SILENT DEMONSTRATION AS A METHOD OF TEACHING TO IMPROVE STUDENTS’ UNDERSTANDING ON WRITING PROCEDURE TEXT AT THE SEVENTH GRADE OF MTS HASAN KAFRAWI PANCUR MAYONG JEPARA IN THE ACADEMIC YEAR OF 2010/2011

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

By:
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EDUCATION FACULTY
WALISONGO STATE INSTITUTE FOR ISLAMIC STUDIES
SEMARANG
2011
To
The Dean of Education Faculty
Walisongo State Institute for Islamic Studies

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Name of Student : Ani Hayah
Student Number : 073411001
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Had been ratified by the board of examiners of Education Faculty of Walisongo State Institute for Islamic Studies Semarang and can be received as one of any requirement for gaining the bachelor degree in English Language Education.

Semarang, December 16th, 2011

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ABSTRACT

Title: Silent Demonstration as a method of teaching to improve students’ understanding on writing procedure text at the Seventh Grade Students of MTs Hasan Kafrawi Pancur Mayong Jepara in the Academic Year of 2010/2011.

Writer: Ani Hayah
Student Number: 073411001

Keywords: Writing, Text, Genre, Procedure, Silent demonstration.

The thesis discusses about the effectiveness of silent demonstration as a method of teaching to improve students’ understanding on writing procedure text at the seventh grade students of MTs Hasan Kafrawi Pancur Mayong Jepara in the academic year of 2010/2011. The background of the study is writing is one of ways to communicate. Writing is not a simple process. It is not only the act of the picking up a pencil and forming letters, it is the activity in teaching learning process in which the students are able to express their ideas, opinions, feelings, and organized them in simple sentences or in short paragraph and a text well. The question research of this study is, how effective is the use of silent demonstration as a method can improve students’ understanding on writing procedure text at the seventh grade students of MTs Hasan Kafrawi Pancur Mayong Jepara in the academic year of 2010/2011?

The objective of this study is to find out the effectiveness of silent demonstration to improve students understanding on writing procedure text in the seventh grade students of MTs Hasan Kafrawi Pancur Mayong Jepara in the academic year of 2010/2011.

The population of this research was the seventh grade students of MTs Hasan Kafrawi Pancur Mayong Jepara. The research method was an experimental research, which conducted in two classes; the experimental group (VII C) and control group (VII A). The VII C was taught by using silent demonstration, while the VII A was taught without silent demonstration (using conventional method). The writer gave writing test to gather the data. There were two test; pre test and post test. The formula that was used to analyze the data was t-test. It was used to determine whether there was a significance difference between students’ score in experimental group and students’ score in control group.

After the data had been collected by using test, it was found that the pre-test average of the experimental group was 60.00 and control group was 61.78. While, the post-test average of the experimental group was 77.56 and control group was 70.33. The obtained t-test was 3.794, whereas the t-table was 1.67 for a = 5%. The t-test score was higher than the t-table (3.794> 1.67). It was meant that Ha was accepted while Ho was rejected. Since t-test score was higher than the t-table, silent demonstration was effective method in improving students’ procedure writing in MTs Hasan Kafrawi Pancur Mayong Jepara. Based on the finding, the writer assumes that silent demonstration may be used as one of alternative method in the teaching of procedure writing.
THESIS PROJECT STATEMENT

I am, the student with the following identity:

Name : Ani Hayah
Student Number : 073411001
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I certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer’s opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, November 30th 2011
The Writer,

Ani Hayah
No. Student: 073411001
ACKNOWLEDGMENT

Bismillahirrahmanirrahim,

Peace is upon to the king of life, Allah SWT. The mercy and blessing until this thesis can be completely finished. Silent Demonstration as a Method of Teaching to Improve Students’ Understanding on Writing Procedure Text at the Seventh Grade Students of MTs Hasan Kafrawi Pancur Mayong Jepara in Academic year of 2010/2011 is a thesis for readers who want to know the use of silent demonstration to improve students’ understanding in procedure writing. Silent Demonstration is one of method that can be used in teaching learning process especially in the teaching of procedure writing. It contains of the real data and chronological action that can help students to catch an idea to write procedure. By using this method, students will be motivated in learning writing. For teachers, the use of silent demonstration can help the students write a procedure text well since they face difficulties in writing procedure texts, which contain generic structures (Goal, materials, and steps) and linguistic features.

I realize that I can not complete this thesis without support, cooperation, help and encouragement from a lot of people. Therefore, I would like to extend my appreciation to all of them, especially to:

1. Dr. Suja’i, M.Ag., as the Dean of Tarbiyah Faculty
2. Siti Tarwiyah, M.Hum., as the Head of English Department, thanks for all her supports and permission to write this paper.
3. Dra. Hj. Siti Mariam, M.Pd as the first thesis supervisor, who patiently guided and helped the writer to finish this work.
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7. Last but not least, those who can not be mentioned one by one, who had supported her to reach my dream.

Semarang, 30 November 2011

The writer,

Ani Hayah
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CHAPTER I
INTRODUCTION

A. Background of The Study

English is an international language used as a means of communication both orally and written in most countries in the world. People use English to make international contacts and to cooperate with people in different countries in the world. Therefore, it is very important for us to learn English. In addition, we need to learn and practice the language as much as possible in order to use English correctly.

“Language is the system of sounds and words used by humans to express their thoughts and feelings”\(^1\). The meaning of language is an important thing in order to communicate in the society because through language people can express their wishes, feelings, and ideas. However, the problem will appear when people from different countries with different cultures and backgrounds meet and speak different languages. They do not use languages used by most people in the world.

The purpose of teaching English is to make students master four skills: listening, speaking, reading, and writing. Writing is frequently useful as preparation for some other activity\(^2\). It is a process of discovering and organizing ideas, putting them on paper, and revising them. By writing, we can express our ideas well; however, to get our meaning strong, interesting, and clear for the reader, this skill must be improved by practicing a lot. Because writing has many contributions for our life, we need to develop this skill.

In this modern world, the functions of English are to communicate in many fields, obtain science, to construct applicant interpersonally, and assess

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People begin to realize the importance of using English as a means of communication because communication among people in the world is becoming more and more urgent.

People learn English for several purposes include developing ability to communicate in the form of oral and write, growing awareness concerning reality that English as one of foreign languages to become especial applicant learn, and developing the understanding of each others relevant between cultures, languages and extend cultural firmament.4

Knowing that English is quite significant for Indonesia in the future, the government always makes efforts to improve the quality of English teaching, such as making a new curriculum. English writing has many contributions for our life: we can make a habit of writing to develop this skill. However, many students still have difficulties in writing because of the lack of vocabulary, grammar, and making sentences in a good arrangement.

Recently, many Indonesian people keep trying to develop their English by taking either formal or informal course especially in English writing because it not be taught; it takes continual practice, writing is very useful in our life, such as writing an English article, paragraph, or English text.

The material that is taught to the students of Junior High School not only vocabulary and grammar but also genre. Genre is used to refer to particular text types, not to traditional varieties of literature; it is a type or kind of text, defined in terms of its social purposes.5 One of the genres is procedure text. It is taught by teacher to make students know how to make or do something. Procedure text contains a process to achieve certain goal. And we can find the text not only in magazine or construction in food wrapping,

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4 Depdiknas, p. 11

5 Rudi Hartono, Genre of Texts, (Semarang: UNNES, 2005), p. 4.
but also in the holy Qur’an. For example, Allah stated in Al-Hajj verse 5 as follows:

Men, if you are in doubt about the resurrection, remember that we first created you from dust, then from a life germ, then from clot, and than from a lump of flesh partly formed and partly unformed.  

Based on the verse above, we know the information on the creation process of mankind. So, the verse above is included procedure text type, because it contains process of things.

However, many students in Junior High School have difficulties to write organization of procedure text. In MTs Hasan Kafrawi Pancur, especially in 7th grade, the students have difficulties to write organization of procedure text, because students come from different social background, so that they have different experience in their life. And the teacher only explains the material, the students only listen it, so the students feel bored in the learning process. Besides, they only depend on their imagination, so it is not enough to get ideas in writing. They are not able to recall and mention the sequence of things in systematic order and they can not mention the materials and steps in making and reaching the thing completely.

To make English teaching successful, there are some factors which influence the teaching learning process, such as the quality of teacher books, teaching technique, media and classroom interaction.

There are many strategies to develop students’ writing skill especially in writing procedure text. One of them is using silent demonstration method. Silent demonstration is a teaching method that is used when we are teaching a procedure. By demonstrating a procedure as silently as possible, we can

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encourage the students to be mentally alert.\textsuperscript{7} Silent demonstration is one kind of active learning beside active knowledge sharing, peer lesson, mind map etc. By using silent demonstration as a method for teaching procedure text students will be more interested and more active to learn. They will find something new and different from what they usually get in their class.

The writer chooses silent demonstration as a method in teaching writing procedure text, because student can be mentally alert after learning process. This method is recommended for a teaching a skill because it covers all the necessary step in effective learning order. The demonstration step gives trainees the opportunity to see and hear the details related to the skill being taught.

Because of the reasons above the writer proposes to conduct an experimental study in MTs Hasan Kafrawi Pancur Mayong Jepara by implementing silent demonstration as a method in teaching writing procedure text.

\textbf{B. Research Question}

How effective is silent demonstration as a method can improve students’ understanding on writing procedure text at the seventh grade students of MTs Hasan Kafrawi Pancur Mayong Jepara in the academic year of 2010/2011?

\textbf{C. Objective and Benefit of The Study}

The objective of this study is to find out the effectiveness of silent demonstration to improve students’ understanding on writing a procedure text in the seventh grade students of MTs Hasan Kafrawi Pancur Mayong Jepara in the academic year of 2010/2011.

The benefit of the study can be stated as follows:

1. for students

\textsuperscript{7} Mel Silberman, \textit{Active Learning 101 Strategies to Teach Any Subject}, (Yogyakarta: Pustaka Insan Mandiri, 1996 ), p. 225.
Students can use silent demonstration to memorize and understand the lesson in their mind so that they will study harder and master the writing skill well

2. for teacher
   Teacher can use silent demonstration as a reference when they want to improve their ability in teaching writing

3. for the writer
   The writer can use this method to improve her skill in mastery writing

4. for the readers
   It is hoped that silent demonstration can give more information and contribute the knowledge

5. for the school
   It can be alternative method to improve the teaching and learning process.
CHAPTER II
REVIEW OF THE RELATED LITERATURE

Silent Demonstration as a Method of
Teaching Writing Procedure Text

A. PREVIOUS RESEARCH

Writing is an interesting field for research. Many researchers have conducted researches on writing skills. Related to this study, the writer chooses some literatures about previous researches which are relevant to the teaching of writing procedure text. There are two previous research related to this study:

1. Musta'in (3105297), Education Faculty, Walisongo State Institute for Islamic studies, Semarang, 2009. In his thesis entitled "Teaching Writing Procedure Text Using Real Things" (An Action Research at the Seventh Grade Students of MTS N Mranggen Demak in the Academic Year of 2009/2010). He did the study because the students still have difficulties in writing procedure text. The teacher still used conventional methods, the teacher only delivered verbally, he did not use the media, so, the students were easy to get bored. To improve writing procedure text, teacher can use real things as a teaching media to help her in teaching learning process. And the objectives of the study are: (1) to find out if there is any significance differences in students' writing ability before and after teaching writing procedure text by using real things. (2) to find out what extent the application of the real things improve the students mastery of the seventh grade students of MTS N Mranggen Demak in writing procedure text. ¹ The result of the research shows that the students improve their writing procedure text by using real things as a medium in teaching writing.

¹ Musta’in “Teaching Writing Procedure Text Using Real Things”. Thesis S1 IAIN (Semarang; FT library of IAIN, 2009).
The similarity between his research and the writer's are on the participation, skill focus of the study (writing), and the kind of text. The differences are on the media, research approach, and the data collection.

2. Abdul Khalim (3105257) in his thesis entitled: “The Effectiveness of Cooperative Learning Think Pair Share Type to Improve Students' Understanding on Quantifier” (An Experimental Research with the Eight Grade of SMP N 23 Semarang in the Academic Year of 2009/2010). The main objectives of this study is to find out the implementation of cooperative learning think pair share type, the result of students achievement before and after using cooperative learning think pair share type to improve students' on quantifier in the eight grade students of SMP N 23 Semarang. The result of the research is using think pair share is more effective than without using think pair share method in teaching quantifier. It showed of the mean of experimental class was higher than control class ($77.667 > 68.000$). And the result of this study is expected to be an information material for English teacher in teaching quantifier. The similarities between his research and the writer's is on the research approach and the differences are on the method, participation, and skill focus.

B. THEORITICAL FRAMEWORK

1. Writing
   a. Definition of writing

   “Writing is functional communication, making learners possible to create imagined worlds of their own design.”\(^3\) It means that, through writing, learners can express thought, feeling, ideas,

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\(^2\) Abdul Khalim. "The Effectiveness of Cooperative Learning Think Pair Share Type to Improve Students' Understanding on Quantifier". Thesis S1 IAIN (Semarang: FT library of IAIN, 2009).

experiences, etc to convey a specific purpose. The purpose of writing is to give some information.

Meyers said that writing is an action. This means that when we first write something down, we have already been thinking about what we are going to say and we are going to say it. Then after you have finished writing, we read over what we have written and make changes and corrections.

Writing is one of productive skills, which contains a symbol (orthographic) and involves a complex process. In making good writing, we must use correct grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion. Some linguists gave some definitions of writing that may help us get clearer definition. One of them is stated by Celce and Murcia, “Writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication to take place.”

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

White states that writing is an act of sharing new ideas or old ideas with a new perspective with the human community. Written language is simply the graphic representation of spoken language, and

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that written performance is much like oral performance, the only different lies in graphic for writing instead of auditory signals for speaking.\textsuperscript{8} So writing is closely related to speaking not only in such item of content, organization of ideas, and vocabulary but also the relationship of the ideas or the coherent with the other sentence.

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

1. Writing Process

Writing is a never one-step action. Writing as one of productive skills needs a process. This process sues writer to write in sequence stages. Harmer states that the writing process is the stages that a writer goes through in order to produce something (a written text) before to be a final draft.\textsuperscript{9} There are four processes of writing:

a. Planning

At this stage, the writer must think about three main issues. Those are the purpose, the audience (the reader), and content structure. The purpose of writing will influence not only the type of text that the writer wants to produce, the language that the writer uses, but also the information that the writer chooses to include. Secondly, the writer must think of


the audience. The audience will influence not only the shape of the writing (how it is laid out or how the paragraph is structured) but also the choice of language (formal or informal language). Thirdly, the writer has to consider the content structure of the piece. It means that how the writer sequences the fact, ideas, or argument.

This stage is often called by pre-writing process. Pre-writing is the thinking, talking, reading, and writing that the writer does about his topic before he writes a first draft. Pre-writing can be defined as a way of warming up the brain before write. There are two ways of warming up the brain; brainstorming and clustering.

Brainstorming is a quick way to generate a lot of ideas on a subject. So, brainstorming is the way to get “the ideas creation engine” running. The purpose of brainstorming is to make a list of as many ideas as possible without worrying about how writers will use them. Writers’ list can include words, phrases, sentences, or even questions.

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

1) Writers must begin with a broad topic.
2) Writers must write down as many ideas about the topic as writers can do in five minutes.
3) Writers can add more items to their list by answering the questions what, how, when, where, why, and how.
4) Writers group similar items on the list together.
5) Writers can cross out items that do not belong.

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Clustering is another pre-writing technique. It is a visual way of showing how writers’ ideas are connected using circles and lines. When writers cluster, they draw a diagram to connect ideas.\textsuperscript{11}

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

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

The picture above is an example of clustering

B. Drafting

After you have finished in planning, you can continue to the next step (drafting). As you write, the first draft on your

\textsuperscript{11} Karen Blanchard and Christine Root, p. 42.
paragraph, use the ideas you generated from planning as a guide. As you write, remember to:

1) Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.

2) Stick the topic does not include information that does not directly support the main idea.

3) Arrange the sentences so that the other ideas make sense.

4) Use signal words to help the reader to understand how the ideas in your paragraph are connected.\(^{12}\)

C. Editing (Revising)

It is almost impossible to write a perfect paragraph on the first try. The first try is called the first draft. Perhaps the order of information is not clear or the discourse marker is wrong. The way to revise and improve the first draft is called editing. The writer edits their own or their peer’s work for grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like.

It is almost impossible to write a perfect paragraph on the first try, so it needs to be revised. The steps are:

1) Add new ideas to support the topic.

2) Cross out sentences that do not support the topic.

3) Change the order of the sentences.

4) Using the following checklist to revise your paragraph;
   a) Make sure you have a topic sentence.
   b) Cross out sentences that do not relate to the main idea.
   c) Check to see if the sentences are in the right order.
   d) Add new ideas if they support the topic sentences.
   e) Make sure you have included signal words to help guide the reader.

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\(^{12}\) Karen Blanchard and Christine Root, p. 43.
f) Check the punctuations, spelling and grammar.\textsuperscript{13}

D. Final Version

Once the writer has revised and edited the draft and made the changes that considered being necessary, he has produced the final version.

**Planning ➔ Drafting ➔ Editing ➔ Final version**

b. Teaching English Writing for Junior High School Student

"Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English. Writing has always been used as a means of reinforcing language that has been taught."\textsuperscript{14} It means that writing is good for students to learn English to put their ideas on the paper which grammar and vocabulary involved.

When writing, students need more time to think. Teacher asks students to focus on accurate language use and what ideas they will write. It will provoke their language development, by finding ideas will put on a text. Teaching writing for junior high school is not an easy job, because the range of age of junior high school students varies between thirteen to fifteen years old.

"Adolescence interpreted as a transition period from children to adult including change of biological, cognitive and emotional social"\textsuperscript{15}, "they are so much less motivated, and they present outright discipline problems."\textsuperscript{16}

\begin{thebibliography}{9}
\bibitem{9} Karen Blanchard and Christine Rooot, p. 44.  
\bibitem{10} Jeremy Harmer, \textit{op cit.} p. 31-32  
\bibitem{11} John W. Sacrotch, \textit{Adolescence}, (Jakarta: Erlangga, 2003), 6\textsuperscript{th} Ed, P.26  
\bibitem{12} Jeremy Harmer, \textit{The Practice of English Language Teaching}, (England: Pearson Education Limited, 2003), 3rd Ed, P. 38
\end{thebibliography}
Based on the statement above, the writer concludes that the teacher's role is very needed to motivate students in teaching-learning process while students in transition period. Therefore, they will have good discipline and responsibility, if a teacher encourages their students to learn to write in the target language.

There are some characteristics of adolescents’ learner:

a. They seem to be less lively and humorous than adult,
b. Identity has to be forget among classmates and friends, peer approval may be considerably more important for the student than the attention of the teacher.
c. They would be much happier if such problems did not exist,
d. They may be disruptive in class, and
e. They have great capacity to learn, have a great potential for creativity, and a passionate commitment to things, which interested them.17

Therefore, adolescents are a period of change, new experiences learning, instability and the most trying times in life school and teacher should provide adolescent with opportunities to explore and experiment in a stable and supportive atmosphere. Teacher’s job is to provoke intellectual activity by helping them to be aware of constructing ideas, which they can resolve by their own though still with the teacher’s guidance

c. Students’ Ability in Writing

Students’ ability in writing is affected by four skills, namely grammatical skill, stylistic skill, mechanical skill, and judgment skill. The step which the student has ability to write correct sentences, is called grammatical skill. The step which student has ability to

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17 Jeremy Harmer. p. 39
manipulate sentences and use language effectively, is called stylistic skill. The step which the student has ability to use correctly those conventions peculiar to the written language such as punctuation and spelling, is called mechanical skill. The last step which the student has ability to write in appropriate manner for a particular purpose with a particular audience in their mind together with an ability to select, organize, and order relevant information, is called judgment skill\textsuperscript{18}. Sometime, in writing there are two or more short compositions usually provide more reliable guides to write ability, they are enabling testing of different registers and varieties of language\textsuperscript{19}. So, writing ability is complex, because it is not only based on one or two skills.

d. Improving Students’ Ability in Writing

Writing as one of the four language skills has always formed part of the syllabus in the teaching of English. Improve students’ ability in writing is not easy way. Because writing needs a complicated intellectual undertaking, there is a process such as pre-writing, writing, revising, editing and publishing. Students’ writing ability can be showed by these indicators below\textsuperscript{20}:

a. Students are able to write correct sentences.

b. Students are able to manipulate sentences and use language effectively.

c. Students are able to use correctly those conventions peculiar to the written language.

Students ability to write in an appropriate manner for a particular purpose with a particular audience in their mind together with an ability to select, organize, and order relevant information.

\textsuperscript{18} J.B Heaton, \textit{Writing English Language Text}, (London; Longman, 1975), p.35

\textsuperscript{19} J.B Heaton, p. 128

\textsuperscript{20} J.B Heaton, p. 138.
Actually, writing encourages students to focus on accurate language use, because they think as they write, it will provoke language development as they resolve problems which writing puts in to their minds.

e. Characteristic of an Effective Paragraph

A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly. A paragraph has three major structural parts: a topic sentence, supporting sentences, and a concluding sentence.\(^{21}\)

Writing a paragraph is an uneasy activity. Students often find difficulties especially when they want to write a good paragraph. Every sentence of paragraph should be related to the unit of organization, the parallelism, and others.

Harmer states that there are two characteristics of an effective paragraph. Those are coherence and cohesion.\(^{22}\)
a. Coherence

Coherence means that the sentence in the paragraph must be logically arranged and the movement from one sentence to the next sentence must be smooth. Coherence can be gained by applying logical order and transition signal. When a text is coherence, the reader can understand at least two things:

1) The writer’s purpose

A coherent text can make the reader understand the writer’s purposes. Is it for giving information, expressing idea, or entertaining the reader?


2) The writer’s line of thought

The reader should be able to follow the story and should not get confused with the characters of the story, setting, time, and others. In a recount text, the reader should know what is being narrated, who is the character, and can distinguish between the complication and resolution.

b. Cohesion

A paragraph is called cohesion if all supporting sentences can support the topic sentence. The method of connecting sentences to each other called cohesive devices. Five important of cohesive devices are lexical cohesion (can be achieved by using lexical set chain and repetitions of word), grammatical cohesion (can be achieved by using pronoun and possessive reference and article reference), tenses, linkers, and substitutions.

Alice and Ann add unity as a requirement of an effective paragraph. They state,

"Every good paragraph has unity, which means that in each paragraph only one main idea is discussed. If the writer starts to discuss new idea, he must start a new paragraph. Furthermore, every supporting sentence in the paragraph must be directly related to the main idea".  

f. The Tasks of Teacher in Teaching Writing

Teacher has a number of crucial tasks that must be performed in order to help students become writers. Students often feel bored to write either in their own language or in second language. So, teacher must stimulate students to write by performing his tasks in the classroom. The teacher tasks are not only during the writing class, but also before and after writing class.

23 Alice Oshima and Ann Hogue, op.cit., p. 17.
According to Harmer, there are five tasks that teacher can perform in the class. Those are demonstrating, motivating and provoking, supporting, responding, and evaluating.  

a. Demonstrating

Teacher must tell the students about the material and demonstrate it in front of class. This task can be an effective way to warm up students’ knowledge about the material.

b. Motivating

When students find difficulties in writing like “lost for word”, teacher can help by provoking the students into having ideas, enthusiasm, and persuading them what fun it can be. The example is teacher can give students the word that they need to start a writing task.

c. Supporting

This task is closely related with the teacher’s roles as motivator and provoker. Students need a lot of help and reassurance once they get going, both with ideas and with the means to carry them out. Teacher can help students overcome the difficulties by giving a support.

d. Responding

When responding, teacher reacts to the content and the construction of students’ writing supportively and makes suggestion for their improvement. When teacher responds to the students’ writing, he may not give a grade and judge it as final version (final product).

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e. Evaluating

When teacher evaluates students’ writing, he can indicate where students make mistakes and may award grades in students writing.

2. General Concept of Text

a. Definition of Text

In general, text is an article we often read. We know that human beings are different from other creatures. We live in a world of words. When these words are put together to communicate a meaning, a piece of text is created. They will think to express their expression. We can say that human need to express their own in many ways that can be understood by others. Human can use a text as one of the ways to express their own.

“A text is any stretch of language which is held together cohesively through meaning”. It means that when we use language to write, we are creating and constructing a text. When we read, we are interpreting texts. Moreover, when we talk and listen, we are also creating and interpreting texts.

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

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b. Types of Text

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

a. Literary text

Literary text is a text that appeals to our emotions and imaginations. Literary text can make laugh or cry, think about our own life or consider our beliefs. Literary text includes aboriginal dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes and soap operas. Media text such as films, videos, television shows and CDs can fall in this category.

There are three main text types in this category: recount, poetic and dramatic.  

b. Factual text

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

3. General Concept of Genre

a. Definition of Genre

“Genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its

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28 Mark Anderson and Kathy Anderson, p. 3.
social purposes; also the level of context dealing with social purpose”.

The meaning of the genres intended is that students are able to understand the concept and they would be able to identify a kind of texts that students will have to write.

b. Kinds of Genre

There are fifteen types of genre text, they are:
a. Recount is a kind of genre used to amuse, to entertain and to deal with actual or various experiences in different ways.
b. News story is a factual text which informs reader’s events of the day which are considered newsworthy or important.
c. Exemplum is a kind of genre used to deal with incidents that are in some respects out of the usual, point to some general values in the cultural context.
d. Anecdote is a kind of genre used to share with others an account of an unusual or amusing incident.
e. Recount is a kind of genre used to retell events for the purpose of informing or entertaining.
f. Spoof is a kind of genre used to retell an event with a humorous twist.
g. Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.
h. Explanation is a kind of genre used to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.
i. Report is a kind of genre used to describe the way things are, with reference to arrange or natural, manmade and social phenomena in our environment.

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30 Rudi Hartono. p. 6.
j. Analytical exposition is a kind of genre used to persuade the reader or listener to take action on some matter.

k. Hortatory exposition is a kind of genre used to persuade the reader or listener that something should or should not be the case.

l. Discussion is a kind of genre used to present (at least) two points of view about an issue.

m. Description is a kind of genre used to describe a particular person, place or thing.

n. Review is a kind of genre used to critique an art work or event for a public audience.

o. Commentary is a kind of genre used to explain the processes involved in the information (evolution) of a social-cultural phenomenon, as though a natural phenomenon.  

4. General Concept of Procedure Text

a. Definition of Procedure Text

Mark Anderson and Kathy Anderson in their book stated” procedure is a piece of a text that gives us instruction for doing something”.

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

Procedure text is one of text types and includes factual text. The function of procedural text is to describe how something is accomplished through a sequence of actions or steps. Procedures are also more about processes than things but explain how people perform different processes in a sequence of steps. Procedures are found in the written text to do with science, art and craft, cookery, media studies an health as well as other subject.

31 Rudi Hartono. p.13
b. The Generic Structure of Procedure Text

Each text has a generic structure according to communicative purpose of the text itself. However, there are certain similarities within the text with the same purposes. The similarities create an expectation of the general schematic structure of the text that is called generic structure of a text.

The generic structure of procedural text should be mastered by the students for learning the genre. Because genre is a tool for understanding and teaching the kinds of writing requires of non-native English speakers in academic and professional contexts.32

There are three parts of generic structure’s procedure text, they are;
1) Goal : name of procedure to be carried out
2) Materials : list to materials needed (can be embedded)
3) Procedure/steps : list of steps to be followed

c. The Significant Lexicogrammatical or Language Features of Procedure Text

The significant lexicogrammatical or language feature of procedure text are:
1) The use of technical language.
2) Sentences that begin with verbs and are stated as commands. Or example; pour, mix, and prepare
3) The use of time words or numbers that tell the order for doing the procedure. For example: first, second or 1, 2, and etc,

4) The use of adverbs to tell how the action should be done. For example: carefully.\textsuperscript{33}

According to Alexander Mongot Jaya, the language feature of procedure text is focus on generalized human agents.\textsuperscript{34}

d. The Example of Procedure Text

\begin{tabular}{|l|l|}
\hline
Goal & How to make a cheese omelet \\
\hline
Material & Ingredients: \\
& 1 egg, 50 g cheese, ¼ cup milk, 3 table spoons, cooking oil, a pinch of salt and pepper. \\
& Utensils: \\
& Frying pan, fork, spatula, cheese grater, bowl, plate. \\
\hline
Steps & Method; \\
& 1) Crack an egg into a bowl \\
& 2) Whisk the egg with a fork until is smooth \\
& 3) Add milk and whisk well \\
& 4) Grate the cheese into the bowl and stir \\
& 5) Hit the oil in the frying pan \\
& 6) Pour the mixture into the frying pan \\
& 7) Turn the omelet with a spatula when it browns \\
& 8) Cook both sides \\
& 9) Place on plate: season with salt and pepper \\
& 10) Eat while warm \\
\hline
\end{tabular}

Taken from \textit{Genre Brilliant Solution}\textsuperscript{35}

e. Organization of Procedure Text

Organization is derived from the Greek word organization which means an entity as an actual purposeful structure with a social

\textsuperscript{33} Mark Underson and Kathy Underson, \textit{Text types in English}, (Australia: Macmilan Education Australia PTY LTD, 2003), P. 52.

\textsuperscript{34} Alexander Mongot Jaya, et. al., \textit{Genre Brilliant Solution}, (Jepara: Mawas Press, 2006). P. 15.

\textsuperscript{35} Alexander Mongot Jaya, et.al p. 16
context. According to Hodge and William” organization is basically a system of coordinated social units concerned with accomplishment of certain goal”. From some definitions above, we can conclude that organization of procedure text is component of text that has function to reach the social function of procedure. They are goal, material and steps. It can be called generic structure.

5. Teaching Method

The definition of teaching method is the way of teaching. Teaching method means the way that usually used to do something, related to the content is the way to transfer knowledge or to teach.

In describing methods, the difference between a philosophy of language teaching at the level of theory and principles, and a set of derived procedures for teaching language, is central. In attempt to clarify this difference, a scheme was proposed by the American applied linguistic Edward Anthony. He identified three levels of conceptualization and organization, which he termed approach, method, and technique. An approach is the level at which assumptions and beliefs about language and language learning are specified. Method is the level at which theory is put into practice and at which choices are made about the particular skill to be taught, the content to be taught, and the order in which the content will be presented. Technique is the level at which classroom procedures are described.

Harmer has defined method as the practical realization of an approach. The methods are arrived at decisions about types of activities, role of teachers, and learners, the kinds of material which will be helpful,

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and some model of syllabus organization. According to Brown, the teaching method definition as follow;

Method is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic and subject matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of contexts. There is relationship among teaching method, approach, and technique. Method is the practical realization of an approach, and includes various procedures and techniques.

In every school, teacher should have certain method in teaching materials by looking at students characteristics. Teaching children young learners has different method with teaching adult learners. In International Community Village have two different learners, young and adult. So, the teacher should have certain method in teaching learning. Actually, not all of the methods are suitable for them.

6. Principles of Using Teaching Method in Language Learning

Method was described as an overall plan for systematic presentation of language based upon a selected approach. All methods of language teaching involve the use of the target language. All methods thus involve overt or covert decisions concerning the selection of language items (words, sentence patterns, tenses, constructions, functions, topics, etc.) that are to be used within a course or method. Decisions about the choice of language content relate to both subject matter and linguistic matter. The objectives of a method, whether defined primarily in terms of product and process, are attained through the instructional process, through the organized and directed interaction of teachers, learners, and materials in the classroom. Different among methods at the level of approach manifest themselves in the choice of different kinds of learning

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39 H. Douglas Brown, *op cit*, p. 16
40 H. Douglas Brown p. 14
and teaching activities in the classroom. Teaching activities that focus on grammatical accuracy may be quite different from those that focus on communicative skills. Activities designed to focus on the development of specific psycholinguistic processes in language acquisition will differ from those directed toward mastery of particular features of grammar.

Although specific theories of the nature of language may provide the basis for a particular teaching method, other methods derive primarily from theory of language learning. A learning theory underlying an approach or method responds to two questions:

a. What are the psycholinguistic and cognitive processes involved in language learning?
b. What are the conditions that need to be met in order for these learning processes to be activated?

Learning theories associated with a method at the level of approach may emphasize either one or both of these dimensions. Process oriented theories build on learning processes, such as habit formation, induction, inferencing, hypothesis testing, and generalization. Condition oriented theories emphasize the nature of the human and physical context in which language learning take place.

Different theories of language and language learning influence the focus of a method, that is, they determine what a method sets out to achieve. The specification of particular learning objectives, however is a product of design, not of approach. Some methods focus primarily on oral skills and say that reading and writing skills are secondary and derive from transfer of oral skills. Some methods set out to teach general communication skills and give greater priority to the ability to express oneself meaningfully and to make oneself understood than to grammatical accuracy or perfect pronunciation. Others place a greater emphasis on accurate grammar and pronunciation from the very beginning. Some methods set out to teach the basic grammar and vocabulary of a language. Others may define their objectives less in linguistic terms than in terms of
learning behaviors, that is in terms of the processes or abilities the learner is expected to acquire as a result of instruction.\textsuperscript{41}

Richards and Rodgers made two principal contributions to our understanding of the concept of teaching method:

a. Their schematic representation of method described six important features of designs: objectives, syllabus (criteria for selection and organization of linguistic and subject matter content), activities, learner roles, teacher roles, and the role of instructional materials.

b. By helping us to think in terms of an approach that undergirds our language designs (curricula), which are realized by various procedures (technique), we could see that methods, as we still use and understand the term, are too restrictive, too pre-programmed, and too pre-packaged. Virtually all language-teaching methods make the oversimplified assumption that what teachers do in the classroom can be conventionalized into a set of procedures that fit all contexts.\textsuperscript{42}

7. The General Concept of Silent Demonstration

Silent demonstration is one kind of active learning apart from active knowledge sharing, guided note taking, active debate and etc.

Silent demonstration is a teaching method that is used when we are teaching a procedure. By demonstrating a procedure as silently as possible, we can encourage the students to be mentally alert.\textsuperscript{43}

a. The procedure or steps of silent demonstration are:

1. Prepare on a multi step procedure that the students want to learn.

   Procedure might include any of the following:

   (a) Using a computer application

   (b) Using lab equipment

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\textsuperscript{41} Jack C. Richards and Theodore S. Rodgers, \textit{op cit.} p. 24-26

\textsuperscript{42} H. Douglas Brown, \textit{op cit.} p. 14-15

\textsuperscript{43} Mel Silberman, \textit{Active Learning 101 Strategies to Teach Any Subject}, (United State of America: Allyn and Bacon, 1996), p. 150
(c) Operating machinery and etc,

2. Ask the students to watch we perform the entire procedure. Only do it, with little or no explanation or commentary about what and why we are doing what we do. Give them a visual glimpse of the big picture or the entire job. Do not expect retention at this point, we are merely establishing readiness for learning.

3. Form pairs. Demonstrate the first part of the procedure, again with little or no explanation or commentary. Ask pairs to discuss with each other what they observed that we are doing. (telling them what we are doing will lessen students’ mental alertness). Obtain a volunteer to explain what we do. If the students have difficulty, demonstrate again.

4. Have the pairs practice with each others the first part of the procedure. When it is mastered, proceed with a silent demonstration of the next parts of the procedure, followed by paired practice.

5. End by challenging students to do the entire procedure without any help.

b. Variations of silent demonstration:

1. If possible, give students an opening task to attempt the procedure before any demonstration encourage guesses and an openness to make mistakes. By doing it, we will immediately get student mentally involved. Then, have them watch we demonstrate.

2. If some students master the procedure sooner than other, recruit them as” silent demonstrators”

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44 Mel Silberman p.151
c. **Advantages and disadvantages of silent demonstration as a method in teaching learning process. They are:**

1. Advantages of silent demonstration as a method in teaching learning process.
   a. Students’ concentration will focus only on the demonstration that are given by the teacher.
   b. Students to be mentally alert
   c. Give a practice experience to students that can create good memorize and skill.
   d. Minimizing students’ error in taking conclusion.

2. Disadvantages of silent demonstration as a method in teaching learning process.
   a. The preparation and the implementation needs a long time.
   b. This method will not be effective, if the equipments are not completed.
   c. It will be difficult to do, if the students are not ready to do it.\(^{45}\)

8. **The Use of Silent Demonstration in Teaching Procedure Text.**

   Teaching English as a foreign language sometimes makes the teachers realize that are transferring knowledge to the students are not easy. A good teacher will not surrender, if the students are bored with the lesson

   In the process of teaching, teacher can use a method in order to stimulate students’ interest. One of the methods is silent demonstration. By using silent demonstration in teaching writing procedure text, student will get an overall description of silent demonstration such as active learning.

The writer applies silent demonstration as alternative method in teaching procedure and the topic was how something is accomplished through a sequence of actions or steps.

By using silent demonstration as a method of teaching, students will be more interested in learning writing. Besides that, they will practice regularly especially in writing. Using silent demonstration method during the teaching and learning process, it is hoped that teacher will be able to motivate the students to learn and pay attention to the material presented. One of advantages of silent demonstration is that can make the students to be mentally alert and to minimize students’ error in taking conclusion.

The success of teaching and learning process depends on several factors namely teacher, learner, technique, and the method which are used in teaching learning process. The most important thing in teaching learning process is teaching method. Concerning from the problem above the teacher should use an appropriate methods to make the learner comprehend more about the material of writing procedure text which the teacher explains and will make students enjoy and easy to read and understand a text especially in procedure text.

C. HYPOTHESIS

Based on the result of those literature review and previous research, the writer concludes that, there will be significant difference (Ha) of the student’s achievement in writing between the students who taught by using silent demonstration as a method and the students who taught without using silent demonstration method. The students who taught by using silent demonstration method will get the better score. It means that “the use of silent demonstration to improve students’ understanding on writing procedure text” is effective.
CHAPTER III
METHOD OF RESEARCH

This chapter discussed research design, research setting, population and sample, variable and scoring technique, data collection technique, data analysis technique.

A. Research Design

Research design played an important role in a research because the quality of research greatly depended on the design. In this research, the researcher used the form of quantitative approach to analyze the data. According to Michael J Wallace, quantitative is broadly used to describe what can be counted or measured and can therefore be considered objective.¹

An experimental research involved two groups: experimental group and control group. An experimental group received a new treatment while control group received a usual treatment. According to Nunan, experiment is designed to collect data in such a way that threats to the reliability and validity of the research are minimized.² This study used pre-test and post-test.

The design of the experiment could be described as follows:

\[
\begin{array}{c}
E & 01 & X & 02 \\
C & 03 & Y & 04 \\
\end{array}
\]

Adopted from Arikunto.³

Where:

E = experimental group

C = control group

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³ Suharsimi Arikunto, *op.cit.*, p. 86.
01 = pre-test for experimental group  
02 = post test for experimental group  
03 = pre-test for control group  
04 = post test for control group  
X = treatment by using silent demonstration  
Y = treatment without silent demonstration

From the design above, subjects of research were grouped into an experimental group (top line) and a control group (bottom line). The quality of subjects was first checked by pre-test them (01 and 03). Then, the experimental treatment (taught by using silent demonstration) was applied to the experimental group, while the control group was taught without silent demonstration. The test was held in the form of composition. The results of post-test (02 and 04) were then computed statistically.

B. Research Setting

This study was conducted in MTS Hasan Kafrawi located at Jalan Randubangu Pancur Mayong Jepara. The subjects of this study were the seventh grade students of MTS Hasan Kafrawi Pancur Mayong Jepara in the academic year of 2010/2011. This study was conducted in the second semester. Due to limitation of time, the researcher did not take all students as the subjects of the study, but drew a sample.

In this study, the researcher used writing test in order to get the required data. The researcher taught two groups of students. The first group was an experimental group and the second group was a control group. The experimental group was a group which was given treatments by using silent demonstration as a method while the control group was a group which was given treatments without silent demonstration. At the beginning of the research, both two groups were given a pre-test to know the students’ initial capacity before getting treatments. At the end of the research, both two groups were given a post-test.
C. Population and Sample

According to *Encyclopedia of Educational Evaluation* as cited by Arikunto, population is a set (or collection) of all elements possessing one or more attributes of interest. The population of this research was the seventh grade students of MTS Hasan Kafrawi Pancur Mayong Jepara in the academic year 2010/2011.

Sample is part of population which is chosen as source of data. Arikunto said that sample is a part that can represent all the population observed. It is called sample research when we want to generalize the sample research result. The researcher selected two groups of students from the population as sample in this study. The total number of the population was 111 students which were divided into three classes. The process of selection would be discussed in the sampling technique.

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VII A</td>
<td>37</td>
</tr>
<tr>
<td>2</td>
<td>VII B</td>
<td>37</td>
</tr>
<tr>
<td>3</td>
<td>VII C</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>111</td>
</tr>
</tbody>
</table>

If the population is more than 100 persons, the researcher might take 10-15% or 20-25% or more from population. Therefore, the researcher took 18 % out of 111 students as the sample from this study or equal to 74 students. Then, the sample was divided into two groups; experimental group and control group. Each group consisted of 37 students. Students in class VII C was taught

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4 Suharsimi Arikunto, p. 130.
by using silent demonstration and considered as experimental group. While students in class VII A was taught without silent demonstration and considered as control group.

D. Research Variable and Scoring Technique

a. Variable

According to Fred D. Kerlinger as cited by Arikunto, that all experiments have one fundamental idea behind them; to test the effect of one or more independent variables on a dependent variable (it is possible to have more than one dependent variables in experiments).8

This research, that used silent demonstration as a method in the teaching of procedure, had two variables. Those variables were:

1. The independent variable

   Independent variable is the variable that the experimenter changes within a defined range. The independent variable in this research was the use of method in the teaching learning process for both groups. The experimental group wrote procedure text through silent demonstration while the control group wrote procedure text without silent demonstration.

2. The dependent variable

   Dependent variable is variable that measures the influence of the independent variable. The dependent variable in this study was the students’ achievement in the test score.

b. Scoring technique

To score the test paper, the researcher used analytic scale which categorized by some categories. O’Malley and Pierce state that analytic scale separates the features of a composition into components that are each scored

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8 Suharsimi Arikunto, *op.cit.*, p. 119.
This analytic score has five items and each item scores five. So, the maximum score is 25. The items are:

1. Grammar
   Brown states that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.¹⁰

2. Vocabulary
   Vocabulary plays important role in writing; it is the basic thing that should be owned by students. The lack of vocabulary means the failure in the communication. Students can not make a communication especially in writing if they master little vocabulary.

3. Mechanics
   Mechanic is connecting with the appropriate punctuation or spelling that is used in writing. Mechanic will make students’ writing well and reasonable to be read. The examples of mechanic are capital letter, quotation, comma, semicolon, and others.

4. Relevance
   It contains reasonable sentences (supporting sentences) that support to the main idea. If students write paragraph without state the main idea, the reader will confuse to decide the main topic of the text.

5. Fluency (style and ease of communication)
   Fluency refers to the sentences that flow easily and not too hard to understand by audiences (readers). If the researcher uses strange vocabulary, the readers will confuse what the purpose of writing.

Table III.2. Analytic Scoring of Writing

<table>
<thead>
<tr>
<th>Writing Component</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>5</td>
<td>Mastery of grammar taught on course – only 1 or 2 minor mistake.</td>
</tr>
</tbody>
</table>

---


<table>
<thead>
<tr>
<th></th>
<th></th>
<th>A few mistakes only (prepositions, articles, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>3</td>
<td>Only 1 or 2 major mistakes but a few ones.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Major mistakes, which lead to difficulty in understanding, lack of mastery of sentence construction.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Numerous serious mistakes – no mastery of sentence construction – almost unintelligible.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Vocabulary</strong></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Use of wide range of vocabulary taught previously.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Good use of new word acquired – fairly appropriate synonyms, circumlocution.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Attempts to use word acquired – fairly appropriate vocabulary on the whole but sometimes restricted – has to resort to use of synonyms, circumlocution, etc., on few occasions.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Restricted vocabulary – use of synonyms [but no always appropriate] imprecise and vague-affect meaning.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Very restricted vocabulary-inappropriate use of synonyms seriously hinders communication.</td>
</tr>
<tr>
<td>Mechanic</td>
<td>5</td>
<td>No errors.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>1 or 2 minor errors only [e.g. ei or ie].</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Several errors – do not interfere significantly with communication – not too hard to understand.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Several errors – some interfere with communication – some words very hard to recognize.</td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Lack of organization so severe that communication is seriously impaired.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Little or no attempts at connectivity – though reader deduces some organization – individual ideas may be clear but very difficult to deduce connections between them.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Some lacks of organization – rereading required for clarification ideas.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Ideas well organized – links could occasionally be clearer but communication not impaired.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>All sentences support the topic – highly organized – clear progression of ideas well linked educated native speaker.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Numerous errors – hard to recognize several words – communication made very difficult.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very jerky – hard to understand can not enjoy reading – almost all simple – complex sentences confusing – excessive use of “and”.</td>
</tr>
<tr>
<td>2</td>
<td>Jerky style – an effort needed to understand and enjoy – complex sentences confusing – mostly simple sentences or compound sentences.</td>
</tr>
<tr>
<td>3</td>
<td>Style reasonably smooth – not too hard to understand mostly [but not all] simple sentences – fairy effective.</td>
</tr>
<tr>
<td>4</td>
<td>Quite flowing style – mostly easy to understand a few complex sentences – very effective.</td>
</tr>
<tr>
<td>5</td>
<td>Flowing style – very easy to understand – both complex and simple sentences – very effective.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fluency</td>
</tr>
<tr>
<td></td>
<td>Relevance</td>
</tr>
</tbody>
</table>
Based on Heaton’s grid as cited by Novie Fatmawati.\textsuperscript{11}

E. Data Collection Technique

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

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

1. Test

In this research, the researcher used test to collect data. Brown states that a test is a method of measuring a person’s ability, knowledge, or performance in a given domain.\textsuperscript{12} Heaton states that achievement test is generally used to refer to more formal tests which have been designed to show mastery of a particular syllabus. This test is similar to class progress tests in the sense that they are generally based on syllabus and measure what has been taught and learnt.\textsuperscript{13} Test is an examination or trial to find its quality, value, composition, etc.\textsuperscript{14} According to \textit{Longman English dictionary}, test is any procedure for measuring ability, knowledge, or performance.\textsuperscript{15} In conducting to this study, the researcher used test as the first method of collecting the data. The test was used to collect the students’ writing that must be analyzed to identify students’ achievement on writing procedure.


\textsuperscript{13} J. B. Heaton, \textit{Writing English Language Test}, (London: Longman, 1975), p. 163.

\textsuperscript{14} Suharsimi arikunto, \textit{Op.cit.}, p.223

Based on the statements above, the researcher conducted the achievement test in this research. This test was used to measure students’ achievement. The test, which was conducted before the treatments, called pre-test. It was used to find out the initial condition of students before treatment. The test, which was done after all treatments, called the post-test. The researcher gave an assignment to write a procedure text based on theme. The students had to use at least 50 words in 35 minutes. Students had to pay attention to the five aspects of writing which would be used in the assessment. These five aspects were as follow; grammar, vocabulary, mechanic, relevance and fluency.

2. Observation

Observation was the activity that was done by the researcher to get data. There were two kinds of observation, they were:

a. Non systematic observation which was done by the researcher without using instrument.

b. Systematic observation which was done by the researcher using instrument as the guide of the research.\(^\text{16}\)

The observation focused on teacher and students activity in classroom. In this part, the researcher used checklist as instrument to take information related to the activity in the class room.

3. Documentation

Document is a piece of written or printed material that provides a record of evidence or event an agreement, ownership, identification etc.\(^\text{17}\) Documentation is the accumulation, classification, and dissemination of information.\(^\text{18}\) It refers to the archival data that help the researcher to collect the needed data. In this study, this method was used to get the data that related to the object research such as students name list were included

\(^{16}\) Jack C. Richard, p. 157


\(^{18}\) John Eastwood, p. 256.
in the population. In this case, the data was gained by the help of the English teacher.

F. Data Analysis Technique

There were some steps to do the research; one of the most important steps was collecting data. It influenced the result of the research. Before the test had been used to collect the data, it would be tried out then analyzed.

1. The Activities of Experimental Group

a. Pre-test

Pre-test was given before the treatments. First, the researcher came to the class. Then, he explained to the students what they had to do. Finally, he distributed the instruments and asked them to do the test.

b. Activities in Experimental Group

There were some activities in experimental group (Class VII A) as follows:

Table III.3. Activities in Experimental Group

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Time Allotment</th>
</tr>
</thead>
</table>
| 1  | 1) Teacher tells the students that they will learn procedure text using silent demonstration.  
    2) Teacher gives explanation about silent demonstration. | 2x45’ |
| 2  | 1) Teacher explains about the generic structures and language features of procedure texts.  
    2) Teacher gives an example of procedure using silent demonstration.  
    3) Asking the students to see the teacher | 2x45’ |
and identify what the teacher does in front of class
4) Asking some students to repeat what the teacher does in front of class.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 3 | 1) Teacher asks students to write their procedure texts depend on the teacher demonstration.  
   |  2) Teacher asks students to share their text in pair.  
   |  3) Teacher asks students to analyze their partner’s writing and take note error writing |
| 4 | 1) Teacher reminds students about previous lesson.  
   |  2) Teacher asks students to write a procedure text depends on their own. |

2x45’

**c. Post-test**

Post-test was held after all treatments were conducted. This test was used to measure students’ achievement after they were given treatments. The result of test was analyzed statistically.

2. The Activities of Control Group

a. Pre-test

Pre-test was given before the treatment. First, the researcher came to the class. Then, he explained to the students what they had to do. Finally, he distributed the instruments and asked them to do the test.

b. Activities for control group

There were some activities in control group (class VII C) as follows:
Table III.4. Activities in Control Group

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Time Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1) Teacher explained procedure text to students.</td>
<td>2x45’</td>
</tr>
<tr>
<td>2</td>
<td>1) Teacher explained about the generic structures and language features of procedure texts.</td>
<td>2x45’</td>
</tr>
<tr>
<td></td>
<td>2) Teacher gave an example of procedure using communicative language teaching (CLT) method.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) Teacher gave some questions about the generic structure and language feature of procedure orally.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4) Students had to answer about the teachers’ question together.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1) Teacher asked students to make other examples of procedure texts in group.</td>
<td>2x45’</td>
</tr>
<tr>
<td></td>
<td>2) Teacher asked each of groups to present their work in front of class.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1) Teacher reminded students about previous lesson.</td>
<td>2x45’</td>
</tr>
<tr>
<td></td>
<td>2) Teacher asked students to write a procedure text.</td>
<td></td>
</tr>
</tbody>
</table>

c. Post-test

Post-test was held after all treatments were conducted. This test was used to measure students’ ability after they were given treatments. The result of test was analyzed statistically.
3. Analyzing the Data

After conducted the test, data analysis was carried out to find out the data normality and the homogeneity of sample. It was meant to check if the research result met the requirement of good research or not. Data analysis discussed two main things:

a. Test of data normality

The first step that had to be done before doing the research was to test the data normality. It was aimed to know whether the data came from normal distribution or not. The researcher used Chi-Kuadrat formula, as follows:

\[ X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i} \]

Cited from Sudjana.\(^{19}\)

Where:
- \( X^2 \) = Chi-quadrate
- \( O_i \) = Frequency that was obtained from data
- \( E_i \) = Frequency that was hoped
- \( k \) = the sum of interval class

If the obtained score was lower than t-table score by using 5% alpha of significance, Ho was accepted. It was meant that Ha was rejected.

b. Test of homogeneity

It was meant to get the assumption that sample of research came from a same condition or homogenous. The researcher used the formula as follows:

With this formula\(^{20}\):

---

\[ \chi^2 = (\ln 10) \left( B - \sum (n_i - 1) \log s_i^2 \right) \]

With:

\[ B = (\log s^2) \sum (n_i - 1) \quad \text{and} \quad s^2 = \frac{\sum (n_i - 1) s_i^2}{\sum (n_i - 1)} \]

Where:

- \( \chi^2 \) = Chi-quaret
- \( s_i^2 \) = i-variance
- \( n_i \) = number of participant
- \( k \) = the sum of interval class

If \( \chi^2 \) \textit{count} \( \geq \chi^2 \) \((1-\alpha)(k-1)\) with significance 5% and \( dk = k - 1 \) so Ho was refused, the data is not homogeneous. If the participant is homogenous, the writer used the formula below to measure the hypothesis:

\[ F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}} \]

Cited from Sugiono.\(^{21}\)

Hypothesis: \( H_0: a_1^2 = a_2^2 \)

\( H_a: a_1^2 \neq a_2^2 \)

Ho is accepted if \( F < F^{1/2a (nb-1):(nk-1)} \)

4. Analyzing The Result of The Test

Firstly, the test was done in both groups, experimental and control group. Secondly, the result of the test was scored by using analytic scale. Thirdly, the means score of the two groups were determined. Finally, the two means were compared by applying t-test formula. T-test was used to differentiate if the students’ result of writing a procedure text by using

\(^{20}\) Sudjana, p. 263.

silent demonstration and without using silent demonstration was significant or not.

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

Where:

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

Cited from Sudjana.\(^{22}\)

Where:

\( \bar{x}_1 \) = the mean score of the experimental group
\( \bar{x}_2 \) = the mean score of control group
\( n_1 \) = the number of the experimental group
\( n_2 \) = the number of the control group
\( s \) = standard deviation
\( s^2 \) = variance

If the obtained score was higher than t-table score by using 5% alpha of significance, Ho was rejected. It meant that Ha was accepted: “There was a significant difference in writing achievement between the experimental and control group.”

\(^{22}\) Sudjana, op.cit., p. 239.
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter presented the data that were collected during the experimental research. First analysis focused on the validity, reliability, index difficulty, and discriminating power of instruments. Second analysis presented the result of pre-test and post-test which were done both in experimental and control group.

A. Analysis of Data

1. Analysis of Pre-test

The experimental group (class VII C) was given a pre-test on March 7, 2011 and control group (class VII A) was given a pre-test on March 2, 2011. They were asked to make a procedure text by arranging a jumble text of procedure.

a. Test of Normality

Test of normality was used to find out whether data of control and experimental group which had been collected from the research come from normal distribution normal or not. The result computation of Chi-square ($X^2_{score}$) then was compared with table of Chi-square ($X^2_{table}$) by using 5% alpha of significance. If $X^2_{score} < X^2_{table}$ meant that the data spread of research result distributed normally.

Based on the research result of VII A students in the control group before they were taught procedure text without silent demonstration, they reached the maximum score 76 and minimum score 40. The stretches of score were 36. So, there were 7 classes with length of classes 6. From the computation of frequency distribution, it was found ($\sum f_i x_i$) = 2224 and ($\sum f_i x_i^2$) = 100.9778 So, the average score ($\bar{X}$) was 61.78 and the standard deviation (S) was 10.05. After
counting the average score and standard deviation, table of frequency distribution was needed to measure Chi-square ($X^2_{score}$).

Table IV. 1 Table of the Frequency Distribution of Control Group

<table>
<thead>
<tr>
<th>Class</th>
<th>Bk</th>
<th>Z_i</th>
<th>P(Z_i)</th>
<th>Ld</th>
<th>E_i</th>
<th>O_i</th>
<th>($O_i - E_i$)$^2$</th>
<th>E_i</th>
</tr>
</thead>
<tbody>
<tr>
<td>39.5</td>
<td>-2.22</td>
<td>0.4867</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40 – 45</td>
<td>0.0393</td>
<td>1,415</td>
<td>3</td>
<td>1,774</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45.5</td>
<td>-1.62</td>
<td>-0.4474</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>46 – 51</td>
<td>0.1006</td>
<td>3,621</td>
<td>1</td>
<td>1,894</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>51.5</td>
<td>-1.02</td>
<td>0.3468</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>52 – 57</td>
<td>0.1820</td>
<td>6,551</td>
<td>7</td>
<td>0.031</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>57.5</td>
<td>-0.43</td>
<td>0.1648</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>58 – 63</td>
<td>0.2329</td>
<td>8,384</td>
<td>8</td>
<td>0.018</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>63.5</td>
<td>0.17</td>
<td>0.0680</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>64 – 69</td>
<td>0.2109</td>
<td>7,591</td>
<td>9</td>
<td>0.262</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>69.5</td>
<td>0.77</td>
<td>0.2789</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70 – 76</td>
<td>0.1497</td>
<td>5,387</td>
<td>8</td>
<td>1.267</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>76.50</td>
<td>1.47</td>
<td>0.4286</td>
<td></td>
<td></td>
<td>36</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.248</td>
</tr>
</tbody>
</table>

Based on the Chi-square table ($X^2_{table}$) for 5% alpha of significance with df $6 - 3 = 3$, it was found $X^2_{table} = 7.815$ Because of $X^2_{score} < X^2_{table}$, so the initial data of control group distributed normally.

While from the result of VII C students in experimental group, before they were taught procedure text by using silent demonstration, was found that the maximum score was 76 and minimal score was 40. The stretches of score were 36. So, there were 7 classes with length of classes 6. From the computation of frequency distribution, it was found ($\sum f_i x_i$) = 2160, and ($\sum f_i x_i^2$) = 87,7714 So, the average score ($\bar{X}$) was 60,0 and the standard deviation (S) was 9.37. After counting the
average score and standard deviation, table of frequency distribution was needed to measure Chi-square ($X^2_{score}$).

Table IV. 2 Table of the Frequency Distribution of Experimental Group

<table>
<thead>
<tr>
<th>Class</th>
<th>Bk</th>
<th>$Z_i$</th>
<th>$P(Z_i)$</th>
<th>Ld</th>
<th>Ei</th>
<th>Oi</th>
<th>$\frac{(O_i-E_i)^2}{E_i}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>39.5</td>
<td>-2.19</td>
<td>0.4857</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40 – 45</td>
<td></td>
<td>0.0465</td>
<td>1.675</td>
<td>2</td>
<td></td>
<td></td>
<td>0.063</td>
</tr>
<tr>
<td>45.5</td>
<td>-1.55</td>
<td>0.4392</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>46 – 51</td>
<td></td>
<td>0.1213</td>
<td>4.366</td>
<td>2</td>
<td></td>
<td></td>
<td>1.282</td>
</tr>
<tr>
<td>51.5</td>
<td>-0.91</td>
<td>0.3179</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>52 – 57</td>
<td></td>
<td>0.2127</td>
<td>7.656</td>
<td>10</td>
<td></td>
<td></td>
<td>0.718</td>
</tr>
<tr>
<td>57.5</td>
<td>-0.27</td>
<td>0.1052</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>58 – 63</td>
<td></td>
<td>0.2509</td>
<td>9.031</td>
<td>6</td>
<td></td>
<td></td>
<td>1.017</td>
</tr>
<tr>
<td>63.5</td>
<td>0.37</td>
<td>0.1456</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>64 – 69</td>
<td></td>
<td>0.1991</td>
<td>7.167</td>
<td>10</td>
<td></td>
<td></td>
<td>1.120</td>
</tr>
<tr>
<td>69.5</td>
<td>1.01</td>
<td>0.3447</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70 – 75</td>
<td></td>
<td>0.1063</td>
<td>3.826</td>
<td>4</td>
<td></td>
<td></td>
<td>0.008</td>
</tr>
<tr>
<td>75.5</td>
<td>1.65</td>
<td>0.4510</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$X^2 = 4.209$

Based on the Chi-square table ($X^2_{table}$) for 5% alpha of significance with df $6 - 3 = 3$, it was found $X^2_{table} = 7.815$. Because of $X^2_{score} < X^2_{table}$, so the initial data of experimental group distributed normally.

b. Test of Homogeneity

Test of homogeneity was done to know whether sample in the research come from population that had same variance or not. In this study, the homogeneity of the test was measured by comparing the obtained score ($F_{score}$) with $F_{table}$. Thus, if the obtained score ($F_{score}$) was lower than the $F_{table}$ or equal, it could be said that the Ho was
accepted. It meant that the variance was homogeneous. The analysis of homogeneity test could be seen in table IV. 3.

Table. IV. 3 Test of Homogeneity (Pre-test)

<table>
<thead>
<tr>
<th>Variant Sources</th>
<th>Experimental G</th>
<th>Control G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td>2160</td>
<td>2224</td>
</tr>
<tr>
<td>N</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>$\bar{X}$</td>
<td>60.00</td>
<td>61.78</td>
</tr>
<tr>
<td>Variance ($s^2$)</td>
<td>87.7714</td>
<td>100.9778</td>
</tr>
<tr>
<td>Standard deviation (s)</td>
<td>9.37</td>
<td>10.05</td>
</tr>
</tbody>
</table>

By knowing the mean and the variance, the writer was able to test the similarity of the two variants in the pre-test between experimental and control group. The computation of the test of homogeneity as follows:

$$F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}$$

$$= \frac{100.98}{87.77}$$

$$= 1.1505$$

On a 5% with df numerator (nb - 1) = 36 – 1 = 35 and df denominator (nk – 1) = 36 – 1 = 35, it was found $F_{table} = 1.96$. Because of $F_{score} \leq F_{table}$, so it could be concluded that both experimental and control group had no differences. The result showed both groups had similar variants (homogenous).

c. Test of difference two variants in pre-test between experiment and control group

After counting standard deviation and variance, it could be concluded that both group have no differences in the test of similarity between two variances in pre-test score. So, to differentiate whether the students’ results of writing a procedure text in experimental and
control group were significant or not, the writer used t-test to test the hypothesis that had been mentioned in the chapter two. The writer used formula:

\[ t = \frac{x_1 - x_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \]

Where:

\[ S = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}} \]

Based on table IV. 3, first the writer had to find out S by using the formula above:

\[ S = \sqrt{\frac{(36-1)87.77+(36-1)100.98}{36+36-2}} \]

\[ = 9.71466 \]

After S was found, the next step was to measure t-test:

\[ t = \frac{60.00 - 61.78}{9.71466 \sqrt{\frac{1}{36} + \frac{1}{36}}} \]

\[ = -0.776 \]

After getting t-test result, then it would be consulted to the critical score of \( t_{table} \) to check whether the difference is significant or not. For \( a = 5\% \) with df \( 36 + 36 - 2 = 70 \), it was found \( t_{table} (0.95)(70) = 1.67 \). Because of \( t_{score} < t_{table} \), so it could be concluded that there was no significance of difference between the experimental and control group. It meant that both experimental and control group had same condition before getting treatments.
2. Analysis of Post-test

The experimental group was given post test on March 28, 2011 and control group was given a post test on March 23, 2011. Post-test was conducted after all treatments were done. Silent demonstration was used as method in the teaching of procedure writing to students in experimental group. Meanwhile, the students in control group were given treatment without silent demonstration. Post-test was aimed to measure students’ ability after they got treatments. They were asked to make a procedure text based on the theme (for students in control group) and they identify to the teacher demonstration (for students in experimental group).

a. Test of Normality

Test of normality was used to find out whether data of control and experimental group, which had been collected after they got treatments, came from normal distribution normal or not. The formula, that was used, was Chi-square. The result computation of Chi-square \( (X^2_{\text{score}}) \) then was compared with table of Chi-square \( (X^2_{\text{table}}) \) by using 5% alpha of significance. If \( X^2_{\text{score}} < X^2_{\text{table}} \) meant that the data spread of research result distributed normally.

Based on the research result of VII A students in the control group after they got usual treatments (using conventional method) in the teaching of procedure writing, they reached the maximum score 84 and minimum score 56. The stretches of score were 28. So, there were 6 classes with length of classes 4.7. From the computation of frequency distribution, it was found \( (\sum f_i x_i) = 2532 \), and \( (\sum f_i x_i^2) = 60.6857 \). So, the average score \( (\bar{X}) \) was 70.33 and the standard deviation \( (S) \) was 7.79. It meant that there was an improvement of students’ score after they got treatments. After counting the average score and standard deviation, table of frequency was needed to measure Chi-square \( (X^2_{\text{score}}) \). For the complete analysis could be seen in appendix 9.
Table IV. 4 Table of the Frequency Distribution of Control Group

<table>
<thead>
<tr>
<th>Class</th>
<th>Bk</th>
<th>$Z_i$</th>
<th>P($Z_i$)</th>
<th>Ld</th>
<th>Ei</th>
<th>Oi</th>
<th>($O_i - E_i)^2 / E_i$</th>
</tr>
</thead>
<tbody>
<tr>
<td>55 – 60</td>
<td>55.5</td>
<td>-1.90</td>
<td>0.4716</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60 – 60</td>
<td>60.5</td>
<td>-1.26</td>
<td>0.3966</td>
<td>0.0750</td>
<td>2.699</td>
<td>6</td>
<td>4.037</td>
</tr>
<tr>
<td>61 – 65</td>
<td>61.5</td>
<td>-0.62</td>
<td>0.2325</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>66 – 70</td>
<td>66.5</td>
<td>-0.10</td>
<td>0.1641</td>
<td>0.2411</td>
<td>8.678</td>
<td>6</td>
<td>0.826</td>
</tr>
<tr>
<td>70 – 75</td>
<td>70.5</td>
<td>0.02</td>
<td>0.0085</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>71 – 75</td>
<td>71.5</td>
<td>0.06</td>
<td>0.0264</td>
<td>0.2379</td>
<td>8.564</td>
<td>6</td>
<td>0.767</td>
</tr>
<tr>
<td>76 – 80</td>
<td>76.5</td>
<td>0.13</td>
<td>0.0404</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>81 – 85</td>
<td>81.5</td>
<td>1.95</td>
<td>0.0742</td>
<td>0.0702</td>
<td>2.526</td>
<td>3</td>
<td>0.089</td>
</tr>
</tbody>
</table>

$\chi^2 = 7.668$

Based on the Chi-square table ($\chi^2_{table}$) for 5% alpha of significance with $dk = 6 - 3 = 3$, it was found $\chi^2_{table} = 7.815$. Because of $\chi^2_{score} < \chi^2_{table}$, so the data of control group after getting treatments distributed normally.

Meanwhile from the result of VII C students in experimental group, who were taught procedure text through the use of silent demonstration, was found that the maximum score was 92 and minimal score was 64. The stretches of score were 28. So, there were 6 classes with length of classes 4.7. From the computation of frequency distribution, it was found $(\Sigma f_i x_i) = 2792$, and $(\Sigma f_i x_i^2) = 69.7397$ So, the average score ($\bar{X}$) was 77.56 and the standard deviation (S) was 8.35 By seeing the average score of students in experimental group, it could be concluded that there was an improvement of students’ score after they got treatments by using silent demonstration. After counting
the average score and standard deviation, table of frequency distribution was needed to measure Chi-square \( X_{score}^2 \). For the complete analysis could be seen in appendix 10.

Table IV. 5 Table of the Frequency Distribution of Experimental Group

<table>
<thead>
<tr>
<th>Class</th>
<th>Bk</th>
<th>( Z_i )</th>
<th>( P(Z_i) )</th>
<th>( Ld )</th>
<th>( Ei )</th>
<th>( Oi )</th>
<th>( \frac{(O_i - E_i)^2}{E_i} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>63.5</td>
<td>-1.68</td>
<td>0.4538</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>64 – 68</td>
<td>0.0929</td>
<td>3.345</td>
<td>7</td>
<td>3.993</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>68.5</td>
<td>-1.08</td>
<td>0.3609</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>69 – 73</td>
<td>0.1745</td>
<td>6.282</td>
<td>7</td>
<td>0.082</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>73.5</td>
<td>-0.49</td>
<td>0.1864</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>74 – 78</td>
<td>0.2314</td>
<td>8.331</td>
<td>5</td>
<td>1.332</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>78.5</td>
<td>0.11</td>
<td>0.0450</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>79 – 83</td>
<td>0.2167</td>
<td>7.801</td>
<td>7</td>
<td>0.082</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>83.5</td>
<td>0.71</td>
<td>0.2617</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>84 – 88</td>
<td>0.1433</td>
<td>5.158</td>
<td>7</td>
<td>0.658</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>88.5</td>
<td>1.31</td>
<td>0.4050</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>89 – 93</td>
<td>0.0669</td>
<td>2.408</td>
<td>3</td>
<td>0.145</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>93.5</td>
<td>1.91</td>
<td>0.4719</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>( X^2 )</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>( = 6.292 )</td>
</tr>
</tbody>
</table>

Based on the Chi-square table \( X_{table}^2 \) for 5% alpha of significance with df \( 6 – 3 = 3 \), it was found \( X_{table}^2 = 7.815 \) Because of \( X_{score}^2 < X_{table}^2 \), so the data of experimental group after getting treatments distributed normally.

b. Test of Homogeneity

The writer determined the mean and variance of the students’ score either in experimental or control group. By knowing the mean and variance, the writer was able to test the similarity of the two variance in the post-test between experimental and control group.

Table. IV. 6 Test of Homogeneity (Post-test)
<table>
<thead>
<tr>
<th>Variance Sources</th>
<th>Experimental G</th>
<th>Control G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td>2792</td>
<td>2532</td>
</tr>
<tr>
<td>N</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>$\bar{X}$</td>
<td>77.56</td>
<td>70.33</td>
</tr>
<tr>
<td>Variance ($s^2$)</td>
<td>69.7397</td>
<td>60.6857</td>
</tr>
<tr>
<td>Standard deviation ($s$)</td>
<td>8.35</td>
<td>7.79</td>
</tr>
</tbody>
</table>

The computation of the test of homogeneity as follows:

$$F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}$$

$$= \frac{69.74}{60.69}$$

$$= 1.1492$$

On a 5% with df numerator (nb - 1) = 36 - 1 = 35 and df denominator (nk - 1) = 36 - 1 = 35, it was found $F_{table}(0.025)(35,35) = 1.96$. Because of $F_{score} \leq F_{table}$, so it could be concluded that both experimental and control group had no differences. The result showed both groups had similar variance (homogenous).

c. Test of difference two variants in post-test between experiment and control group

After counting standard deviation and variance, it could be concluded that both groups have no differences in the test of similarity between two variances in post-test score. So, to differentiate if the students’ results of writing a procedure text in experimental and control group after getting treatments were significant or not, the writer used t-test to test the hypothesis mentioned in chapter two. To see the difference between the experimental and control group, the writer used formula:
\[ t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \]

Where:

\[ S = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}} \]

Based on table IV. 6, first the writer had to find out S by using the formula above:

\[ S = \sqrt{\frac{(36 - 1)69.74 + (36 - 1)60.69}{36 + 36 - 2}} = 8.07544 \]

After S was found, the next step was to measure t-test:

\[ t = \frac{77.56 - 7033}{8.07544 \sqrt{\frac{1}{36} + \frac{1}{36}}} = 3.794 \]

After getting t-test result, then it would be consulted to the critical score of \( t_{table} \) to check whether the difference is significant or not. For \( a = 5\% \) with df \( 36 + 36 - 2 = 70 \), it was found \( t_{table(0.95)(70)} = 1.67 \). Because of \( t_{score} > t_{table} \), so it could be concluded that there was significance of difference between the experimental and control group. It meant that experimental group was better that control group after getting treatments.

Since the obtained t-score was higher than the critical score on the table, the difference was statistically significance. Therefore, based on the computation there was a significance difference between the teaching of procedure writing using silent demonstration and the teaching of procedure writing without silent demonstration for the
seventh grade students of MTs Hasan Kafrawi. Teaching procedure with silent demonstration seemed to be more effective than teaching procedure without silent demonstration. It can be seen from the result of the test where the students taught writing by using silent demonstration got higher scores than the students taught writing without silent demonstration.

B. Discussions

The data were obtained from the students’ achievement scores of the test of writing procedure text. They were pre-test and post-test scores from the experimental and control group. The average score for experimental group was 60.00 (pre-test) and 77.56 (post-test). The average score for control group was 61.78 (pre-test) and 70.33 (post-test). The following was the simple tables of pre and post-test students’ average score and students’ average score of each writing components. The complete computation can be seen in appendix 13 – 16.

Table IV. 7 The Pre-test and Post-test Students’ Average Scores of the Experimental and Control Group

<table>
<thead>
<tr>
<th>No</th>
<th>Group</th>
<th>The Average Percentage of Pre-test</th>
<th>The Average Percentage of Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Experimental</td>
<td>60,00</td>
<td>77,56</td>
</tr>
<tr>
<td>2</td>
<td>Control</td>
<td>61,78</td>
<td>70,33</td>
</tr>
</tbody>
</table>

1. Students’ Condition in Control Group

In this study, source of data that was became as control group was class VII A. In the control group, there was not a new treatment in a teaching learning process. They were given a usual treatment. They were taught procedure writing using conventional method as they had got. By using conventional method in the teaching learning process, teacher had used a monotonous method that could not increase students’ procedure writing. Students could not enjoy in writing and explore their ideas
because they had to write what they had listen to the teacher explanation. It was proven with the control group’s average in the post-test (70.33) which was lower than the experimental group (77.56); although, the control group’s average in the pre-test (61.78) was higher than the experimental group (60.00).

2. Students’ Condition in Experimental Group

a. Analysis of Students’ Writing Before Treatment (Pre-test)

In the pre-test, students’ ability in writing procedure text was low. Pre-test was conducted before the treatment. From the result of pre-test, it was known that students faced many difficulties in procedure writing. Sentences which were made by students, were influenced by Indonesian language. Students’ ability was in low level when they had to arrange sentences to be a good paragraph by considering main idea. It meant that the idea was not clearly stated and the sentences were not well-organized to support the main idea. Students’ word choice (fluency) was also far from being perfect. Not only the sequence of sentences which were made by students was not complete but also there were many difficulties in grammar and mechanic; therefore, students’ ability of procedure writing could not be understood. To minimize the number of students’ mistakes in their writing, the researcher collected students’ writing, gave correction, and returned the paper to them. From the correction of their mistakes, students were supposed to learn more and improve their ability in procedure writing.

b. Analysis of Students’ Writing After Treatment (Post-test)

In the term of the product of the students’ work, students’ ability were collected and analyzed on the basis of Heaton Gird which had been provided. Based on the analysis of students’ ability, it was found that students’ ability after getting treatment improved. In the treatment, students were given silent demonstration that was in line with the function of procedure text, its linguistic features, and its
generic structure. The content was complete and relevance to the topic and the ideas were easy to understand.

Based on Heaton Grid as the indicator of the students’ ability in procedure writing, the finding showed that students’ ability was in good level; although, there were still some mistakes that students had made like grammar. So, it could be concluded that the implementation of using silent demonstration as method in the teaching of procedure writing was very effective. It was proven with students’ average score in experimental group was higher than control group. By considering the students’ final score after getting treatment, the teaching of procedure writing using silent demonstration as method was better than without silent demonstration (conventional method).

Based on t-test analysis that was done, it was found that the t-score (3.794) was higher than t-table by using 5% alpha of significance (1.67). Since $t_{score} > t_{table}$, it proved that there was a significant difference between the improvement of students achievement that was given a new treatment (using silent demonstration) and the improvement of students achievement that was given a usual treatment (using conventional method).

C. Limitation of Research

The writer realized that there were some hindrances and barriers in doing this research. The hindrances and barriers which occurred were not caused by inability of the researcher but caused by the limitation of the research like time, fund, and equipment of research.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and discussion in chapter IV, it could be concluded that silent demonstration was very effective to improve students’ understanding on procedure writing text. It was proved by the result of t-test. The t-test showed that t-score 3.794 was higher than t-table 1.67. It means that Ha was accepted and Ho was rejected. Since the t-score was higher than the t-table, there was a significant difference in the achievement between students in class VII C who were taught procedure text through the use of silent demonstration and students in class VII A who were taught procedure text without using silent demonstration (using conventional method). The average score of experimental group was 77.56 and the average score of control group was 70.33. It means that the experimental group (class VII C) was better than the control group (class VII A).

B. Suggestion

From the conclusion above, there are some suggestions that are proposed by the writer:

1. For Teacher
   a. Teacher may consider the use of silent demonstration in the teaching of procedure writing because it can inspire students’ mind what they have to write. By using silent demonstration as a method of teaching, students will not find difficulties in getting an idea to write.
   b. Teacher should prepare the equipment well. It means that before using silent demonstration as a method in the teaching of procedure writing, it will be better for teacher to make sure that the qualities of equipment used are good.
   c. Teacher should plan the time well. They should be careful in selecting the procedure and considering its duration and the length of time for writing activity.
2. For Students
   a. Students should study more and respond in learning process.
   b. Students should be more interested in English study.
   c. Students should improve their ability in English

3. For other researchers
   The writer hopes that the other researchers who intend to use silent demonstration in teaching learning process; he or she must prepare the principle of presentation, practice, and production (PPP) method by having a good preparation.
REFERENCES


Khalim Abdul, “The Effectiveness of Cooperative Learning Think Pair Share Type to Improve Students’ Understanding on Quantifier”. Thesis S1 IAIN (Semarang: FT library of IAIN, 2009).


Siberman, Mel, *Active Learning 101 Strategies to Teach Any Subject*, United State of America: Allyn and Bacon, 1996.


LIST of APPENDICES

Appendix:

1. Test of Normality Data of Pre-test Control Group (Class VII A)
2. Test of Normality Data of Pre-test Experimental Group (Class VII C)
3. Test of Normality Data of Post-test Control Group (Class VII A)
4. Test of Normality Data of Post-test Experimental Group (Class VII C)
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6. Post Test Homogeneity
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8. Test of Differences Between Two Variance In Pre-test
9. Test of Similarity Between Two Variance In Post-test
10. Test of Differences Between Two Variance In Post-test
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12. The Pre-test Score of Experimental Group
13. The Post-test Score of Control Group
14. The Post-test Score of Experimental Group
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17. The Subject List of Experimental Group
18. Lesson Plan Experimental Group
19. Lesson Plan Control Group
20. Observation check list of control class
21. Observation check list of experimental class
22. Worksheet pre test of free writing procedure text
23. Worksheet post test of writing procedure text
24. Curriculum vitae
<table>
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<td>C – 1</td>
<td>Abdurr Rohim</td>
</tr>
<tr>
<td>2</td>
<td>C – 2</td>
<td>Adityo Agus Zulianto</td>
</tr>
<tr>
<td>3</td>
<td>C – 3</td>
<td>Aham Nurul Hakim</td>
</tr>
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<td>4</td>
<td>C – 4</td>
<td>Andi Fahrul Anwar</td>
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<td>5</td>
<td>C – 5</td>
<td>Budi Purwanto</td>
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<td>6</td>
<td>C – 6</td>
<td>Desiana Trihidayati</td>
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<td>C – 7</td>
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<td>Didik Setiawan</td>
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<td>C – 9</td>
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<td>C – 19</td>
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<td>C – 20</td>
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<td>C – 21</td>
<td>Muh. Aniq Amriyah</td>
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<td>Muh. Hudal lisyailin</td>
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<td>C – 26</td>
<td>Muh. Rizal Prasetyo</td>
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<td>Nailis Sa’adah</td>
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<td>36</td>
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<td>Evi Astuti</td>
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THE SUBJECTS LIST OF EXPERIMENTAL GROUP (VII C)

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<th>NAME</th>
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<td>1</td>
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<td>Devita Nurinsani</td>
</tr>
<tr>
<td>6</td>
<td>E – 6</td>
<td>Dina Amalih</td>
</tr>
<tr>
<td>7</td>
<td>E – 7</td>
<td>Eva Melawati</td>
</tr>
<tr>
<td>8</td>
<td>E – 8</td>
<td>Imarotul masyrofah</td>
</tr>
<tr>
<td>9</td>
<td>E – 9</td>
<td>Jamal Lutfi</td>
</tr>
<tr>
<td>10</td>
<td>E – 10</td>
<td>Hamid Malaridlo Ilahi</td>
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<td>11</td>
<td>E – 11</td>
<td>Khairul Umam</td>
</tr>
<tr>
<td>12</td>
<td>E – 12</td>
<td>Khairul fatihin</td>
</tr>
<tr>
<td>13</td>
<td>E – 13</td>
<td>Laili nur fatihin</td>
</tr>
<tr>
<td>14</td>
<td>E – 14</td>
<td>Laili nur fitriah</td>
</tr>
<tr>
<td>15</td>
<td>E – 15</td>
<td>Lia aufa</td>
</tr>
<tr>
<td>16</td>
<td>E – 16</td>
<td>m. aji resa naufal</td>
</tr>
<tr>
<td>17</td>
<td>E – 17</td>
<td>Mila arunnisa</td>
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<tr>
<td>18</td>
<td>E – 18</td>
<td>Milatuz Zahra</td>
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<td>19</td>
<td>E – 19</td>
<td>Muh. Afsohi afnan fuadi</td>
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<td>E – 20</td>
<td>Muh. Laili hunaifi</td>
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<td>21</td>
<td>E – 21</td>
<td>Naila nifda amalia</td>
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<td>E – 22</td>
<td>Ni’matul khasanah</td>
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<td>23</td>
<td>E – 23</td>
<td>Milasari</td>
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<tr>
<td>24</td>
<td>E – 24</td>
<td>Nilna kamalia</td>
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<tr>
<td>25</td>
<td>E – 25</td>
<td>Nurkhasanah</td>
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<td>26</td>
<td>E – 26</td>
<td>Rifki ariyanto rokhman</td>
</tr>
<tr>
<td>27</td>
<td>E – 27</td>
<td>Romi setiawan purnomo</td>
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<tr>
<td>28</td>
<td>E – 28</td>
<td>Safikul lubab</td>
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<td>E – 29</td>
<td>Sofa anis sa’adah</td>
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<td>E – 30</td>
<td>Siti ilmiatus syafiah</td>
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<td>E – 31</td>
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<td>32</td>
<td>E – 32</td>
<td>Ulya amalia</td>
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<td>E – 33</td>
<td>Umu salamah</td>
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<td>E – 34</td>
<td>Husnul ni’mah</td>
</tr>
<tr>
<td>35</td>
<td>E – 35</td>
<td>Yuli faizatul janah</td>
</tr>
<tr>
<td>36</td>
<td>E – 36</td>
<td>Jamal ramli</td>
</tr>
</tbody>
</table>
Profile of MTs Hasan Kafrawi Pancur Mayong Jepara

MTs Hasan Kafrawi was officially founded on May 11, 1976. On April 1, 1982, MTs Hasan Kafrawi officially recorded in the Project Entry List (DIP). A year later (1983), MTs Hasan Kafrawi received tools, materials of science and the UGB for the classes, the library and the school fence. On November 21, 1985, MTs Hasan Kafrawi got land certificate with the use right numbered: 22, then physical development continuously.

Vision
Menjadi sekolah unggul yang menghasilkan siswa berakhlaq mulia dan berprestasi tinggi.
(To be an excellent school that produces noble students with high-achievement).

Mission
1. Membina mental dan budi pekerti luhur melalui pendidikan.
   (To build a good character through education).
2. Melaksanakan kegiatan belajar mengajar secara efektif dalam mendukung peningkatan prestasi.
   (To conduct the teaching learning effectively to support achievement enhancement).
3. Menumbuhkan sikap komunitatif, koordinatif dan suportifitas.
   (To promote the communicative, coordinative and sportive attitude)
4. Menjunjung wibawa sekolah.
   (To promote the school’s prestige).

Programs of Study
1. Science Program
2. Social Program

Address : Jl. Randubango Pancur Mayong Jepara
Phone : 085226302145
### A. OBSERVATION CHECK LIST OF CONTROL CLASS

- **Check list**

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher’s clarity in explaining material.</td>
<td>1</td>
<td>Very unclear</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Unclear</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Clear enough</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4√</td>
<td>Clear</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>Very clear</td>
</tr>
<tr>
<td>2</td>
<td>Classroom management.</td>
<td>1</td>
<td>Very unmanaged</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Unmanaged</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Managed enough</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Managed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5√</td>
<td>Very managed</td>
</tr>
<tr>
<td>3</td>
<td>Teacher’s motivation to the students.</td>
<td>1</td>
<td>Worst</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Bad</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Good enough</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4√</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>Very good</td>
</tr>
<tr>
<td>4</td>
<td>The appropriateness of teaching method.</td>
<td>1</td>
<td>Very inappropriate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Inappropriate</td>
</tr>
<tr>
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</tr>
<tr>
<td></td>
<td>Students’ attention towards teacher’s presentation.</td>
<td>appropriate</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>1. Worst</td>
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</tr>
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<tr>
<td></td>
<td>5. Very good</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|   | Students’ enthusiasm to join the class.            |             |
| 6 | 1. Very Low                                        |             |
|   | 2. Low                                             |             |
|   | 3√ High enough                                     |             |
|   | 4. High                                            |             |
|   | 5. Very high                                       |             |

|   | Students’ seriousness in understanding material.   |             |
| 7 | 1. Very unserious                                  |             |
|   | 2. Unserious                                       |             |
|   | 3. Serious enough                                  |             |
|   | 4√ Serious                                         |             |
|   | 5. Very serious                                    |             |

|   | Students’ enjoyment in learning process.           |             |
| 8 | 1. Very uninterested                               |             |
|   | 2. Uninterested                                    |             |
|   | 3√ Interested enough                               |             |
|   | 4. Interested                                      |             |
|   | 5. Very interested                                 |             |

Score of Class Situation

\[
= \frac{31}{40} \times 100 = 77.5
\]

In which, Percentage
- poor 0 - 35
- fair 40 - 59
- average 60 - 74
- good 75 - 84
- excellent 85 - 100

So, the result of the observation in control class is Good

B. OBSERVATION CHECK LIST OF EXPERIMENTAL CLASS

- Check list

<table>
<thead>
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<tr>
<td>6</td>
<td>Students’ enthusiasm to join the class.</td>
<td>1</td>
<td>Very Low</td>
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<td>Serious</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>Very serious</td>
</tr>
</tbody>
</table>
Score of Class Situation

\[ \frac{36}{40} \times 100 = 90 \]

In which,

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>poor</td>
<td>0 - 35</td>
</tr>
<tr>
<td>fair</td>
<td>40 - 59</td>
</tr>
<tr>
<td>average</td>
<td>60 - 74</td>
</tr>
<tr>
<td>good</td>
<td>75 - 84</td>
</tr>
<tr>
<td>excellent</td>
<td>85 - 100</td>
</tr>
</tbody>
</table>

So, the result of the observation in experiment class is **Excellent**
1. Write your name and class on the top of the paper.
2. Make a simple procedure text by arranging the steps plant a flower in a good order!!
   a. After that, cover the hole with soft soil.
   b. Then, dig a hole and put the soil mixed compost
   c. At last, water it every afternoon.
   d. First, prepare the flower seeds.
   e. Next, plant one seed in each hole.

The procedure text

How to plant a flower?

Follow the steps below:
   a. ........................
   b. ........................
   c. ........................
   d. ........................
   e. ........................

3. The duration of writing is 45 minutes.
4. If you need, you can open your dictionary.
WORKSHEET
TEST OF FREE WRITING PROCEDURE TEXT
(post-test for experiment class)

Subject : English
Kind of text : Procedure Text
Time Allotment : 45 minutes
Instruction :
1. Write your name and class on the top of the paper.
2. Write a procedure depends on the teacher demonstration.
3. The duration of writing is 45 minutes.
4. Write your job on a piece of paper
5. If you need, you can open your dictionary.
6. You have to use simple present (imperative form)
Name: 
Class: 
Student number: 

WORKSHEET
TEST OF FREE WRITING PROCEDURE TEXT
(post-test for control class)

Subject: English
Kind of text: Procedure Text
Time Allotment: 45 minutes
Instruction:

1. Write your name and class on the top of the paper.
2. Write a procedure text depends on the topic below:
   a. How to make a cup of tea
   b. How to cook rice
   c. How to slice a water melon
3. Choose only one topic from the topic above
4. The duration of writing is 45 minutes.
5. Write your job on a piece of paper
6. If you need, you can open your dictionary.
7. You have to use simple present (imperative form)
I. STANDARD COMPETENCE
   1. Expressing meaning in written short functional text and simple short essay of procedure in daily life context

II. BASIC COMPETENCE
   1.2 Expressing meaning and rhetorical step accurately, smoothly and acceptably in various of written language in daily life context in procedure text.

III. INDICATORS
   By the end of the study, students will have been able to:
   • Analyze the generic structure of procedure.
   • Analyze the grammatical feature of procedure.

IV. METHODS OF LEARNING
   • Communicative Language Teaching (CLT)
   • Discussion
   • Question Answer

V. MATERIAL
   1. Procedure
   2. Social function of procedure
      To describe how something is achieved through a sequence of actions or steps.
   3. Generic structure of procedure. They are:
- Aim/ goal (or title)
- Material/ ingredients (not required for all procedure texts)
- Steps

4. Significant lexicogrammatical or language feature of procedure text are:
   - Focus on generalized human agents
   - Use of mainly material (action) processes
   - Use of simple present tense, often imperative sentences
   - Use of temporal conjunctions (first, second, then, next……at last/finally)

Example:
Aim/goal/title : how to make a glass of sweet tea
Material : tea bag, sugar, a glass, spoon, water
Steps :1. First, put one tea bag and one spoonful sugar into a glass.
      2. Second, pour boiling water into a glass.
      3. Then, slit up with a spoon and wait a few minutes.
      4. Finally, a glass of tea ready to drink.

VI. LEARNING ACTIVITIES

1. Pre Activities
   a. Greeting (teacher greets students and checks students’ attendance).
   b. Giving review about procedure text.

2. Main Activity
   a. BKOF (Building Knowledge of the Field)
      - Giving introduction about materials by asking some questions.
        “Do you like cooking?”
        “Have you ever made something yourself ?”
        “What do you make ?”
        “What do you need to make something you want?
      - Students answer the questions orally.
b. MOT (Modeling of the Text)
   - Giving explanation about social function, language feature and
generic structure of procedure text.
   - Giving example of procedure text to the students.
   - Teacher and students discuss about content, language feature and
generic structure.

c. JCOT (Join Construction of the Text)
   - Giving students a jumbled paragraph and asking them to arrange it.
   - Checking students work and showing the correct text.
   - Identifying together about generic structure and language feature of
procedure text.

d. ICOT (Independent Construction of the text)
   - Giving a procedure text to the students
   - Asking the students to read and identify the procedure text
   - Asking students to write procedure text based on their own language

3. Post Activities
   - Teacher reviews the material.
   - Teacher gives suggestion to students to study hard and also memorize new
material.
   - Teacher closed the class.

VII. ASSESSMENT
   Teacher asks the students to analyze generic structure and language feature in
the text.

VIII. ASPECTS TO BE ASSESSED
   - Generic structure and language feature.

IX. SOURCE
   - Betty Schrampfer Azar, *Understanding And Using English Grammar*,

Semarang, 20 September 2011

The Researcher,

Ani Hayah  
NIM.073411001

Approved by

Headmaster   English Teacher

H.M. Tahrir Nawawi  Nihlatun Jannah S.Pd
LESSON PLAN FOR CONTROL CLASS (II)

School : MTs Hasan Kafrawi Pancur Mayong Jepara
Subject : English
Class/Semester : VII / II
Skill : Writing
Material : Procedure text
Time : 2 X 45 minutes

I. STANDARD COMPETENCE
   1. Expressing meaning in written short functional text and simple short essay of
      \textit{procedure} in daily life context

II. BASIC COMPETENCE
   1.2 Expressing meaning and rhetorical step accurately, smoothly and acceptably
      in various of written language in daily life context in \textit{procedure} text.

III. INDICATORS
   By the end of the study, students will have been able to write a simple procedure text.

IV. METHODS OF LEARNING
   - Communicative Language Teaching (CLT)
   - Discussion
   - Question Answer

V. MATERIAL
   How to make an omelette
   Materials; you need:
   - Eggs, oil, salt, and pepper
   - Pan, bowl, stove, slice and egg beater
   Steps. Follow the steps below!
   1. First, break two eggs into a bowl
2. Then, beat the eggs.
3. Next, season the eggs salt and pepper.
4. After that, pour a little oil into the pan.
5. Heat the oil.
6. Pour the mixture into the pan.
7. Cook the omelette
8. Finally, fold the omelette.

VI. LEARNING ACTIVITIES

1. Pre Activities
   a. Greeting (teacher greets the students and checks the students’ attendance list).
   b. Giving review about procedure text by asking about generic structure and language feature.
      “Could you mention generic structure of procedure text?”
      “What is tense used in procedure text?”

2. Main Activity
   a. BKOF (Building Knowledge of the Field)
      - Reminding students about the previous lesson.
      - Giving students a procedure text and asking them to answer questions.
      - Answering the questions together.
   b. MOT (Modeling of the Text)
      - Teacher explains about procedure text in detail.
      - Teacher gives an example of procedure text to students.
      - Giving some questions to students about the example.
      - Asking students to answer the questions together.
      - Asking students to make a group and a group consist of five students.
      - Teacher asks each of groups to make other example of procedure text.
   c. JCOT (Join Construction of the Text)
      - Teacher asks each of groups to present their work in front of class.
• Asking other students to give respond to the presenter.

d. ICOT (Independent Construction of the Text)
  • Asking students to re-write corrected procedure text in the worksheet.

3. Post Activities
  • Teacher reviews the material.
  • Teacher gives suggestion to students to study hard and also memorize new vocabulary.
  • Teacher closed the class.

VII. ASSESSMENT
  The teacher asks the students to make procedure text depends on their experience.

VIII. ASPECTS TO BE ASSESSED
  Content, organization, vocabulary, grammar and mechanic

IX. SOURCE
Scoring guide

Scoring Guidance and The explanation of Criterion.

<table>
<thead>
<tr>
<th>Item analysis</th>
<th>Score</th>
<th>Criterion of scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>30-27</td>
<td><strong>Excellent:</strong> knowledgeable-substantive etc</td>
</tr>
<tr>
<td></td>
<td>26-22</td>
<td><strong>Good:</strong> some knowledgeable of subject-adequate range.</td>
</tr>
<tr>
<td></td>
<td>21-17</td>
<td><strong>Fair:</strong> limited knowledgeable of subject-little substance</td>
</tr>
<tr>
<td></td>
<td>16-13</td>
<td><strong>Very poor:</strong> does not show knowledgeable of subject-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>non substantive.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>20-18</td>
<td><strong>Excellent:</strong> fluent expression-ideas clearly stated.</td>
</tr>
<tr>
<td></td>
<td>17-14</td>
<td><strong>Good:</strong> somewhat choopy-loosely organized but main ideas stand out</td>
</tr>
<tr>
<td></td>
<td>13-10</td>
<td><strong>Fair:</strong> not fluent-ideas confused or disconnected</td>
</tr>
<tr>
<td></td>
<td>9-7</td>
<td><strong>Very poor:</strong> does not communicate-no organization</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
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Total of score 1-100
Semarang, 20 September 2011
The Researcher,

Ani Hayah
NIM.073411001

Approved by

Headmaster

H.M. Tahirin Nawawi

English Teacher

Nihlatun Jannah S.Pd
LESSON PLAN FOR EXPERIMENTAL CLASS (I)

School : MTs Hasan Kafrawi Pancur Mayong Jepara
Subject : English
Class/Semester : VII / II
Skill : Writing
Material : Procedure text
Time : 2 X 45 minutes

X. STANDARD COMPETENCE

5. Expressing meaning in written short functional text and simple short essay of procedure in daily life context

XI. BASIC COMPETENCE

1.2 Expressing meaning and rhetorical step accurately, smoothly and acceptably in various of written language in daily life context in procedure text.

XII. INDICATORS

By the end of the study, students will have been able to:

- Analyze the generic structure of procedure.
- Analyze the grammatical feature of procedure.

XIII. METHODS OF LEARNING

- Communicative Language Teaching (CLT)
- Discussion
- Question Answer

XIV. MATERIAL

1. Procedure
2. Social function of procedure
   To describe how something is achieved through a sequence of actions or steps.
3. Generic structure of procedure. They are:
Aim/goal (or title)
Material/ingredients (not required for all procedure texts)
Steps

4. Significant lexicogrammatical or language feature of procedure text are:
   - Focus on generalized human agents
   - Use of mainly material (action) processes
   - Use of simple present tense, often imperative sentences
   - Use of temporal conjunctions (first, second, then, next…at last/finally)

Example.

Aim/goal/title: how to make a glass of sweet tea

Material: tea bag, sugar, a glass, spoon, water

Steps:
1. First, put one tea bag and one spoonful sugar into a glass.
2. Second, pour boiling water into a glass.
3. Then, slit up with a spoon and wait a few minutes.
4. Finally, a glass of tea ready to drink.

XV. LEARNING ACTIVITIES

4. Pre Activities
   a. Greeting (teacher greets students and checks students’ attendance).
   b. Giving review about procedure text.

5. Main Activity
   a. BKOF (Building Knowledge of the Field)
      - Giving introduction about materials by asking some questions.
        “Do you like cooking?”
        “Have you ever made something yourself?”
        “What do you make?”
        “What do you need to make something you want?
      - Students answer the questions orally.
b. MOT (Modeling of the Text)
   • Giving explanation about social function, language feature and generic structure of procedure text.
   • Giving example of procedure text to the students.
   • Teacher and students discuss about content, language feature and generic structure.

c. JCOT (Join Construction of the Text)
   • Giving students a jumbled paragraph and asking them to arrange it.
   • Checking students work and showing the correct text.
   • Identifying together about generic structure and language feature of procedure text.

d. ICOT (Independent Construction of the text)
   • Giving a procedure text to the students
   • Asking the students to read and identify the procedure text
   • Asking students to write procedure text based on their own language

6. Post Activities
   • Teacher reviews the material.
   • Teacher gives suggestion to students to study hard and also memorize new material.
   • Teacher closed the class.

XVI. ASSESSMENT
   Teacher asks the students to analyze generic structure and language feature in the text.

XVII. ASPECTS TO BE ASSESSED
   • Generic structure and language feature.
XVIII. SOURCE


Semarang, 20 September 2011

The Researcher,

Ani Hayah
NIM.073411001

Approved by

Headmaster

English Teacher

H.M. Tahir Nawawi
Nihlatun Jannah S,pd
LESSON PLAN FOR EXPERIMENTAL CLASS (II)

School : MTs Hasan Kafrawi Pancur Mayong Jepara
Subject : English
Class/Semester : VII / II
Skill : Writing
Material : Procedure text
Time : 2 X 45 minutes

X. STANDARD COMPETENCE

1. Expressing meaning in written short functional text and simple short essay of procedure in daily life context

XI. BASIC COMPETENCE

1.2 Expressing meaning and rhetorical step accurately, smoothly and acceptably in various of written language in daily life context in procedure text.

XII. INDICATORS

By the end of the study, students will have been able to write a simple procedure text.

XIII. METHOD OF LEARNING

- Silent demonstration

XIV. MATERIAL

How to make an omelette

Materials; you need:
- Eggs, oil, salt, and pepper
- Pan, bowl, stove, slice and egg beater

Steps. Follow the steps below!

1. First, break two eggs into a bowl
2. Then, beat the eggs.
3. Next, season the eggs salt and pepper.
4. After that, pour a little oil into the pan.
5. Heat the oil.
6. Pour the mixture into the pan.
7. Cook the omelette
8. Finally, fold the omelette.

XV. LEARNING ACTIVITIES

4. Pre Activities
   a. Greeting (teacher greets the students and checks the students’ attendance list).
   b. Giving review about procedure text by asking about generic structure and language feature.
   “Could you mention generic structure of procedure text?”
   “What is tense used in procedure text?”

5. Main Activity
   a. BKOF (Building Knowledge of the Field)
      • Reminding students about the previous lesson.
      • Giving students a procedure text and asking them to answer questions.
      • Answering the questions together.
   b. MOT (Modeling of the Text)
      • Teacher tells the students that they will learn writing procedure text using silent demonstration method.
      • Teacher gives explanation about silent demonstration to the students.
      • Teacher gives an example of procedure using silent demonstration.
      • Asking students to see the teacher and identify what the teacher does in front of class.
      • Asking some students to repeat what the teacher does in front of class.
      • Asking students to write their procedure texts depend on the teacher demonstration.
      • Asking students to share their text in pair.
• Asking students analyze their partner’s writing and take note error writing.

c. JCOT (Join Construction of the Text)
• Choosing some of students to present about their analyzing in front of class changeable.
• Asking other students to give respond to the presenter.

d. ICOT (Independent Construction of the Text)
• Asking students to re-write corrected procedure text in the worksheet.

6. Post Activities
• Teacher reviews the material.
• Teacher gives suggestion to students to study hard and also memorize new vocabulary.
• Teacher closed the class.

XVI. ASSESSMENT
The teacher asks the students to make procedure text based on the teacher demonstration.

XVII. ASPECTS TO BE ASSESSED
Content, organization, vocabulary, grammar and mechanic

XVIII. SOURCE
### Scoring guide

**Scoring Guidance and The explanation of Criterion.**

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<tr>
<th>Item analysis</th>
<th>score</th>
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<td>Content</td>
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<td><strong>Excellent:</strong> knowledgeable-substantive etc</td>
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<td>26-22</td>
<td><strong>Good:</strong> some knowledgeable of subject-adequate range.</td>
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<td><strong>Good:</strong> somewhat choopy-loosely organized but main ideas stand out</td>
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<td><strong>Fair:</strong> not fluent-ideas confused or disconnected</td>
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Semarang, 20 September 2011
The Researcher,

Ani Hayah
NIM.073411001

Approved by

Headmaster

H.M. Tahir Nawawi

English Teacher

Nihlatun Jannah S.pd
## Data of Test

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## THE SUBJECTS LIST OF CONTROL GROUP (VII A)

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<td>Safikul lubab</td>
</tr>
<tr>
<td>29</td>
<td>E – 29</td>
<td>Sofa anis sa’adah</td>
</tr>
<tr>
<td>30</td>
<td>E – 30</td>
<td>Siti ilmiatus syafiah</td>
</tr>
<tr>
<td>31</td>
<td>E – 31</td>
<td>Ulin ni’mah</td>
</tr>
<tr>
<td>32</td>
<td>E – 32</td>
<td>Ulya amalia</td>
</tr>
<tr>
<td>33</td>
<td>E – 33</td>
<td>Umu salamah</td>
</tr>
<tr>
<td>34</td>
<td>E – 34</td>
<td>Husnul ni’mah</td>
</tr>
<tr>
<td>35</td>
<td>E – 35</td>
<td>Yuli faizatul janah</td>
</tr>
<tr>
<td>36</td>
<td>E – 36</td>
<td>Jamal ramli</td>
</tr>
</tbody>
</table>
Profile of MTs Hasan Kafrawi Pancur Mayong Jepara

MTs Hasan Kafrawi was officially founded on May 11, 1976. On April 1, 1982, MTs Hasan Kafrawi officially recorded in the Project Entry List (DIP). A year later (1983), MTs Hasan Kafrawi received tools, materials of science and the UGB for the classes, the library and the school fence. On November 21, 1985, MTs Hasan Kafrawi got land certificate with the use right numbered: 22, then physical development continuously.

Vision
Menjadi sekolah unggul yang menghasilkan siswa berakhlaq mulia dan berprestasi tinggi.
(To be an excellent school that produces noble students with high-achievement).

Mission
1. Membina mental dan budi pekerti luhur melalui pendidikan.
   (To build a good character through education).
2. Melaksanakan kegiatan belajar mengajar secara efektif dalam mendukung peningkatan prestasi.
   (To conduct the teaching learning effectively to support achievement enhancement).
3. Menumbuhkan sikap komunitatif, koordinatif dan suportifitas.
   (To promote the communicative, coordinative and sportive attitude)
4. Menjunjung wibawa sekolah.
   (To promote the school's prestige).

Programs of Study
1. Science Program
2. Social Program

Address : Jl. Randubango Pancur Mayong Jepara
Phone   : 085226302145
## A. OBSERVATION CHECK LIST OF CONTROL CLASS

- **Check list**

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher’s clarity in explaining material.</td>
<td>1</td>
<td>Very unclear</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
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</tr>
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</tr>
<tr>
<td></td>
<td></td>
<td>4√</td>
<td>Clear</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>Very clear</td>
</tr>
<tr>
<td>2</td>
<td>Classroom management.</td>
<td>1</td>
<td>Very unmanaged</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Unmanaged</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Managed enough</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Managed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5√</td>
<td>Very managed</td>
</tr>
<tr>
<td>3</td>
<td>Teacher’s motivation to the students.</td>
<td>1</td>
<td>Worst</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Bad</td>
</tr>
<tr>
<td></td>
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<tr>
<td>4</td>
<td>The appropriateness of teaching method.</td>
<td>1</td>
<td>Very</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Worst</td>
<td>Very appropriate</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Bad</td>
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<td></td>
</tr>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Students’ enthusiasm to join the class.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Low</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Low</td>
<td></td>
</tr>
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<td>2</td>
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<tr>
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<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Very serious</td>
<td></td>
</tr>
</tbody>
</table>
Score of Class Situation

\[
\frac{31}{40} \times 100 = 77.5
\]

In which, Percentage

- poor 0 -35
- fair 40 -59
- average 60 -74
- good 75 -84
- excellent 85 -100

So, the result of the observation in control class is **Good**
### B. OBSERVATION CHECK LIST OF EXPERIMENTAL CLASS

- **Check list**

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</tr>
</tbody>
</table>
Score of Class Situation

\[
\frac{36}{40} \times 100 = 90
\]

In which,

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>0 - 35</td>
<td>poor</td>
</tr>
<tr>
<td>40 - 59</td>
<td>fair</td>
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<tr>
<td>60 - 74</td>
<td>average</td>
</tr>
<tr>
<td>75 - 84</td>
<td>good</td>
</tr>
<tr>
<td>85 - 100</td>
<td>excellent</td>
</tr>
</tbody>
</table>

So, the result of the observation in experiment class is **Excellent**
CURRICULUM VITAE

Name : Ani Hayah
Place and Date of Birth : Jepara, 30 September 1989
Student Number : 073411001
Address : 1. Home : Pancur Sepepe Rt.11/56 Mayong Jepara
Telp/HP : 085741807663
Academic Background : 1. RA. AN-NUR pancur Mayong Jepara
          2. SD N 03 Pancur Mayong Jepara
          3. MTs Hasan Kafrawi Pancur Mayong Jepara
          4. MA Hasan Kafrawi Pancur Mayong Jepara
          5. IAIN Walisongo Semarang
WORKSHEET
TEST OF FREE WRITING PROCEDURE TEXT
(pre -test)

Subject : English
Kind of text : Procedure Text
Time Allotment : 45 minutes

Instruction :
1. Write your name and class on the top of the paper.
2. Make a simple procedure text by arranging the steps plant a flower in a good order!!
   a. After that, cover the hole with soft soil.
   b. Then, dig a hole and put the soil mixed compost
   c. At last, water it every afternoon.
   d. First, prepare the flower seeds.
   e. Next, plant one seed in each hole.

The procedure text

How to plant a flower?

Follow the steps below:
   a. .........................
   b. .........................
   c. .........................
   d. .........................
   e. .........................

3. The duration of writing is 45 minutes.
4. If you need, you can open your dictionary.
Name: 
Class: 
Student number: 

WORKSHEET
TEST OF FREE WRITING PROCEDURE TEXT
(post-test for experiment class)

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

TEST OF FREE WRITING PROCEDURE TEXT
(post-test for control class)

Subject : English
Kind of text : Procedure Text
Time Allotment : 45 minutes
Instruction :

1. Write your name and class on the top of the paper.
2. Write a procedure text depends on the topic below:
   a. How to make a cup of tea
   b. How to cook rice
   c. How to slice a watermelon
3. Choose only one topic from the topic above
4. The duration of writing is 45 minutes.
5. Write your job on a piece of paper
6. If you need, you can open your dictionary.
7. You have to use simple present (imperative form)
LESSON PLAN FOR CONTROL CLASS (I)

School : MTs Hasan Kafrawi Pancur Mayong Jepara
Subject : English
Class/Semester : VII / II
Skill : Writing
Material : Procedure text
Time : 2 X 45 minutes

I. STANDARD COMPETENCE

1. Expressing meaning in written short functional text and simple short essay of procedure in daily life context

II. BASIC COMPETENCE

1.2 Expressing meaning and rhetorical step accurately, smoothly and acceptably in various of written language in daily life context in *procedure* text.

III. INDICATORS

By the end of the study, students will have been able to:

- Analyze the generic structure of procedure.
- Analyze the grammatical feature of procedure.

IV. METHODS OF LEARNING

- Communicative Language Teaching (CLT)
- Discussion
- Question Answer

V. MATERIAL

1. Procedure
2. Social function of procedure
   
To describe how something is achieved through a sequence of actions or steps.

3. Generic structure of procedure. They are:
   
   - Aim/ goal (or title)
   - Material/ ingredients (not required for all procedure texts)
Steps

4. Significant lexicogrammatical or language feature of procedure text are:
   - Focus on generalized human agents
   - Use of mainly material (action) processes
   - Use of simple present tense, often imperative sentences
   - Use of temporal conjunctions (first, second, then, next……at last/finally)

Example.
Aim/goal/title: how to make a glass of sweet tea
Material: tea bag, sugar, a glass, spoon, water
Steps:
1. First, put one tea bag and one spoonful sugar into a glass.
2. Second, pour boiling water into a glass.
3. Then, slit up with a spoon and wait a few minutes.
4. Finally, a glass of tea ready to drink.

VI. LEARNING ACTIVITIES

1. Pre Activities
   a. Greeting (teacher greets students and checks students’ attendance).
   b. Giving review about procedure text.

2. Main Activity
   a. BKOF (Building Knowledge of the Field)
      • Giving introduction about materials by asking some questions.
        “Do you like cooking?”
        “Have you ever made something yourself?”
        “What do you make?”
        “What do you need to make something you want?”
      • Students answer the questions orally.
   b. MOT (Modeling of the Text)
      • Giving explanation about social function, language feature and generic structure of procedure text.
• Giving example of procedure text to the students.
• Teacher and students discuss about content, language feature and generic structure.

c. JCOT (Join Construction of the Text)
• Giving students a jumbled paragraph and asking them to arrange it.
• Checking students work and showing the correct text.
• Identifying together about generic structure and language feature of procedure text.

d. ICOT (Independent Construction of the text)
• Giving a procedure text to the students
• Asking the students to read and identify the procedure text
• Asking students to write procedure text based on their own language

3. Post Activities
• Teacher reviews the material.
• Teacher gives suggestion to students to study hard and also memorize new material.
• Teacher closed the class.

VII. ASSESSMENT
Teacher asks the students to analyze generic structure and language feature in the text.

VIII. ASPECTS TO BE ASSESSED
• Generic structure and language feature.

IX. SOURCE

Semarang, 20 September 2011

The Researcher,

Ani Hayah
NIM.073411001

Approved by

Headmaster

H.M. Tahir Nawawi

English Teacher

Nihlatun Jannah S.pd
I. STANDARD COMPETENCE

1. Expressing meaning in written short functional text and simple short essay of procedure in daily life context

II. BASIC COMPETENCE

1.2 Expressing meaning and rhetorical step accurately, smoothly and acceptably in various of written language in daily life context in procedure text.

III. INDICATORS

By the end of the study, students will have been able to write a simple procedure text.

IV. METHODS OF LEARNING

- Communicative Language Teaching (CLT)
- Discussion
- Question Answer

V. MATERIAL

How to make an omelette
Materials; you need:
- Eggs, oil, salt, and pepper
- Pan, bowl, stove, slice and egg beater

Steps. Follow the steps below!

1. First, break two eggs into a bowl
2. Then, beat the eggs.
3. Next, season the eggs salt and pepper.
4. After that, pour a little oil into the pan.
5. Heat the oil.
6. Pour the mixture into the pan.
7. Cook the omelette
8. Finally, fold the omelette.

VI. LEARNING ACTIVITIES

1. Pre Activities
   a. Greeting (teacher greets the students and checks the students’ attendance list).
   b. Giving review about procedure text by asking about generic structure and language feature.
      “Could you mention generic structure of procedure text?”
      “What is tense used in procedure text?”

2. Main Activity
   a. BKOF (Building Knowledge of the Field)
      • Reminding students about the previous lesson.
      • Giving students a procedure text and asking them to answer questions.
      • Answering the questions together.
   b. MOT (Modeling of the Text)
      • Teacher explains about procedure text in detail.
      • Teacher gives an example of procedure text to students.
      • Giving some questions to students about the example.
      • Asking students to answer the questions together.
      • Asking students to make a group and a group consist of five students.
      • Teacher asks each of groups to make other example of procedure text.
   c. JCOT (Join Construction of the Text)
      • Teacher asks each of groups to present their work in front of class.
      • Asking other students to give respond to the presenter.
   d. ICOT (Independent Construction of the Text)
- Asking students to re-write corrected procedure text in the worksheet.

3. **Post Activities**
   - Teacher reviews the material.
   - Teacher gives suggestion to students to study hard and also memorize new vocabulary.
   - Teacher closed the class.

VII. **ASSESSMENT**

The teacher asks the students to make procedure text depends on their experience.

VIII. **ASPECTS TO BE ASSESSED**

Content, organization, vocabulary, grammar and mechanic

IX. **SOURCE**

### Scoring Guide

**Scoring Guidance and The explanation of Criterion.**

<table>
<thead>
<tr>
<th>Item analysis</th>
<th>Score</th>
<th>Criterion of scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>30-27</td>
<td><strong>Excellent:</strong> knowledgeable-substantive etc</td>
</tr>
<tr>
<td></td>
<td>26-22</td>
<td><strong>Good:</strong> some knowledgeable of subject-adequate range.</td>
</tr>
<tr>
<td></td>
<td>21-17</td>
<td><strong>Fair:</strong> limited knowledgeable of subject-little substance</td>
</tr>
<tr>
<td></td>
<td>16-13</td>
<td><strong>Very poor:</strong> does not show knowledgeable of subject-non substantive.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>20-18</td>
<td><strong>Excellent:</strong> fluent expression-ideas clearly stated.</td>
</tr>
<tr>
<td></td>
<td>17-14</td>
<td><strong>Good:</strong> somewhat choopy-loosely organized but main ideas stand out</td>
</tr>
<tr>
<td></td>
<td>13-10</td>
<td><strong>Fair:</strong> not fluent-ideas confused or disconnected</td>
</tr>
<tr>
<td></td>
<td>9-7</td>
<td><strong>Very poor:</strong> does not communicate-no organization</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>20-18</td>
<td><strong>Excellent:</strong> sophisticated range-effective word/idiom choice and usage.</td>
</tr>
<tr>
<td></td>
<td>17-14</td>
<td><strong>Good:</strong> adequate range-occasional of word/idiom form, choice, usage, but meaning is not obscured</td>
</tr>
<tr>
<td></td>
<td>13-10</td>
<td><strong>Fair:</strong> limited range- frequent errors of word/idiom form, choice, usage.</td>
</tr>
<tr>
<td></td>
<td>9-7</td>
<td><strong>Very poor:</strong> essentially translation- little knowledge of English vocabulary.</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>25-22</td>
<td><strong>Excellent:</strong> effective complex grammar construction.</td>
</tr>
<tr>
<td></td>
<td>21-18</td>
<td><strong>Good:</strong> effective but simple constructive in grammar.</td>
</tr>
<tr>
<td></td>
<td>17-11</td>
<td><strong>Fair:</strong> a major problem is simple/complex construction in grammar.</td>
</tr>
<tr>
<td></td>
<td>10-5</td>
<td><strong>Very poor:</strong> virtually no mastery of sentence construction rules.</td>
</tr>
<tr>
<td><strong>Mechanic</strong></td>
<td>5</td>
<td><strong>Excellent:</strong> demonstrates mastery of construction.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td><strong>Good:</strong> occasional errors of spelling, punctuation, capitalization.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td><strong>Fair:</strong> frequent errors of spelling, punctuation, capitalization.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td><strong>Very poor:</strong> no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing.</td>
</tr>
</tbody>
</table>

**Total of score** 1-100
Semarang, 20 September 2011
The Researcher,

Ani Hayah
NIM.073411001

Approved by

Headmaster

H.M. Tahrir Nawawi

English Teacher

Nihlatun Jannah S,pd
LESSON PLAN FOR EXPERIMENTAL CLASS (I)

School : MTs Hasan Kafrawi Pancur Mayong Jepara
Subject : English
Class/Semester : VII / II
Skill : Writing
Material : Procedure text
Time : 2 X 45 minutes

I. STANDARD COMPETENCE
   1. Expressing meaning in written short functional text and simple short essay of procedure in daily life context

II. BASIC COMPETENCE
   1.2 Expressing meaning and rhetorical step accurately, smoothly and acceptably in various of written language in daily life context in procedure text.

III. INDICATORS
   By the end of the study, students will have been able to:
   • Analyze the generic structure of procedure.
   • Analyze the grammatical feature of procedure.

IV. METHODS OF LEARNING
   • Communicative Language Teaching (CLT)
   • Discussion
   • Question Answer

V. MATERIAL
   1. Procedure
   2. Social function of procedure
      To describe how something is achieved through a sequence of actions or steps.
   3. Generic structure of procedure. They are:
4. Significant lexicogrammatical or language feature of procedure text are:
   - Focus on generalized human agents
   - Use of mainly material (action) processes
   - Use of simple present tense, often imperative sentences
   - Use of temporal conjunctions (first, second, then, next……at last/finally)

Example.

Aim/goal/title : how to make a glass of sweet tea
Material          : tea bag, sugar, a glass, spoon, water
Steps               : 1. First, put one tea bag and one spoonful sugar into a glass.
                      2. Second, pour boiling water into a glass.
                      3. Then, slit up with a spoon and wait a few minutes.
                      4. Finally, a glass of tea ready to drink.

VI. LEARNING ACTIVITIES

1. Pre Activities
   a. Greeting (teacher greets students and checks students’ attendance).
   b. Giving review about procedure text.

2. Main Activity
   a. BKOF (Building Knowledge of the Field)
      - Giving introduction about materials by asking some questions.
        “Do you like cooking?”
        “Have you ever made something yourself?”
        “What do you make?”
        “What do you need to make something you want?”
      - Students answer the questions orally.
b. MOT (Modeling of the Text)
   - Giving explanation about social function, language feature and
generic structure of procedure text.
   - Giving example of procedure text to the students.
   - Teacher and students discuss about content, language feature and
generic structure.

c. JCOT (Join Construction of the Text)
   - Giving students a jumbled paragraph and asking them to arrange
it.
   - Checking students work and showing the correct text.
   - Identifying together about generic structure and language feature
of procedure text.

d. ICOT (Independent Construction of the text)
   - Giving a procedure text to the students
   - Asking the students to read and identify the procedure text
   - Asking students to write procedure text based on their own
language

3. Post Activities
   - Teacher reviews the material.
   - Teacher gives suggestion to students to study hard and also memorize new
material.
   - Teacher closed the class.

VII. ASSESSMENT
   Teacher asks the students to analyze generic structure and language feature in
the text.

VIII. ASPECTS TO BE ASSESSED
   - Generic structure and language feature.
IX. SOURCE


Semarang, 20 September 2011

The Researcher,

Ani Hayah
NIM.073411001

Approved by

Headmaster

H.M. Tahirin Nawawi

English Teacher

Nihlatun Jannah S.pd
LESSON PLAN FOR EXPERIMENTAL CLASS (II)

School : MTs Hasan Kafrawi Pancur Mayong Jepara
Subject : English
Class/Semester : VII / II
Skill : Writing
Material : Procedure text
Time : 2 X 45 minutes

I. STANDARD COMPETENCE

1. Expressing meaning in written short functional text and simple short essay of procedure in daily life context

II. BASIC COMPETENCE

1.2 Expressing meaning and rhetorical step accurately, smoothly and acceptably in various of written language in daily life context in procedure text.

III. INDICATORS

By the end of the study, students will have been able to write a simple procedure text.

IV. METHOD OF LEARNING

- Silent demonstration

V. MATERIAL

How to make an omelette
Materials; you need:
- Eggs, oil, salt, and pepper
- Pan, bowl, stove, slice and egg beater

Steps. Follow the steps below!

1. First, break two eggs into a bowl
2. Then, beat the eggs.
3. Next, season the eggs salt and pepper.
4. After that, pour a little oil into the pan.
5. Heat the oil.
6. Pour the mixture into the pan.
7. Cook the omelette
8. Finally, fold the omelette.

VI. LEARNING ACTIVITIES

1. Pre Activities

   a. Greeting (teacher greets the students and checks the students’ attendance list).
   b. Giving review about procedure text by asking about generic structure and language feature.
      “Could you mention generic structure of procedure text?”
      “What is tense used in procedure text?”

2. Main Activity

   a. BKOF (Building Knowledge of the Field)
      • Reminding students about the previous lesson.
      • Giving students a procedure text and asking them to answer questions.
      • Answering the questions together.
   b. MOT (Modeling of the Text)
      • Teacher tells the students that they will learn writing procedure text using silent demonstration method.
      • Teacher gives explanation about silent demonstration to the students.
      • Teacher gives an example of procedure using silent demonstration.
      • Asking students to see the teacher and identify what the teacher does in front of class.
      • Asking some students to repeat what the teacher does in front of class
      • Asking students to write their procedure texts depend on the teacher demonstration
      • Asking students to share their text in pair.
• Asking students analyze their partner’s writing and take note error writing.

c. JCOT (Join Construction of the Text)
  • Choosing some of students to present about their analyzing in front of class changeable.
  • Asking other students to give respond to the presenter.

d. ICOT (Independent Construction of the Text)
  • Asking students to re-write corrected procedure text in the worksheet.

3. **Post Activities**
   • Teacher reviews the material.
   • Teacher gives suggestion to students to study hard and also memorize new vocabulary.
   • Teacher closed the class.

**VII. ASSESSMENT**

The teacher asks the students to make procedure text based on the teacher demonstration.

**VIII. ASPECTS TO BE ASSESSED**

Content, organization, vocabulary, grammar and mechanic

**IX. SOURCE**


## Scoring Guide

Scoring Guidance and The explanation of Criterion.

<table>
<thead>
<tr>
<th>Item analysis</th>
<th>score</th>
<th>Criterion of scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>30-27</td>
<td><strong>Excellent</strong>: knowledgeable-subtantive etc</td>
</tr>
<tr>
<td></td>
<td>26-22</td>
<td><strong>Good</strong>: some knowledgeable of subject-adequate range.</td>
</tr>
<tr>
<td></td>
<td>21-17</td>
<td><strong>Fair</strong>: limited knowledgeable of subject-little substance</td>
</tr>
<tr>
<td></td>
<td>16-13</td>
<td><strong>Very poor</strong>: does not show knowledgeable of subject-non substantive.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>20-18</td>
<td><strong>Excellent</strong>: fluent expression-ideas clearly stated.</td>
</tr>
<tr>
<td></td>
<td>17-14</td>
<td><strong>Good</strong>: somewhat choopy-loosely organized but main ideas stand out</td>
</tr>
<tr>
<td></td>
<td>13-10</td>
<td><strong>Fair</strong>: not fluent-ideas confused or disconnected</td>
</tr>
<tr>
<td></td>
<td>9-7</td>
<td><strong>Very poor</strong>: does not communicate-no organization</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>20-18</td>
<td><strong>Excellent</strong>: sophisticated range-effective word/idiom choice and usage.</td>
</tr>
<tr>
<td></td>
<td>17-14</td>
<td><strong>Good</strong>: adequate range-occasional of word/idiom form, choice, usage, but meaning is not obscured</td>
</tr>
<tr>
<td></td>
<td>13-10</td>
<td><strong>Fair</strong>: limited range- frequent errors of word/idiom form, choice, usage.</td>
</tr>
<tr>
<td></td>
<td>9-7</td>
<td><strong>Very poor</strong>: essentially translation- little knowledge of English vocabulary.</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>25-22</td>
<td><strong>Excellent</strong>: effective complex grammar construction.</td>
</tr>
<tr>
<td></td>
<td>21-18</td>
<td><strong>Good</strong>: effective but simple constructive in grammar.</td>
</tr>
<tr>
<td></td>
<td>17-11</td>
<td><strong>Fair</strong>: a major problem is simple/complex construction in grammar.</td>
</tr>
<tr>
<td></td>
<td>10-5</td>
<td><strong>Very poor</strong>: virtually no mastery of sentence construction rules.</td>
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<tr>
<td><strong>Mechanic</strong></td>
<td>5</td>
<td><strong>Excellent</strong>: demonstrates mastery of construction.</td>
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<tr>
<td></td>
<td>4</td>
<td><strong>Good</strong>: occasional errors of spelling, punctuation, capitalization.</td>
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<tr>
<td></td>
<td>3</td>
<td><strong>Fair</strong>: frequent errors of spelling, punctuation, capitalization.</td>
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<tr>
<td></td>
<td>2</td>
<td><strong>Very poor</strong>: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing.</td>
</tr>
<tr>
<td><strong>Total of score</strong></td>
<td>1-100</td>
<td></td>
</tr>
</tbody>
</table>
Semarang, 20 September 2011
The Researcher,

Ani Hayah
NIM.073411001

Approved by

Headmaster

English Teacher

H.M. Tahir Nawawi

Nihlatun Jannah S.pd
### Score Post Test Between Experimental Group and Control Group

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<th>No</th>
<th>Code</th>
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<td>68,00</td>
<td>36</td>
<td>C-36</td>
<td>68,00</td>
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</tbody>
</table>

| Σ    | 2792,00 | Σ    | 2532,00 |
| n₁   | 36      | n₂   | 36      |
| x₁  | 77,56   | x₂  | 70,33   |
| s₁² | 69,7397 | s₂² | 60,6857 |
| s₁   | 8,351   | s₂   | 7,790   |
LEVENE’S TEST FOR EQUALITY OF VARIANS POST-TEST DATA BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP

**Hypothesis**

\[ H_0 : \sigma_1^2 = \sigma_2^2 \]

\[ H_a : \sigma_1^2 \neq \sigma_2^2 \]

**The Calculation**

Formula:

\[
F = \frac{\bar{V}_b}{\bar{V}_k}
\]

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

<table>
<thead>
<tr>
<th></th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td>2792</td>
<td>2532</td>
</tr>
<tr>
<td>( n )</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>( \bar{x} )</td>
<td>77.56</td>
<td>70.33</td>
</tr>
<tr>
<td>Variance (( s^2 ))</td>
<td>69.7397</td>
<td>60.6857</td>
</tr>
<tr>
<td>Standard deviation (( s ))</td>
<td>8.35</td>
<td>7.79</td>
</tr>
</tbody>
</table>

\[
F = \frac{69.74}{60.69} = 1.1492
\]

For \( \alpha = 5\% \) with:

\[
df1 = n_1 - 1 = 36 - 1 = 35 \\
df2 = n_2 - 1 = 36 - 1 = 35 \\
F_{(0.025)(35:35)} = 1.96
\]

Since \( F \) value < \( F \) table, the experimental and control group have the same variance.
INDEPENDENT SAMPLES POST TEST BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP

Hypothesis
Ho: \( \mu_1 \leq \mu_2 \)
Ha: \( \mu_1 > \mu_2 \)

The Calculation
Formula:
\[
t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}\\
\]

Which,
\[
s = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}}\]

Ho is accepted if \( t > t_{(1-a)(n_1+n_2-2)} \)

<table>
<thead>
<tr>
<th></th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td>2792</td>
<td>2532</td>
</tr>
<tr>
<td>n</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>( \bar{x} )</td>
<td>77.56</td>
<td>70.33</td>
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<tr>
<td>Variance (s^2)</td>
<td>69.7397</td>
<td>60.6857</td>
</tr>
<tr>
<td>Standart deviation (s)</td>
<td>8.35</td>
<td>7.79</td>
</tr>
</tbody>
</table>

\[
s = \sqrt{\frac{(36 - 1)69.74 + (36 - 1)60.69}{36 + 36 - 2}} = 8.07544\]

\[
t = \frac{77.56 - 70.33}{8.07544 \sqrt{\frac{1}{36} + \frac{1}{36}}} = 3.794\]

For \( \alpha = 5\% \) and \( dk = 36 + 36 - 2 = 70 \), \( t_{0.95(70)} = 1.67 \)

Since \( t \) value > \( t \) table mean there is a significant difference between experimental and control class on the test the experimental is higher than the control one.
NORMAILITY TEST FOR POST TEST OF THE EXPERIMENT GROUP

Hipothesis
Ho : The data distributed normality
Ha : The data not distributed normality

The Calculation
Formula :
\[ \chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i} \]

Ho is accepted if \( \chi^2 < \chi^2_{\text{table}} \)

Maximum score = 92,00 Panjang Kelas = 4,7
Minimum Score = 64,00 Mean (\( \bar{X} \)) = 77,6
Range = 28,00 S = 8,4
Class with = 6,0 N = 36

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>x</th>
<th>pz</th>
<th>p</th>
<th>z</th>
<th>Ei</th>
<th>Oi</th>
<th>(Oi-Ei)²</th>
</tr>
</thead>
<tbody>
<tr>
<td>64,00 - 68,00</td>
<td>63,50</td>
<td>-1,68</td>
<td>0,4538</td>
<td>0,0929</td>
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<td>3,993</td>
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\[ \chi^2 = 6,292 \]

for \( \alpha = 5\% \), \( dk = 6 - 3 = 3 \), \( \chi^2 \text{ table} = 7,815 \)

Because \( \chi^2 < 7,815 \) then the post test is said to be normally distributed.
NORMALITY TEST FOR POST TEST OF THE CONTROLL GROUP

**Hypothesis**

Ho : The data distributed normality
Ha : The data not distributed normality

**The Calculation**

Formula :

\[
\chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}
\]

Ho is accepted if \( \chi^2 < \chi^2_{table} \)

Maximum score = 84,00  Panjang Kelas = 4,7
Minimum Score = 56,00  Mean (\( \bar{X} \)) = 70,3
Range = 28,00  S = 7,8
Class with = 6,0  N = 36

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>x</th>
<th>pz</th>
<th>p</th>
<th>z</th>
<th>Ei</th>
<th>Oi</th>
<th>((O_i-E_i)^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>56,00 - 60,00</td>
<td>56,50</td>
<td>-1,90</td>
<td>0,4716</td>
<td>0,0750</td>
<td>2,699</td>
<td>6</td>
<td>4,037</td>
</tr>
<tr>
<td>61,00 - 65,00</td>
<td>60,50</td>
<td>-1,26</td>
<td>0,3966</td>
<td>0,1641</td>
<td>5,906</td>
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<td>0,001</td>
</tr>
<tr>
<td>66,00 - 70,00</td>
<td>65,50</td>
<td>-0,62</td>
<td>0,2325</td>
<td>0,2411</td>
<td>8,678</td>
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<td>0,826</td>
</tr>
<tr>
<td>71,00 - 75,00</td>
<td>70,50</td>
<td>0,02</td>
<td>0,0085</td>
<td>0,2379</td>
<td>8,564</td>
<td>6</td>
<td>0,767</td>
</tr>
<tr>
<td>76,00 - 80,00</td>
<td>75,50</td>
<td>0,66</td>
<td>0,2464</td>
<td>0,1577</td>
<td>5,676</td>
<td>9</td>
<td>1,947</td>
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<tr>
<td>81,00 - 85,00</td>
<td>80,50</td>
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<td>0,4041</td>
<td>0,0702</td>
<td>2,526</td>
<td>3</td>
<td>0,089</td>
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<td></td>
<td>0,4742</td>
<td></td>
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</tr>
</tbody>
</table>

\(\chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i} = 7,668\)

for \(\alpha = 5\%\), \(dk = 6 - 3 = 3\), \(\chi^2_{table} = 7,815\)

Because \(\chi^2 < 7,81\) then the post test is said to be normally distributed.
### Score Pre Test Between Experimental Group and Control Group

<table>
<thead>
<tr>
<th>Experimental</th>
<th>Code</th>
<th>Score</th>
<th>Control</th>
<th>Code</th>
<th>Score</th>
</tr>
</thead>
<tbody>
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<td>No</td>
<td></td>
<td></td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
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<td>48.00</td>
<td>5</td>
<td>C-05</td>
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<tr>
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<td>6</td>
<td>C-06</td>
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<tr>
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<td>E-07</td>
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<td>C-07</td>
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<td>E-08</td>
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<td>E-09</td>
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<td>C-09</td>
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<td>C-10</td>
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<td>C-11</td>
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<td>E-12</td>
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<td>C-12</td>
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<td>C-13</td>
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<td>E-14</td>
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<td>C-14</td>
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<td>C-15</td>
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<td>C-16</td>
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<td>C-17</td>
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<td>18</td>
<td>C-18</td>
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<td>52.00</td>
<td>21</td>
<td>C-21</td>
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<tr>
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<td>60.00</td>
<td>22</td>
<td>C-22</td>
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</tr>
<tr>
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<td>E-23</td>
<td>76.00</td>
<td>23</td>
<td>C-23</td>
<td>56.00</td>
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<td>24</td>
<td>C-24</td>
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<tr>
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<td>72.00</td>
<td>25</td>
<td>C-25</td>
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<td>E-26</td>
<td>52.00</td>
<td>26</td>
<td>C-26</td>
<td>52.00</td>
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<td>E-27</td>
<td>64.00</td>
<td>27</td>
<td>C-27</td>
<td>72.00</td>
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<td>E-28</td>
<td>60.00</td>
<td>28</td>
<td>C-28</td>
<td>60.00</td>
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<td>60.00</td>
<td>29</td>
<td>C-29</td>
<td>68.00</td>
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<td>30</td>
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<td>C-31</td>
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</tr>
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<td>E-32</td>
<td>64.00</td>
<td>32</td>
<td>C-32</td>
<td>72.00</td>
</tr>
<tr>
<td>33</td>
<td>E-33</td>
<td>52.00</td>
<td>33</td>
<td>C-33</td>
<td>68.00</td>
</tr>
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<td>34</td>
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<td>60.00</td>
<td>34</td>
<td>C-34</td>
<td>60.00</td>
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<td>C-35</td>
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<td>E-36</td>
<td>72.00</td>
<td>36</td>
<td>C-36</td>
<td>60.00</td>
</tr>
</tbody>
</table>

\[
\begin{align*}
\Sigma &= 2160 \\
n_1 &= 36 \\
x_{1\bar{}} &= 60.00 \\
s_1^2 &= 87,7714 \\
s_1 &= 9,369 \\
\Sigma &= 2224 \\
n_2 &= 36 \\
x_{2\bar{}} &= 61.78 \\
s_2^2 &= 100,9778 \\
s_2 &= 10,049
\end{align*}
\]
LEVENE'S TEST FOR EQUALITY OF VARIANS PRE-TEST DATA BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP

Hypothesis

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

The Calculation

Formula:

$$F = \frac{V_b}{V_K}$$

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

<table>
<thead>
<tr>
<th></th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td>2160</td>
<td>2224</td>
</tr>
<tr>
<td>n</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>$\bar{x}$</td>
<td>60,00</td>
<td>61,78</td>
</tr>
<tr>
<td>Variance ($s^2$)</td>
<td>87,7714</td>
<td>100,9778</td>
</tr>
<tr>
<td>Standard deviation ($s$)</td>
<td>9,37</td>
<td>10,05</td>
</tr>
</tbody>
</table>

$$F = \frac{100.98}{87.77} = 1.1505$$

For $\alpha = 5\%$ with:

$$df_1 = n_1 - 1 = 36 - 1 = 35$$
$$df_2 = n_2 - 1 = 36 - 1 = 35$$
$$F_{0.025}(35:35) = 1.96$$

Since $F$ value < $F$ table, the experimental and control group have the same variance.
INDEPENDENT SAMPLES PRE TEST BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP

**Hypothesis**

Ho : \( \mu_1 \leq \mu_2 \)
Ha : \( \mu_1 > \mu_2 \)

**The Calculation**

Formula :

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

Which,

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

Ho is accepted if \( t > t_{(1-\alpha)(n_1+n_2-2)} \)

<table>
<thead>
<tr>
<th></th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td>2160</td>
<td>2224</td>
</tr>
<tr>
<td>n</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>( \bar{x} )</td>
<td>60,00</td>
<td>61,78</td>
</tr>
<tr>
<td>Variance ( (s^2) )</td>
<td>87,7714</td>
<td>100,9778</td>
</tr>
<tr>
<td>Standart deviation ( (s) )</td>
<td>9,37</td>
<td>10,05</td>
</tr>
</tbody>
</table>

\[
s = \sqrt{\left( \frac{36 - 1}{36} \right) 87,77 + \left( \frac{36 - 1}{36} \right) 100,98} = 9,71466
\]

\[
t = \frac{60,00 \cdot 61,78}{9,71466 \sqrt{\frac{1}{36} + \frac{1}{36}}} = -0,776
\]

For \( \alpha = 5\% \) and \( dk = 36 + 36 - 2 = 70 \), \( t_{(0.95)(70)} = 1,67 \)

Since \( t \) table < \( t \) value, mean there is no significant difference between experimental and control class on the pre test.
NORMALITY TEST FOR PRE TEST OF THE EXPERIMENT

Hypothesis
Ho : The data distributed normality
Ha : The data not distributed normality

The Calculation
Formula:
\[ \chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i} \]

Ho is accepted if \( \chi^2 < \chi^2_{\text{table}} \)

Maximum score = 76,00  Panjang Kelas = 6,0
Minimum Score = 40,00  Mean (\( \bar{X} \)) = 60,0
Range = 36,00  S = 9,4
Class with = 6,0  N = 36

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>x</th>
<th>pz</th>
<th>p</th>
<th>z</th>
<th>Ei</th>
<th>Oi</th>
<th>(Oi-Ei)^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>40,00 - 45,00</td>
<td>39,50</td>
<td>-2,19</td>
<td>0,4857</td>
<td>0,0465</td>
<td>1,675</td>
<td>2</td>
<td>0,063</td>
</tr>
<tr>
<td>46,00 - 51,00</td>
<td>45,50</td>
<td>-1,55</td>
<td>0,4392</td>
<td>0,1213</td>
<td>4,366</td>
<td>2</td>
<td>1,282</td>
</tr>
<tr>
<td>52,00 - 57,00</td>
<td>51,50</td>
<td>-0,91</td>
<td>0,3179</td>
<td>0,2127</td>
<td>7,656</td>
<td>10</td>
<td>0,718</td>
</tr>
<tr>
<td>58,00 - 63,00</td>
<td>57,50</td>
<td>-0,27</td>
<td>0,1052</td>
<td>0,2509</td>
<td>9,031</td>
<td>6</td>
<td>1,017</td>
</tr>
<tr>
<td>64,00 - 69,00</td>
<td>63,50</td>
<td>0,37</td>
<td>0,1456</td>
<td>0,1991</td>
<td>7,167</td>
<td>10</td>
<td>1,120</td>
</tr>
<tr>
<td>70,00 - 75,00</td>
<td>69,50</td>
<td>1,01</td>
<td>0,3447</td>
<td>0,1063</td>
<td>3,826</td>
<td>4</td>
<td>0,008</td>
</tr>
<tr>
<td>75,50</td>
<td>1,65</td>
<td>0,4510</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

\[ \chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i} = 4,209 \]

for \( \alpha = 5\% \), \( dk = 6 - 3 = 3 \), \( \chi^2_{\text{table}} = 7,815 \)

Because \( \chi^2 < 7,81 \) then the post test is said to be normally distributed.
NORMALITY TEST FOR PRE TEST OF THE CONTROL

Hypothesis
Ho : The data distributed normality
Ha : The data not distributed normality

The Calculation
Formula :
\[
\chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}
\]

Ho is accepted if \( \chi^2 < \chi^2_{table} \)

Maximum score = 76,00 Panjang Kelas = 6,0
Minimum Score = 40,00 Mean (\( \bar{X} \)) = 61,8
Range = 36,00 S = 10,0
Class with = 6,0 N = 36

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>x</th>
<th>pz</th>
<th>p</th>
<th>z</th>
<th>Ei</th>
<th>Oi</th>
<th>(Oi-Ei)^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>40,00 - 45,00</td>
<td>39,50</td>
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<td>1,774</td>
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<td>45,50</td>
<td>-1,62</td>
<td>0,4474</td>
<td>0,1006</td>
<td>3,621</td>
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<td>1,897</td>
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<td>51,50</td>
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<td>0,3468</td>
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<td>57,50</td>
<td>-0,43</td>
<td>0,1648</td>
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<td>7,591</td>
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<td>0,262</td>
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<td>5,387</td>
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<td>1,267</td>
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</table>

\[
\sum_{i=1}^{k} (O_i - E_i)^2 = 5,248
\]

for \( \alpha = 5\% \), \( dk = 6 - 3 = 3 \), \( \chi^2_{table} = 7,815 \)

Because \( \chi^2 < 7,81 \) then the post test is said to be normally distributed.
CURRICULUM VITAE

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                      4. MA Hasan Kafrawi Pancur Mayong Jepara
                      5. IAIN Walisongo Semarang