author knows how to do well.

2) Decide what supplies and equipment to use

If your activity needs supplies or equipment, create a bulleted list. List each item in the order readers will use it.

3) Decide what steps to use

You can write using numbered steps or short paragraphs with sequencing words. Begin sentences with verbs and use short, direct sentences.

4) Decide what art to use

Pictures help readers visualize how to do the activity and show what the finished product looks like.

5) Field-test your writing

Ask a friend to read and try your activity. Write down anything that confuses your friend or any questions he or she asks. Use this information to add needed supplies, equipment, steps, tips, or art to your procedure writing.

B. The Concept of Card Sort

¹⁷Ibid, p. 14-15.

1. The Definition of Card Sort

Card sort is a user-centered design technique where users are given label cards and are asked to sort them into groups.¹⁸ It means that this method is commonly used to determine a natural navigation structure for a group of users.

Card sort is a technique used to see how people categorize information; the results are used to infer users' navigation expectations.¹⁹ In the task, participants are given various cards with information on them and asked to group them. Although target users are typically presented with text, pictures and objects can also be placed on cards.

In addition, The card sort technique is similar to a learning exercise used in many preschools and kindergartens, in which the child is shown a group of pictures and asked "which of these belong together?" such questions are followed by explanations of how some of the pictures represent similar ideas or functions, while the other picture or pictures do not fall in the same category.²⁰ It means that this technique the basic for categorization of concepts is usually obvious for adults. The card sort technique is an advanced level sorting task that can be used to identify how concepts in a content are organized in a learner's knowledge

¹⁸Masaaki Kurosu, *Human Computer Interaction*, (University of Japan, July 21-26, 2013), p. 265.

¹⁹Ibid, p. 266.

²⁰David Jonassen, Katherine Beissner, Michael Yacci, *STRUCTURAL KNOWLEDGE Techniques for Representing, Conveying, and Acquiring Structural Knowledge*, (University Colorado, 1993), p.45.

structures. It means that when dealing with categories of more complex and abstract concepts, the basic for groupings are often less clear.

Furthermore, the card sort technique was developed as a technique to identify how a learner or group of learners organize information in memory.²¹ On the other words, card sort technique can be the effective way to transfer what must be organized the learners.

Moreover, card sort techniques are also used in vocational counseling to identify learner's interests in various occupations.²² It means that the card sort can be used in any content area to include the use of card sorts to investigate knowledge structures related to mathematical functions and graphing, and to identify organization of concepts for consumer research.

2. Procedure of Using Card Sort in Teaching English

The general procedures of applying card sort in teaching are as follow:²³

- a. Selecting the concepts of interest for sorting. Concepts included in the exercise should differ along a number of dimensions (e.g., function vs. appearance). Write the word (s) for each concept on a separate card.
- b. Arranging the cards in random order and present them to the learner.

²¹Ibid, p. 48.

²²Ibid, p.51.

²³Ibid, p.49

- c. Instructing the learner to sort the card into groups and to label each group.
- d. Asking the learner to sort the cards a second way after the first sorting is complete.
- e. Learners who are able to complete a second meaningful sorting of the concepts demonstrate that they are not rigid in their definitions of the concepts, and that they understand that concepts can be grouped in different ways.
- f. Analyzing the groupings identified by the learner. Did the learner identify subgroups within mayor groups? This reflects a greater degree of differentiation among concepts.
- g. Continuing to analyze the groupings. Are concepts sorted according to meaningful criteria, or do criteria for sorting appear random.

3. Implementation of Teaching Writing by Using Card Sort in the Classroom

The implementation of teaching writing by using card sort in the classroom is explained as follow:²⁴

- 1. Informing the students that they are going to write a text related to particular topic. Deviding the students into some small groups to write the text.

²⁴Stephen B. Kucher & Cecilia Silva, *Teaching the Dimensions of Literacy*, (Lawrence Erlbaum Associates, Inc, 2006), p. 229-230.

2. Giving particular attention to each group that will get some card.

The teacher explain to the students that different ideas related on the topic are written different card yet the card could be related in some general manner.

3. Telling the students that they are going to read all of the card that has been generated. Based on similarities in content, the cards should be sorted into piles.
4. Before the actual sorting begins, it can be helpful if students first generate a list of possible sorting categories after all of the cards have been read. If students need additional support, these potential categories can be shared with the entire class or in small groups.
5. After the categories have been tentatively selected, students sort their cards.
6. After the sorting is completed, ask students to do a quick read of the cards in each group to confirm that they all address the same general issue.
7. Asking to the students to decide which card will be written about first, which card will be written about second, and so on. Then, the ideas each group are arranged based on the order in which they will be written about.

4. Advantages and Disadvantages of Using Card Sort

This card sort as media including visual media classroom that certainly has advantaged and disadvantages, namely:²⁵

a. Advantages of Card Sort

- 1) The sorting task is well-structured task that can be comprehended by most learned.
- 2) Card sort can be used to identify organization of knowledge in a content area and to identify areas of knowledge deficiency.

b. Disadvantages of Card Sort

- 1) Card sort tasks are restrictive, allowing a concept to be included in only one group, rather than several groups simultaneously.
- 2) The card sort tasks limits subjects to consideration of the similarities and differences of only those concepts presented on the cards. Thus, a limited “picture” of each subject’s cognitive structure can be assessed with this technique. This is contrasted with other techniques such as free word association tasks, or some graphical techniques in which learners may include any concepts from memory in the analysis.

C. ACTION HYPOTHESIS

²⁵Ibid, p. 51.

Based on frame theories and assumption above, the writer formulates the action hypothesis “By Using Card Sort Technique Can Improve the Students’ Ability in Writing Procedure Text”.

CHAPTER III

RESEARCH METHODOLOGY

A. Setting of The Research

Classroom action research was conducted at SMK Muhammadiyah Sekampung. The setting of the research is Jl Raya Sekampung Giriklopomulyo No.57.

B. Subject of The Research

The subject of this research is the student of the tenth grade of SMK Muhammadiyah Sekampung. The total of students is 38 students. While, the objective of this research is the students ability in writing procedure text in class X at SMK Muhammadiyah Sekampung.

Table 3

The Total of Students

No	Grade	Sex		Total
		Male	Female	
1	X	11	27	38

C. Action Plan

1. Classroom action research

The research used the classroom action research. According to Car and Kemmis by Annu Burns, action research is simply a form of self-reflective inquiry undertaken by participants in social situations, teachers in order to improve the rationality and justice of their own practices.²⁶ It means that through self-reflection the teacher conducts that study in own class.

In addition, Ary et.al, asserts that action research is based on the premise that local conditions vary widely and that the solutions to many problems cannot be found in generalized truths that take no account of local conditions.²⁷ It means that we focus on the use of action research in education. Meanwhile, Patrick explanation above, action research is described as cyclic, with action and critical reflection taking place in turn.²⁸ It means that action research is reflection to used to review the previous action and plan the next one.

From several theories or explanations above, it can be inferred that the calssroom action research is a dynamic process that has our aspects, action, observing, and reflecting in every cycles, it is do the class to improve the quality of learning practice.

²⁶Anne Burns, *Collaborative Action Research for English Language Teacher*, (Cambridge; Cambridge University Press, 1999), p.30

²⁷Donald Ary, *Introduction to Research in Education* 8th Edition, (Wadsworth, Cengage Learning, 2010, 2006), p512

²⁸Patrick J. M. Costello, *Action Research*, (British Library Cataloguing-in-Publication Data, 2003), p.4

Classroom action research (CAR) has various models but in this research the researcher uses Kemmis and Mc Taggart (1988) research design. According to Kemmis and MC Taggart as cited by Anne Burns action research is dynamic and complementary process which consists of four essential phases such as planning, action, observation, and reflection in spiral system.²⁹ This phases can be seen by following figured:

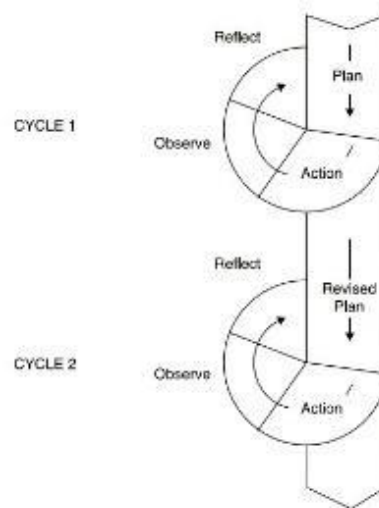


Figure 1. Kemmis and Mc Taggart Model³⁰

This figure describes the sequence of the research which is precede by planning, following by action, observation, and reflection that implement in each cycle in spiral system. The acumption is if the determine out came in the first cycle can not be achive or there may be

²⁹Ibid, p.32

³⁰Anne Burns, Doing Action Reasearch in English Language Teaching, (New York: Routledge, 2010), p.9

found new problem, so it will probably be continue and resive in the next cycle that have same phase on the first cycle.

In this case, the writer was conducted classroom action research in Network Computer Technique class of the tenth grade of SMK Muhammadiyah Sekampung. The reason of why the writer conducted classroom action reserch is because the writer has an aim to improve the writing ability of the tenth grade of SMK Muhammadiyah Sekampung by using card sort technique.

2. The steps in the research

They are four steps in cycle. They are planning, action, observation, and reflection, if the first has failed and the cycle must be review again in the second cycle and so on. That can be illustrate by like this procedures as follows:

a. Cycle 1

1) Planning

In this first phase, after analyzing the finding of the preliminary study such as identifying and diagnosing student's problem in writing ability that occured in the classroom and concluding the finding in preliminary study. Then the writer prepared some plans to conduct the classroom. They were the following:

- a) The writer prepared the lesson plan including learning procedure, media, and relevant material to be applied in acting phase.
- b) The writer prepared learning resource for students. The writer determined the technique to be applied in acting phase. In this case, the writer used card sort technique to improve writing ability.
- c) The writer prepared observation format and also evaluation format to evaluate the student's activity after learning process.
- d) The writer designed the criteria of success.

2) Action

In the second phase, the writer collaborated to implement the action that have been arranged in planning phase. These activities are implemented on the following step:

- a) Pre teaching activity
 - 1) The writer started the lesson by greeting to the students.
 - 2) The writer and students prayed together.
 - 3) The writer checked students' attendance.
 - 4) The writer informed to the students about the competence, the indicator and the objectives that should be achieved.

b) While teaching activity

- 1) writer divided the students into some group.
- 2) The writer explained the card sort to the students about how to apply sequences of card sort technique in writing procedure text.
- 3) The writer gave the material and facilities in the form of procedure text topics and the steps of how to write procedure text to the students during the discussion by applying card sort technique.
- 4) The writer affirmed student's writing ability by checking their understanding.
- 5) After the students become more proficient in using this technique, gradually the writer transfer the responsibilities to the students to lead the discussion by applying this technique .

c) Post teaching activity

- 1) The writer gave positive feedback to the students.
- 2) The writer and the students concluded the learning topic that have been discussed.
- 3) The writer greeted the students in end of the meeting.
- 4) After giving treatment in cycle 1, the writer gave the post-test. The instrument which is giving to the

students have different type from the instrument which is giving in the pre-test.

3) Observation

In the third phase, the writer observed the students' activity, their participations, class situation during learning process, and writer performance by using structure observation form and made note the overall activities. Furthermore, the writer also collected the data from the post test and result of student's activity. The writer observed the overall activities to find out the effectiveness of learning process and the result is concluding and discussing in reflecting phase.

4) Reflection

In the fourth phase, the writer tried to see and think again something that writer had done. It was also used to know whether there is influence to the students' learning process. By reflecting, the writer can get information the strength and the weakness from the action that the writer has been done. If the researcher still find the problems, the writer would be conducted the next cycle and use the collected data in cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

b. Cycle 2

1) Re-Planning

In the first phase, when the writer finds the problem in the first cycle, the writer will repair the problem in the next cycle. It will explain as a follow :

- a) The writer analyzed the reflection result to obtain the solving problem.
- b) The writer revised and prepare the lesson plan based on the problem appear in the previous cycle including learning procedure, media, and relevant material to be apply in acting phase.
- c) The writer rearranged observation format and also reform the evaluation format to improve the plan indicators that have not been achieved yet in the previous cycle.

2) Action

In the second phase of cycle two, the writer applied the same steps in previous cycle, but the writer apply the revise plan such as lesson plan, material, and instrument for evaluation. The activities they are :

a) Pre teaching activity

- 1) The writer started the lesson by greeting to the students.
- 2) The writer and students prayed together.
- 3) The writer cheeched student's attendance.

- 4) The writer informed to the students about the competence, the indicators and objectives that would be achieved.

b) While teaching activity

- 1) The writer divided the students into some group.
- 2) The writer reminded how to apply card sort.
- 3) The writer gave the material and facilitates the students during the discussion by applying card sort.
- 4) The writer affirmed student's writing ability by ckecking their understanding.
- 5) After the students become more proficient in using this technique, gradually the writer transfered the responbilities to the students to lead the discussion by applying this technique.
- 6) The writer gave the evaluation to the students.

c) Post teaching activity

- 1) The writer gave positive feedback or reinforcement to the students.
- 2) The writer and students conclude the learning topic that have been discussed.
- 3) The writer greeted the students in the end of the meeting.

3) Observation

In the third phase, the writer observed the student's activity, their participations, class situation during learning process, and writer performance by using structure observation form and made note the overall activities. Furthermore, the writer also collects the data from the post-test and the result of student's activity.

4) Reflection

In the fourth phase, the writer discusses and analyses about the data that have been collected from all the activities from the acting phase until observing phase to find out whether the implementation of card sort run successful or unsuccessful in the second cycle and also compare the student's improvement from cycle one until cycle to find out the student's achievement. If there is find good improvement based on the criteria of success that have determine before, the writer did not continue the action in next cycle.

D. Data Collecting Technique

In collecting data the writer will use the following steps:

1. Test

Test of the research consists of pre-test that will be conducted before the treatment and post-tests that will be done at the end of each cycle. The post test will be done after the treatments. After the treatment, the student will have a post-test. The form and the procedure of the post text

are the same as pre-test. In this case, the writer will do the test in order to know the writing ability of the tenth grade of SMK Muhammadiyah Sekampung. The tests that will be done include of pre-test and post-test. Both of the tests are in form of asking the students to write procedure text guided by clear pictures that are related on the topics of procedure text. The writer will provide two optional topics that will be given to the students. The topics of procedure text are how to install a computer, and how to turn on the computer. The reason of why the writer decided the topics is because the major of the tenth grade of SMK Muhammadiyah Sekampung that writer chooses as the sample is Network Computer Technique.

2. Observation

The aim of the observation is to explain the situation being investigate: activities, people, or individuals are involve in an activity and the relationship among them. Observations are systematically recorded rather than stored only in personal memory, and are carefully interpret and analyse, again employing systematic and plan procedures.³¹ It means that observation is a data collection strategy in which the activities of subjects are visually examine. In this research the writer will observe the learning proccess of the tenth graders of SMK Muhammadiyah

³¹Roger Sapsford, Victor Jupp, *Data Collection and Analysis Second Edition*, (India at Gopsons Papers Ltd, Noida, 2006), p. 58.

Sekampung in their classroom. During the learning process, the researcher is going to observe the students' activeness in learning to write the procedure text.

3. Documentation

Document may refer to particular individuals, as with school records and reports about pupils, or may concern more 'macro' issues, as with one of her Majesty's Inspectorate reports on the physical state of schools, it can have a number of features.³² For the example, they may be made up exclusively of written words, or they may include statistics, as in a survey research report. It means that documentation is note of information in the form of documentation. In this case, documentations is needed by the writer in order to get the complete data about the establishment history of SMK Muhammadiyah Sekampung, the organization structure of SMK Muhammadiyah Sekampung, the names of teacher in each subject, the data about the school building sketch in order to know the location of each classes, the office, the library, the canteen, the mosque, the laboratory, the parking area, and the yard.

4. Field Note

³²Ibid, p. 273.

Field note is observation instrument used in CAR to provide a record of what is going on during an observation which includes descriptions of places, people, objects, acts, activities, events, purposes, times and feelings.³³ In this research, the writer used field note to record the student's activity during the learning process. In this research, the writer conducted the field note in order to get the complete data from the tenth grade of SMK Muhammadiyah Sekampung about the students activities, events in each learning steps, learning purposes, leaning time, and feelings of the students in the learning process.

E. Instrument of the Research

1. Writing Test Question

To measure students' procedure text writing ability of the tenth grade of SMK Muhammadiyah Sekampung, the writer applied some writing tests that consist of pre-test and pos-test. Both of the tests are in form of asking the students to write procedure text based on the pictures that are related on the topics of procedure text. There will be two choices of procedure text topics such as how to install a computer, and how to turn on the computer.

2. Observation sheet

³³Ibid, p. 526.

In order to observe the learning activity and each cycle, the writer will use observation sheet. It deals with learning activity such as:

- a. Interaction with classmate
- b. Reactions to particular students, optimal productive pairs and groups of the classroom are more vocal, etc.
- c. Frequency of the student-initiated responses
- d. Quality of teacher-elicited responses
- e. Affective states (apparent self-esteem, extroversion, anxiety, motivation, etc.
- f. Students' verbal and nonverbal response to materials, types of activities, teaching styles.³⁴

F. Data Analysis

Data analysis is the processing of information or data that has been gathered in order to draw conclusions. It is a process of organizing the data in order to gain regularity of the pattern and form of the research. Having collected the data from test, observation, interview, documentation, the writer analyzed the data based on the limitation of the problems and the objectives of the research. In analyzing and interpreting the data, the first step that the writer will do is in form of making abstraction of all collecting data. After conducting the research, she will make an abstraction of all data.

³⁴H Brown Douglas, *Language Assessment Principles and Classroom Practices*, (San Francisco, California, 2003), p. 267,268.

Then, she will select the data that is related to the research question and classified them into the tow categories data sin learning process.

Tabulating the result of the test, and finding the mean of the pre-test and the post-test. The mean will be calculated by applying the following formula:

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

Notes: \bar{X} = Mean of average score

$\sum X$ = The total number of students' scores

N = the total number of students³⁵

G. Indicators of Success

To know the gain of data, the writer analized the result of test by taking the avarage score of pre-test and post-test. Furthemore, the result must reach the minimum standard of writing ability in this class at least 70. If the mean of post-test has fulfilled at least 70, and 70% of the students has been passed, the writer would not continue to the next cycle. There will be two minimum cycles in this classroom action research.

CHAPTER V

³⁵Ibid, p.110

CONCLUSION AND SUGGESTION

A. Conclusion

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

Card Sort Technique can be effective Technique to improve the students ability in writing procedure text. The process in this Technique made the students become more active and enthusiastic during learning process. In other word it makes the students to be easier to comprehend the learning material and improve their ability in writing procedure text.

There was significant improvement of student's learning process from pre-test up to post-test II. It could be seen in pre-test where the average score was 53 by the percentage of success was 16%, in post-test I the average score was 64 by the percentage of success was 26% and in post-test II the average score was 74 by the percentage of success was 79%.

This Classroom Action Research was successful viewed from indicator of success because of 79% or 30 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 writer 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 ability, especially to make writing procedure text . In order word made the students easier to comprehend the learning material so it could improve students writing procedure text .

2. For English Teacher

As the learning model in teaching English especially to improve student's writing abiliy and can give more motivation to the students to be more active in learning process. The English teacher can create fun and easy way in English learning by using this Technique in order to the students feel enjoy in 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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PROFIL OF SMK MUHAMMADIYAH SEKAMPUNG

A. IDENTIFICATION OF THE SCHOOL

1. Nama Sekolah	: SMK Muhammadiyah Sekampung
Jenis Sekolah	: Swasta
Nomor Statistik Sekolah	: 402120803040
NPSN	: 10814962
NIS	: 400400
Status Sekolah	: Swasta Terakreditasi
Status Akreditasi	: Terakreditasi “B”
No.SK Akreditasi	: 079/BAP-SM/12-LPG/RKO/2013
Program Keahlian	: Teknik Komputer dan Jaringan
Izin Operasional	: No 420/3002/IL.SK.01/2011 Tanggal 24 Oktober 2011
Luas Tanah	: 5790 m ²
Alamat Sekolah	: Jalan Raya Sekampung No 57 Giriklopomulyo
Kode POS	: 34182
Kecamatan	: Sekampung
Kabupaten	: Lampung Timur
Provinsi	: Lampung
Telepon	: (0725) 7850055
E-mail	: smkmskp_tkj@yahoo.co.id

2. Kepala Sekolah

Nama Lengkap : HENDRA AGUS WIJAYA, S.E
NBM : 1057 445
Tempat, Tanggal Lahir : Hargomulyo, 16 Agustus 1986
Status Kepegawaian : Guru Tetap Yayasan (GTY)
Pendidikan Terakhir : S1
Jurusan : Ekonomi
Alamat : Hargomulyo, Sekampung,
Lampung-Timur

3. Komite Sekolah

Nama : AFRIZAL,S.H
Nomor SK Tanggal : 014/IV.4.AU/KEP/F/2012

B. KESISWAAN

a. Animo Masuk Smk Muhammadiyah Sekampung

Tahun	Daya Tampung	Pendaftar	Diterima
2010-2011	40	45	30
2011-2012	82	114	72
2012-2013	82	135	78
2013-2014	82	140	78
2014-2015	200	210	140
2015-2016	200	208	178
2016-2017	250	300	240
2017-2018	300	330	250

b. Keadaan Siswa SMK Muhammadiyah Tahun Pelajaran 2017-2018

Kelas	Program Keahlian	Jumlah Siswa	Jumlah Rombel
Kelas X	Teknik Komputer dan Jaringan	141 Orang	4 Rombel
Kelas XI	Teknik Komputer dan Jaringan	135 orang	4 Rombel
Kelas XII	Teknik Komputer dan Jaringan	103 Orang	3 Rombel
Kelas X	Teknik Sepeda Motor	80 Orang	2 Rombel
Kelas XI	Teknik Sepeda Motor	83 Orang	3 Rombel
Kelas XII	Teknik Sepeda Motor	70 Orang	2 Rombel
Total		612 Orang	18 Rombel

C. KETENAGAAN

1. Keadaan Guru Dan Karyawan Tata Usaha

Jumlah Guru	Umum			Produktif	
	Normatif	Adaptif	BP	TKJ	TSM
	4 Orang	24 Orang	2 Orang	8 Orang	4 Orang
Jumlah Guru	42 Orang				
Jumlah Pegawai TU	7 Orang				

2. Keadaan Guru Berdasarkan Jenjang Pendidikan

No.	Guru	Jenjang Pendidikan				Jumlah
		> S1	S1	D3\D4	<D3	

1	Kepala Sekolah	0	1	0	0	1
2	GTY	1	18	3	0	22

D. KEADAAN SARANA DAN PRASANA

1. Tempat Pelaksanaan Diklat

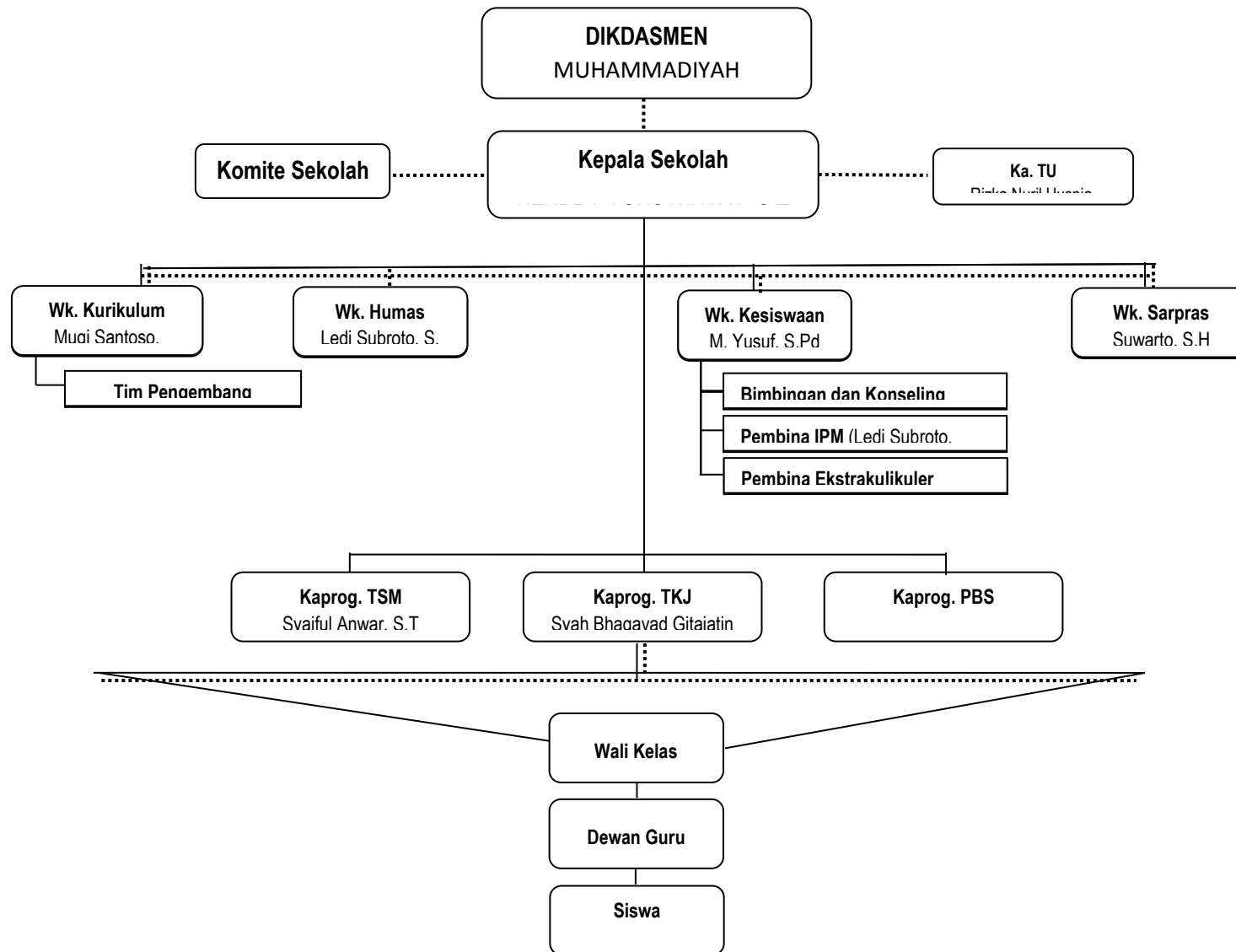
No.	Jenis Ruangan	Kebutuhan	Tersedia	Kekurangan
1	Headmaster	1	1	0
2	Practice Room	8	3	5
3	Laboratory			
	a. Laboratory Computer	3	3	0
	b. Laboratory TSM	1	1	0
4	Field	1	1	0
5	Teacher Office	2	1	1

2. Sarana penunjang kegiatan belajar mengajar dan kegiatan ekstra kurikuler

No.	Jenis Ruangan	Kebutuhan	Tersedia	Kekurangan
1	Library	1	1	0
2	Mosque	1	1	0
3	Canteen	5	5	0
4	Security Pos	1	1	0
5	Teacher Toilet	1	1	0
6	Students Toilet	4	4	0
7	Computer	60	60	0
8	Television	1	1	0
9	CCTV Camera	20	10	10

10	Printer Machine	2	2	0
11	Lcd Proyektor	2	1	0
12	Mattress	2	2	0
13	Fan	40	30	10
14	Classroom	30	13	17

STRUKTUR ORAGANISASI
SMK MUHAMMADIYAH SEKAMPUNG
2018/2019



SILABUS

NAMA SEKOLAH : SMK Muhammadiyah Sekampung

MATA PELAJARAN : Bahasa Inggris

KELAS/SEMESTER : X/ 1

STANDAR KOMPETENSI : Menulis

* Mengungkapkan makna dalam teks tulis fungsional dan esei sederhana berbentuk recount, narrative, dan procedure dalam konteks kehidupan sehari-hari

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu	Sumber Belajar
4.3 Mengungkapkan makna dan langkah2 retorika secara akurat, lancar, dan berterima dalam esei pendek sederhana dengan menggunakan ragam bahasa	Teks procedure	<u>Tatap Muka</u> : Menyusun langkah-langkah yang tersedia agar menjadi teks procedure yang tepat	*Menulis teks procedure dengan langkah2 retorika dan menggunakan ragam bahasa yang benar	<u>Jenis Tagihan</u> : Tugas Individu, Tugas Kelompok, Ulangan	2	* Buku "PR SMK X" * Buku "Developing English Competencies" Depdiknas,

<p>tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk procedure</p> <p>4.4 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar, dan berterima dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk recount, narrative dan procedure</p>	Teks Recount	<p><u>Penugasan Terstruktur :</u></p> <p>*Pekerjaan Rumah</p> <p><u>Kegiatan Mandiri Tidak Terstruktur :</u></p> <p>Mengidentifikasi teks procedure dari berbagai buku, majalah dan sumber tertulis lainnya</p> <p><u>Tatap Muka :</u></p> <p>Menyusun langkah-langkah yang tersedia agar menjadi teks procedure yang tepat</p> <p><u>Penugasan Terstruktur :</u></p> <p>*Pekerjaan Rumah</p>	<p>* Menulis teks recount dengan langkah-langkah retorika dan menggunakan ragam bahasa yang benar</p>	<p><u>Bentuk Tagihan:</u></p> <p>Uraian, Pilihan Ganda</p> <p><u>Jenis Tagihan:</u></p> <p>Tugas Individu, Tugas Kelompok, Ulangan</p> <p><u>Bentuk Tagihan:</u></p> <p>Uraian,</p>	2	<p>* LKS Kresna</p> <p>* Buku "PR SMK X"</p> <p>* Buku "Developing English Competencies" Depdiknas,</p> <p>* LKS Kresna</p>
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		<u>Kegiatan Mandiri</u> <u>Tidak Terstruktur :</u> Mengidentifikasi teks recount dari berbagai buku, majalah dan sumber tertulis lainnya		Pilihan Ganda		
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Sekampung, 3 Agustus 2018

Mengetahui
Kepala Sekolah

Collaborator

HENDRA AGUS WIJAYA, S.E
NBM. 1057445

RICA AGUSTINA, S.Pd
NBM. 1090207

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMK MUHAMADIYAH SEKAMPUNG
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/1
Materi Pokok : Procedure Text
Pertemuan : 4 dan 5
Alokasi waktu : 2 x 45 menit

A. Standar Kompetensi

Mengungkapkan makna dalam teks tulis fungsional dan esei sederhana berbentuk recount, narrative, dan procedure dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

4.2 Mengungkapkan makna dan langkah retorika secara akurat, lancar, dan berterima dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk recount, narrative dan procedure.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
Menulis teks recount, narrative dan procedure	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Siswa dapat menjawab pertanyaan sederhana berbentuk procedure text
- Siswa dapat melakukan tes berbentuk procedure text
- Siswa mampu mempresentasikan procedure text

E. Materi Pembelajaran

1. Materi Pertemuan ke-1

a. Pengertian Procedure Text

procedure text adalah teks yang menjelaskan bagaimana sesuatu bekerja atau teks yang menjelaskan cara menggunakan pedoman instruksi / penggunaan atau teks yang menunjukkan cara melakukan aktifitas tertentu . contoh : cara menggunakan video, komputer, mesin fotokopi, fax dll., aturan keamanan berkendara.

b. Tujuan procedure text

Tujuan procedure text adalah memberitahu pembaca cara melakukan / membuat sesuatu. Informasi disajikan dengan urutan peristiwa yang logis. Peristiwa tersebut biasanya dibagi menjadi beberapa langkah-langkah terpisah. Teks ini biasanya ditulis menggunakan present tense. Contoh paling umum procedure text adalah resep masakan.

c. Jenis-jenis Procedure Text

Procedure text dalam bahasa Inggris mempunyai beberapa jenis. Berikut ini ada 3 jenis procedure text yang harus Anda ketahui.

- 1) Procedure text yang menjelaskan bagaimana sesuatu bekerja atau bagaimana menggunakan instruksi/operasi manual , misalnya , how to use computer, how to record video.
- 2) Procedure text yang menginstruksikan bagaimana melakukan aktivitas tertentu, misalnya, how to make a noodle, how to make ice cream, how to play basketball.

- 3) Procedure text yang berhubungan dengan perilaku manusia, misalnya, how to succeed, how to live happily, how to be a good person.

2. Materi pertemuan ke-2

d. Generic Structure of Procedure Text

Seperti halnya pengertian procedure text di atas, generic structure (susunan umum) procedure text juga ada tiga :

- 1) Goal (Maksud atau tujuan)
- 2) Material Needed (Materi / alat / bahan yang dibutuhkan)
- 3) Methods or Steps (Metode / langkah-langkah)

Contoh procedure text

HOW TO MAKE ICE CREAM



Ingredients:

2 cups milk or cream

2 tablespoons sugar

1 teaspoon Vanilla extract

Several cups of Ice

1 cup salt

You need these supplies to make ice cream

Tub or large coffee can to hold salt and ice

Glass bowl or small coffee can

Electric mixer or whisk

Ice cream scoop

Storage container for freezer

Steps:

- First, setting up the cooling apparatus. Stir ice and salt in the larger container.
- Then, combine the ingredients. Mix together the milk, sugar, and vanilla in the glass bowl. Then, set this bowl in the tub filled with ice and rock salt, making sure that the salt water does not spill into the bowl.
- Next, mix the ice cream. Mix the ingredients in the small container vigorously. The salty ice mixture will cool the mixture down until it turns into ice cream. It should take about 10 to 15 minutes to stir the ice cream using either method. Stir until it is free from ice crystals and is the right consistency.
- Last, storage and serving. ice cream is ready.

F. Metode Pembelajaran/Teknik:

1. Total Physical Response

G. Sumber/Bahan/Alat

1. Sumber : Buku Look a head1, English for Better Life
Buku inter-Language Kelas X
Buku Get Along with English for Vacation school grade X
elementary level
2. Media : Picture
3. Alat : Marker, white board

H. Kegiatan Pembelajaran

Pertemuan I

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru masuk ke kelas langsung menyapa dan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta • Guru memotivasi siswa dan mengucapkan kalimat “good morning students”, pastikan semua peserta didik menjawab kembali • Mengingatkan kembali materi pelajaran yang sudah diajarkan dan kemudian membahas materi yang akan diajarkan. 	10 menit
Inti	<p>Eksplorasi</p> <p>Dalam kegiatan eksplorasi guru:</p> <ul style="list-style-type: none"> ▪ Memberikan stimulus berupa pemberian materi procedure text tentang pengertian, tujuan, dan jenis-jenis procedure text. ▪ Mendiskusikan materi bersama siswa (Buku : Bahan Ajar Bahasa Inggris mengenai procedure text. ▪ Memberikan kesempatan pada peserta didik untuk mempresentasikan procedure text. ▪ Siswa diminta membahas contoh soal dalam Buku : Bahan Ajar Bahasa Inggris mengenai procedure text. <p>Elaborasi</p> <p>Dalam kegiatan elaborasi guru:</p> <ul style="list-style-type: none"> ▪ Membiasakan siswa membuat kalimat pertanyaan sederhana berbentuk procedure. ▪ Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada 	60 menit

	<p>pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.</p> <p>Konfirmasi</p> <p>Dalam kegiatan konfirmasi guru:</p> <ul style="list-style-type: none"> ▪ Memberikan umpan balik pada siswa dengan memberi penguatan pada siswa yang telah dapat menyelesaikan tugasnya. ▪ Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain. ▪ Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan. ▪ Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti materi mengenai procedure text. 	
	<p><u>Refleksi</u></p> <ul style="list-style-type: none"> • Peserta didik bersama guru membuat kesimpulan hasil pembelajaran. • Guru memberi apresiasi terhadap hasil kerja siswa. Guru memberikan tugas yang terkait dengan materi. • Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah dilaksanakan. 	10 menit
Penutup	<p><u>Menyimpulkan</u></p> <ul style="list-style-type: none"> • Siswa bersama sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini. • Guru memberikan tugas kepada siswa tentang materi yang sudah dijelaskan. • Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya. 	10 Menit

	<ul style="list-style-type: none"> Bersama-sama menutup pelajaran dengan berdoa. 	
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Pertemuan Ke II

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> Guru masuk ke kelas langsung menyapa dan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta Guru memotivasi siswa dan mengucapkan kalimat “good morning students”, pastikan semua peserta didik menjawab kembali Mengingatkan kembali materi pelajaran yang sudah diajarkan dan kemudian membahas materi yang akan diajarkan. 	10 menit
Inti	<p>Eksplorasi</p> <p>Dalam kegiatan eksplorasi guru:</p> <ul style="list-style-type: none"> Memberikan stimulus berupa pemberian materi procedure text tentang Generic Structure of procedure text dan contoh procedure text. Mendiskusikan materi bersama siswa (Buku : Bahan Ajar Bahasa Inggris mengenai procedure text. Memberikan kesempatan pada peserta didik untuk mempresentasikan procedure text. Siswa diminta membahas contoh soal dalam Buku : Bahan Ajar Bahasa Inggris mengenai procedure text. <p>Elaborasi</p>	60 menit

	<p>Dalam kegiatan elaborasi guru:</p> <ul style="list-style-type: none"> ▪ Membiasakan siswa membuat kalimat pertanyaan sederhana berbentuk procedure. ▪ Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individual. <p>Konfirmasi</p> <p>Dalam kegiatan konfirmasi guru:</p> <ul style="list-style-type: none"> ▪ Memberikan umpan balik pada siswa dengan memberi penguatan pada siswa yang telah dapat menyelesaikan tugasnya. ▪ Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain. ▪ Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan. ▪ Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti materi mengenai procedure text. 	
	<p><u>Refleksi</u></p> <ul style="list-style-type: none"> • Peserta didik bersama guru membuat kesimpulan hasil pembelajaran. • Guru memberi apresiasi terhadap hasil kerja siswa. Guru memberikan tugas yang terkait dengan materi. • Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah dilaksanakan. 	10 menit

Penutup	<p><u>Menyimpulkan</u></p> <ul style="list-style-type: none"> • Siswa bersama sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini. • Guru memberikan tugas kepada siswa tentang materi yang sudah dijelaskan. • Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya. • Bersama-sama menutup pelajaran dengan berdoa. 	10 Menit
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I. Teknik Penilaian (Scoring Rubrics)

Writing	Score	Criteria	Criteria
Content	30-27	Excellent to very good	Knowledgeable – substantive-etc.
	26-22	Good to Average	Some knowledge of subject - adequate range - etc.
	21-17	Fair to Poor	Limited knowledge of subject – little substance - etc.
	16-13	Very Poor	Does not show knowledge of subject- non substantive – etc.
Organization	20-18	Excellent to very good	Fluent expression – ideas clearly stated – etc.
	17-14	Good to Average	Somewhat choppy – loosely organized but main ideas stand out- etc.
	13-10	Fair to Poor	

	9-7	Very Poor	Non-fluent – ideas confused or disconnected – etc. Does not communicate – no organization – etc.
Vocabulary	20-18	Excellent to very good	Sophisticated range – effective word/idiom choice and usage – etc.
	17-14	Good to Average	Adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to Poor	Limited range – frequent errors of word/idiom form, choice, usage – etc.
	9-7	Very Poor	Essentially translation – little knowledge of English of vocabulary.
Language Use	25-22	Excellent to very good	Effective complex constructions – etc.
	21-19	Good to Average	Effective but simple constructions – etc.
	17-11	Fair to Poor	Major problems in simple/complex constructions – etc.
	10-5	Very Poor	Virtually no mastery of sentence constructions – etc.
Mechanics	5	Excellent to very good	Demonstrates mastery of conventions – etc.

	4	Good to Average	Occasional errors of spelling, punctuation – etc.
	3	Fair to Poor	Frequent errors of spelling punctuation, capitalization – etc.
	2	Very Poor	No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.

J. Bentuk Instrumen

Teknik penilaian : Tertulis

Bentuk Instrumen : Teks berbentuk Procedure Text

Sekampung, Juli 2018

Collaborator

Researcher

RICA AGUSTINA, S.Pd
NBM. 1090207

ANDRI SUSWANTI
NPM. 14120947

RENCANA PELAKSANAAN PEMBELAJARN

(RPP)

Nama Sekolah : SMK MUHAMADIYAH SEKAMPUNG
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X /1
Materi Pokok : Procedure Text
Pertemuan : 1 dan 2
Alokasi waktu : 2 x 45 menit

K. Standar Kompetensi

Mengungkapkan makna dalam teks tulis fungsional dan esei sederhana berbentuk recount, narrative, dan procedure dalam konteks kehidupan sehari-hari.

L. Kompetensi Dasar

4.3 Mengungkapkan makna dan langkah2 retorika secara akurat, lancar, dan berterima dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari2 dalam teks berbentuk recount, narrative dan procedure.

M. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
Menulis teks recount, narrative dan procedure	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

N. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Siswa dapat menjawab pertanyaan sederhana berbentuk procedure text
- Siswa dapat melakukan tes berbentuk procedure text
- Siswa mampu mempresentasikan procedure text

O. Materi Pembelajaran

3. Materi Pertemuan ke-1

e. Pengertian Procedure Text

procedure text adalah teks yang menjelaskan bagaimana sesuatu bekerja atau teks yang menjelaskan cara menggunakan pedoman instruksi / penggunaan atau teks yang menunjukkan cara melakukan aktifitas tertentu . contoh : cara menggunakan video, komputer, mesin fotokopi, fax dll., aturan keamanan berkendara.

f. Tujuan procedure text

Tujuan procedure text adalah memberitahu pembaca cara melakukan / membuat sesuatu. Informasi disajikan dengan urutan peristiwa yang logis. Peristiwa tersebut biasanya dibagi menjadi beberapa langkah-langkah terpisah. Teks ini biasanya ditulis menggunakan present tense. Contoh paling umum procedure text adalah resep masakan.

g. Jenis-jenis Procedure Text

Procedure text dalam bahasa inggris mempunyai beberapa jenis. Berikut ini ada 3 jenis procedure text yang harus Anda ketahui.

- 4) Procedure text yang menjelaskan bagaimana sesuatu bekerja atau bagaimana menggunakan instruksi/operasi manual , misalnya , how to use computer, how to record video.
- 5) Procedure text yang menginstruksikan bagaimana melakukan aktivitas tertentu, misalnya, how to make a noodle, how to make ice crem, how to play basketball.

- 6) Procedure text yang berhubungan dengan perilaku manusia, misalnya, how to succeed, how to live happily, how to be a good person.

4. Materi pertemuan ke-2

h. Generic Structure of Procedure Text

Seperti halnya pengertian procedure text di atas, generic structure (susunan umum) procedure text juga ada tiga :

- 4) Goal (Maksud atau tujuan)
- 5) Material Needed (Materi / alat / bahan yang dibutuhkan)
- 6) Methods or Steps (Metode / langkah-langkah)

Contoh procedure text

HOW TO MAKE ICE CREAM



Ingredients:

2 cups milk or cream

2 tablespoons sugar

1 teaspoon Vanilla extract

Several cups of Ice

1 cup salt

You need these supplies to make ice cream

Tub or large coffee can to hold salt and ice

Glass bowl or small coffee can

Electric mixer or whisk

Ice cream scoop

Storage container for freezer

Steps:

- First, setting up the cooling apparatus. Stir ice and salt in the larger container.
- Then, combine the ingredients. Mix together the milk, sugar, and vanilla in the glass bowl. Then, set this bowl in the tub filled with ice and rock salt, making sure that the salt water does not spill into the bowl.
- Next, mix the ice cream. Mix the ingredients in the small container vigorously. The salty ice mixture will cool the mixture down until it turns into ice cream. It should take about 10 to 15 minutes to stir the ice cream using either method. Stir until it is free from ice crystals and is the right consistency.
- Last, storage and serving. ice cream is ready.

P. Metode Pembelajaran/Teknik:

2. Total Physical Response

Q. Sumber/Bahan/Alat

4. Sumber : Buku Look a head1, English for Better Life
Buku inter-Language Kelas X
Buku Get Along with English for Vocational school grade X
elementary level
5. Media : Picture
6. Alat : Marker, white board

R. Kegiatan Pembelajaran

Pertemuan I

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru masuk ke kelas langsung menyapa dan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta • Guru memotivasi siswa dan mengucapkan kalimat “good morning students”, pastikan semua peserta didik menjawab kembali • Mengingat kembali materi pelajaran yang sudah diajarkan dan kemudian membahas materi yang akan diajarkan. 	10 menit
Inti	<p>Eksplorasi</p> <p>Dalam kegiatan eksplorasi guru:</p> <ul style="list-style-type: none"> ▪ Memberikan stimulus berupa pemberian materi procedure text tentang pengertian, tujuan, dan jenis-jenis procedure text. ▪ Mendiskusikan materi bersama siswa (Buku : Bahan Ajar Bahasa Inggris mengenai procedure text. ▪ Memberikan kesempatan pada peserta didik untuk mempresentasikan procedure text. ▪ Siswa diminta membahas contoh soal dalam Buku : Bahan Ajar Bahasa Inggris mengenai procedure text. <p>Elaborasi</p> <p>Dalam kegiatan elaborasi guru:</p> <ul style="list-style-type: none"> ▪ Membiasakan siswa membuat kalimat pertanyaan sederhana berbentuk procedure. ▪ Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada 	60 menit

	<p>pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.</p> <p>Konfirmasi</p> <p>Dalam kegiatan konfirmasi guru:</p> <ul style="list-style-type: none"> ▪ Memberikan umpan balik pada siswa dengan memberi penguatan pada siswa yang telah dapat menyelesaikan tugasnya. ▪ Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain. ▪ Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan. ▪ Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti materi mengenai procedure text. 	
	<p><u>Refleksi</u></p> <ul style="list-style-type: none"> • Peserta didik bersama guru membuat kesimpulan hasil pembelajaran. • Guru memberi apresiasi terhadap hasil kerja siswa. Guru memberikan tugas yang terkait dengan materi. • Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah dilaksanakan. 	10 menit
Penutup	<p><u>Menyimpulkan</u></p> <ul style="list-style-type: none"> • Siswa bersama sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini. • Guru memberikan tugas kepada siswa tentang materi yang sudah dijelaskan. • Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya. 	10 Menit

	<ul style="list-style-type: none"> Bersama-sama menutup pelajaran dengan berdoa. 	
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Pertemuan Ke II

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> Guru masuk ke kelas langsung menyapa dan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta Guru memotivasi siswa dan mengucapkan kalimat “good morning students”, pastikan semua peserta didik menjawab kembali Mengingatkan kembali materi pelajaran yang sudah diajarkan dan kemudian membahas materi yang akan diajarkan. 	10 menit
Inti	<p>Eksplorasi</p> <p>Dalam kegiatan eksplorasi guru:</p> <ul style="list-style-type: none"> Memberikan stimulus berupa pemberian materi procedure text tentang Generic Structure of procedure text dan contoh procedure text. Mendiskusikan materi bersama siswa (Buku : Bahan Ajar Bahasa Inggris mengenai procedure text. Memberikan kesempatan pada peserta didik untuk mempresentasikan procedure text. Siswa diminta membahas contoh soal dalam Buku : Bahan Ajar Bahasa Inggris mengenai procedure text. <p>Elaborasi</p>	60 menit

	<p>Dalam kegiatan elaborasi guru:</p> <ul style="list-style-type: none"> ▪ Membiasakan siswa membuat kalimat pertanyaan sederhana berbentuk procedure. ▪ Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individual. <p>Konfirmasi</p> <p>Dalam kegiatan konfirmasi guru:</p> <ul style="list-style-type: none"> ▪ Memberikan umpan balik pada siswa dengan memberi penguatan pada siswa yang telah dapat menyelesaikan tugasnya. ▪ Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain. ▪ Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan. ▪ Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti materi mengenai procedure text. 	
	<p><u>Refleksi</u></p> <ul style="list-style-type: none"> • Peserta didik bersama guru membuat kesimpulan hasil pembelajaran. • Guru memberi apresiasi terhadap hasil kerja siswa. Guru memberikan tugas yang terkait dengan materi. • Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah dilaksanakan. 	10 menit

Penutup	<p><u>Menyimpulkan</u></p> <ul style="list-style-type: none"> • Siswa bersama sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini. • Guru memberikan tugas kepada siswa tentang materi yang sudah dijelaskan. • Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya. • Bersama-sama menutup pelajaran dengan berdoa. 	10 Menit
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S. Teknik Penilaian (Scoring Rubrics)

Writing	Score	Criteria	Criteria
Content	30-27	Excellent to very good	Knowledgeable – substantive-etc.
	26-22	Good to Average	Some knowledge of subject - adequate range - etc.
	21-17	Fair to Poor	Limited knowledge of subject – little substance - etc.
	16-13	Very Poor	Does not show knowledge of subject- non substantive – etc.
Organization	20-18	Excellent to very good	Fluent expression – ideas clearly stated – etc.
	17-14	Good to Average	Somewhat choppy – loosely organized but main ideas stand out- etc.
	13-10	Fair to Poor	

	9-7	Very Poor	Non-fluent – ideas confused or disconnected – etc. Does not communicate – no organization – etc.
Vocabulary	20-18	Excellent to very good	Sophisticated range – effective word/idiom choice and usage – etc.
	17-14	Good to Average	Adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to Poor	Limited range – frequent errors of word/idiom form, choice, usage – etc.
	9-7	Very Poor	Essentially translation – little knowledge of English of vocabulary.
Language Use	25-22	Excellent to very good	Effective complex constructions – etc.
	21-19	Good to Average	Effective but simple constructions – etc.
	17-11	Fair to Poor	Major problems in simple/complex constructions – etc.
	10-5	Very Poor	Virtually no mastery of sentence constructions – etc.
Mechanics	5	Excellent to very good	Demonstrates mastery of conventions – etc.

	4	Good to Average	Occasional errors of spelling, punctuation – etc.
	3	Fair to Poor	Frequent errors of spelling punctuation, capitalization – etc.
	2	Very Poor	No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.

T. Bentuk Instrumen

Teknik penilaian : Tertulis

Bentuk Instrumen : Teks berbentuk Procedure Text

Sekampung, Juli 2018

Collaborator

Researcher

RICA AGUSTINA, S.Pd
NBM. 1090207

ANDRI SUSWANTI
NPM. 14120947

FIELD NOTE CYCLE I

Friday, July 27th, 2018

1. Give pre-test for the students.
2. Most of the students still confuse with the material was given.
3. Some of the students are noisy with their friends.
4. Most of the students did the test confusedly.

Tuesday, July 31th, 2018

1. The teacher gives the material about the topic.
2. So many students who were noisy didn't give pay attention by the teacher explanation.
3. Some students didn't understand about the material.
4. The teacher dominated in giving question and answer.

Friday, August, 3th, 2018

1. Give post-test I to the students with the kinds of test was essay.
2. Some students passed the minimum standard criteria. But so many students did not pass the score.
3. Make reflection to students and made evaluation for the teaching learning process.

Sekampung, 3 Agustus 2018

Collaborator

FIELD NOTE CYCLE II

Tuesday, August, 7th, 2018

1. The students able to implementation the card sort.
2. The students do the card and to apply in procedure text.
3. The students able to share idea in each other group.
4. The students can be arrange their idea in writing.

Friday, August, 10th , 2018

1. The teacher gives post-test II after giving treatment.
2. Most of students doing the task correctly.
3. Most of students passed the mastery minimum criteria.

Sekampung, 3 Agustus 2018

Collaborator

STUDENTS' SCORE OF PRE-TEST

No	Students Code	Criteria of The Score					Total	Note >70
		C	O	V	L	M		
1	AK	17	17	14	9	2	59	Failed
2	ANH	14	10	13	7	2	46	Failed
3	AS	25	16	16	18	3	78	Passed
4	ASN	14	11	12	10	3	50	Failed
5	DR	14	12	15	10	2	53	Failed
6	DTW	18	12	14	8	2	54	Failed
7	FS	18	8	14	6	3	49	Failed
8	HSS	20	16	15	19	3	73	Passed
9	IPS	18	14	12	11	2	57	Failed
10	IS	15	7	11	5	2	40	Failed
11	KS	19	12	16	17	2	66	Failed
12	KW	20	8	13	12	3	56	Failed
13	L	16	8	10	5	2	41	Failed
14	MA	20	14	15	19	3	71	Passed
15	MAN	19	13	13	8	2	55	Failed
16	MM	13	10	10	5	2	40	Failed
17	NFS	20	9	12	10	3	54	Failed
18	NH	14	7	10	10	2	43	Failed
19	NS	13	9	12	6	2	42	Failed
20	NTRY	18	12	15	7	2	54	Failed
21	P	18	10	16	8	3	55	Failed
22	RA	15	7	8	10	2	42	Failed
23	RNH	18	10	10	9	3	50	Failed

[illegible]

**THE RESULT OF PRE-TEST, POST-TEST CYCLE I
AND POST-TEST CYCLE II**

No	Students Code	Score		
		Pre-Test	Post-Test I	Post-Test II
1	AK	59	75	76
2	ANH	46	49	74
3	AS	78	54	80
4	ASN	50	79	81
5	DR	53	63	67
6	DTW	54	62	64
7	FS	49	61	66
8	HSS	73	80	81
9	IPS	57	65	71
10	IS	40	53	74
11	KS	66	74	76
12	KW	59	59	74
13	L	41	51	58
14	MA	71	73	81
15	MAN	55	68	82
16	MM	40	41	76
17	NFS	54	70	76
18	NH	43	71	85
19	NS	42	65	73
20	NTRY	54	63	81

21	P	55	59	70
22	RA	42	67	83
23	RNH	50	70	75
24	RNP	70	70	74
25	RNW	56	59	77
26	RWRW	45	70	73
27	RZ	58	58	63
28	SD	52	52	77
29	SS	56	65	82
30	TH	62	71	74
31	TR	55	55	59
32	TRO	58	73	81
33	TW	57	57	65
34	VS	50	58	66
35	WS	57	68	84
36	Y	41	52	77
37	YA	46	53	71
38	Z	40	58	74
Total		2034	2391	2821
Average		54	63	74

OBSERVATION SHEET OF STUDENTS' ACTIVITIES I

Day/Date :

School : SMK Muhammadiyah Sekampung

Class : X TKJ 3

No	Name	Indicators				Total
		1	2	3	4	
1	ADE KURNIAWAN	√		√		2
2	AFRINA NUR HASLINDA		√	√	√	3
3	AISYAH SOFIATUN NISA	√	√	√	√	4
4	ANTON SETIAWAN				√	1
5	DAVID TRI WAHYUDI			√	√	2
6	DESI RATNASARI				√	1
7	FENITA SEPTIANI	√	√	√		3
8	HELEN SEPTIANA SAPUTRI		√	√	√	3
9	INTAN SEPTIANI		√			1
10	ISSAL PRADIFA SANTANU	√	√	√		3
11	KARISMAWATI		√			1
12	KENJIRO SONGGA		√	√		2
13	LUTFIANA	√	√		√	3
14	MIKE MAHARANI			√		1
15	MITA ARIYANTI	√			√	2
16	MUHAMMAD KHAFID	√		√		2
17	MURTI ANASARI			√	√	2
18	NABILA TRIANA RAKASIWI Y	√		√		2
19	NAUFAL FIGO SANJAYA	√	√		√	3
20	NEVI SUPIANTI	√	√	√	√	4
21	NURUL HIDAYAH	√		√	√	2
22	PUJIATI			√	√	2
23	RAHMAT ZAENURI	√	√			2

24	RANI NISNA WATI	√	√	√	√	4
25	RIKA ADIDITYA		√	√	√	3
26	RISKI NUR HIDAYAT	√	√		√	3
27	RITA NOVIANA PUTRI	√				1
28	ROSITA WULAN RAHMA WATI		√		√	2
29	SETIONO SAPUTRA		√	√	√	3
30	SINTA DAMAYANTI	√			√	2
31	TAUFIK WAHYUDI	√	√		√	3
32	TRI ROHIMAHNI			√		1
33	TRI RAHAYU OKTAVIA	√			√	2
34	VINKA SAPUTRI				√	1
35	WULAN SARI		√			1
36	YARNO		√		√	2
37	YOLANDA ANGGRAENI	√				1
38	ZUHAIRINA	√	√			2

Directions:

- Tick (√) for activity students.
- The Indicators of students' activities that observed are:
 5. The students able to implementation the card sort.
 6. The students do the card and to apply in procedure text.
 7. The students able to share idea in each other group.
 8. The students can be arrange their idea in writing.

Collaborator

Researcher

RICA AGUSTINA, S.Pd
NMB. 1090207

ANDRI SUSWANTI
NPM. 14120947

OBSERVATION SHEET OF STUDENTS' ACTIVITIES II

Day/Date :

School : SMK Muhammadiyah Sekampung

Class : X TKJ 3

No	Name	Indicators				Total
		1	2	3	4	
1	ADE KURNIAWAN	√	√	√	√	4
2	AFRINA NUR HASLINDA		√	√	√	3
3	AISYAH SOFIATUN NISA	√	√	√	√	4
4	ANTON SETIAWAN	√	√		√	3
5	DAVID TRI WAHYUDI	√		√	√	3
6	DESI RATNASARI	√	√		√	3
7	FENITA SEPTIANI	√	√	√		3
8	HELEN SEPTIANA SAPUTRI		√	√	√	3
9	INTAN SEPTIANI	√	√		√	3
10	ISSAL PRADIFA SANTANU	√	√	√		3
11	KARISMAWATI	√	√		√	3
12	KENJIRO SONGGA	√	√	√		3
13	LUTFIANA	√	√		√	3
14	MIKE MAHARANI		√	√	√	3
15	MITA ARIYANTI	√			√	2
16	MUHAMMAD KHAFID	√		√	√	3
17	MURTI ANASARI	√		√	√	3
18	NABILA TRIANA RAKASIWI Y	√		√		2
19	NAUFAL FIGO SANJAYA	√	√		√	3
20	NEVI SUPIANTI	√	√	√	√	4
21	NURUL HIDAYAH	√		√	√	3
22	PUJIATI			√	√	2
23	RAHMAT ZAENURI	√	√	√		3

24	RANI NISNA WATI	√	√	√	√	4
25	RIKA ADIDITYA		√	√	√	3
26	RISKI NUR HIDAYAT	√	√	√	√	4
27	RITA NOVIANA PUTRI	√	√	√		3
28	ROSITA WULAN RAHMA WATI		√		√	2
29	SETIONO SAPUTRA		√	√	√	3
30	SINTA DAMAYANTI	√			√	2
31	TAUFIK WAHYUDI	√	√		√	3
32	TRI ROHIMAHNI		√	√		2
33	TRI RAHAYU OKTAVIA	√	√		√	3
34	VINKA SAPUTRI	√	√	√	√	4
35	WULAN SARI	√	√			2
36	YARNO		√	√	√	3
37	YOLANDA ANGGRAENI	√	√			2
38	ZUHAIRINA	√	√	√		3

Directions:

- Tick (√) for activity students.
- The Indicators of students' activities that observed are:
 1. The students able to implementation the card sort.
 2. The students do the card and to apply in procedure text.
 3. The students able to share idea in each other group.
 4. The students can be arrange their idea in writing.

Collaborator

Researcher

RICA AGUSTINA, S.Pd
NMB. 1090207

ANDRI SUSWANTI
NPM. 14120947

DOCUMENTATION

The writer giving pre-test to the students





The writer giving treatment in cycle I to the student





The writer giving pos-test in cycle I to the students



The writer giving treatment in cycle II to the students



The writer giving post-test in cycle II to the students





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

Kl. Hajar Dewantara Kampus 15 A Iringmuyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47266 Website: www.metrouniy.ac.id e-mail: iaim@metrouniy.ac.id

Nomor : 2025 /In 28.11/PP.00 9/6/2018
Lamp : -
Hal : BIMBINGAN SKRIPSI

28 Juni 2018

Kepada Yth

1. Dr. Widhiya Ningsiana, M.Hum
 2. Ahmad Subhan Roza, M.Pd
- 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 mengharaapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Andri Suswanti
NPM : 14120947
Fakultas : Tarbiyah dan Ilmu keguruan
Jurusan : Tadris Bahasa Inggris
Judul : IMPROVING STUDENTS PROCEDURE TEXT WRITING ABILITY BY USING CARD SORT TECHNIQUE AT THE TENTH GRADE OF SMK MUHAMMADIYAH SEKAMPUNG EAST LAMPUNG

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan ± 1/6 bagian
 - b. Isi ± 2/3 bagian
 - c. Penutup ± 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Setor Jurusan TBI,
A. Subhan Roza, M.Pd
NPM 15750510 2008011014



**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) 47298; Website: www.tarbiyah.metroain.ac.id; e-mail: tarbiyah.ain@metroain.ac.id

SURAT TUGAS

Nomor: B-2244/In.28/D.1/TL.01/07/2018

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

Nama : **ANDRI SUSWANTI**
NPM : **14120947**
Semester : **8 (Delapan)**
Jurusan : **Pendidikan Bahasa Inggris**

- Untuk :
1. Mengadakan observasi/survey di SMK MUHAMMADIYAH SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS' PROCEDURE TEXT WRITING ABILITY BY USING CARD SORT TECHNIQUE AT THE TENTH GRADE OF SMK MUHAMMADIYAH SEKAMPUNG EAST LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkannya 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 : 10 Juli 2018





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

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulya Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47298; Website: www.tarbiyah.metroiniwac.id; e-mail: tarbiyah.iaim@metroiniwac.id

Nomor : B-2244/In.28/D.1/TL.00/07/2018
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMK MUHAMMADIYAH
SEKAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2244/In.28/D.1/TL.01/07/2018,
tanggal 10 Juli 2018 atas nama saudara:

Nama : **ANDRI SÚSWANTI**
NPM : 14120947
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK MUHAMMADIYAH SEKAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS' PROCEDURE TEXT WRITING ABILITY BY USING CARD SORT TECHNIQUE AT THE TENTH GRADE OF SMK MUHAMMADIYAH SEKAMPUNG EAST LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.



Metro, 11 Juli 2018

Ditandatangani,

Dra. Fatmahan MA
NIP. 19670531 199303 2 003



**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
Telp (0725) 41507; Faks (0725) 47295; Website: digilib.metrouniv.ac.id; pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-0706/In.28/S/OT.01/10/2018**

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

Nama : Andri Suswanti
NPM : 14120947
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14120947.

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, 04 Oktober 2018
Kepala Perpustakaan,



[Signature]
Drs. Mokhtari Sudin, M.Pd.
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Nama : Andri Suswanti

NPM : 19120997

Fakultas : FTIK

Angkatan : 2019

Telah menyerahkan buku berjudul : *Connecting Teacher Leadership and School Improvement*

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SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Andri Suswanti

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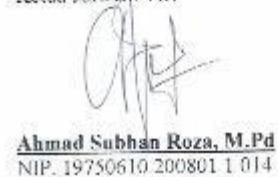
Fakultas : FTIK

Angkatan : 2019

Telah menyerahkan buku berjudul : *Connecting Teacher Leadership and School Improvement*

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No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu 01-08-2018			Revisi Observasi sheet	
2.	Senin 13-08-2018			Revisi observasi sheet	
3	28/8/18			ACC APD	

Mengetahui,

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		I	II		
1	Rabu 26-09-2018			Cover Bab V statement abstract	
2	Rabasa 02-10-2018			Cover Abstrak Acknowledgement Table of content Conclusion Bibliografi	
3	Rabu 03-10-2018			Acc to Muragah	

Mengetahui,
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No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Jumat 21-09-2018		✓	Cover Abstrak Acknowledgement Table of content Bab V	
2	Rabu 25-09-2018		✓	Abstrak Statement Conclusion Bibliography	
3	Jumat 28-09-2018		✓	Ph. menyempit G. I. slow	

Mengetahui
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