



**THE USE OF AUDIO-VISUAL AID OF *PROCESSES* AS
A MEANS TO IMPROVE STUDENTS' ABILITY
IN WRITING PROCEDURE TEXT
(An Action Research Conducted at Seventh Grade Students of
SMP Negeri 2 Tengaran in the Academic Year of 2010/2011)**

a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan* in English

by
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2011

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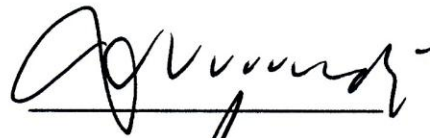
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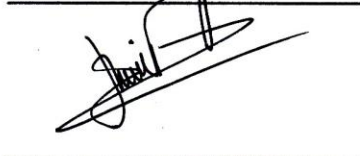
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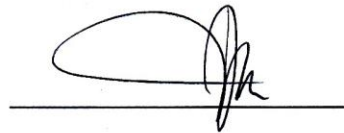
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Yang membuat pernyataan,

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DEDICATION



This final project is dedicated to:

- My adored father and mother

(Afifuddin and Asiyah)

- My beloved sister and brother

(Milna and Nu'man)

- My dearest friends

(Aim, Cindil Family, Assabila
Community, 'Sewu' and PWM)

- English Department '07

-

MOTTO

“When there is a will, there is a way”



ACKNOWLEDGMENT

Foremost, the writer praises God the Almighty, the Gracious for His blessing in the form of inspiration, spirit, strength, and hopes during the accomplishment of this final project.

The writer would like to express the greatest gratitude to her first advisor Widhiyanto, S.Pd., M.Pd. and her second advisor Frimadhona Syafri, S.S., M.Hum. for their patience and willingness to guide and correct this final project carefully and thoroughly during the consultation.

The writer would like to thank Drs. Ahmad Sofwan, Ph.D., the Head of English Department and to all lecturers of English Department for sharing the valuable knowledge during the years of her study at the English Department.

The writer would also like to thank Dhofari, S.Pd., M.M., as the headmaster of SMP Negeri 2 Tengaran who had permitted her to conduct research in his school, Ambarini Setyowati as the English teacher of class VII-i who helped her to conduct an action research in her class, all the students of class VII-i who had given the great participation.

The writer would like to express her sincerest thanks to her beloved parents: Bapak Afifuddin and Ibu Asiyah, her lovely sister and brother: Dik Milna and Dik Nu'man who always give her support with prayer, patience and love. Her special thanks to Aim, Cindil Family, Assabiila and 'Sewu' for every experience they share: happiness, sadness, and togetherness. The writer also thanks to her friends at the English Department '07 (Class F, Geisha Class, PWM, especially Dian, Lia, Vinda, Anas, Taufiq, Aini and Dinar for the kindhearted friendship).

Finally, nothing is perfect and neither is this final. Any correction, comment and criticism for the improvement of this final project always come.

Semarang, Agustus 2011

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ABSTRACT

Maiza, Masfa. 2011. *The Use of Audio-Visual Aid of Processes as a Means to Improve Students' Ability in Writing Procedure Text (An Action Research Conducted at the Seventh Year Students of SMP Negeri 2 Tengeran in the Academic Year of 2010/2011)*. A Final Project. English Department, Faculty of Languages and Arts, Semarang State University. Advisor I: Widhiyanto, S.Pd., M.Pd. and Advisor II: Frimadhona Syafri, S.S., M.Hum.

Key words: writing, procedure text, audio-visual aid of *processes*, action research

Most language learners consider that writing is the most difficult skill in learning English since English is not their daily language. Sometimes they are lack of English vocabulary and grammar, so they are not able to write well. In addition, they like something new and interesting so that one of the alternative ways is using media.

Here the writer chose teaching writing procedure text because it was appropriate with the basic competence when the research was done. In this study, the writer used the audio-visual aid of *processes* in the form of video cooking relating to the subject. The writer did this research to the class VII-i of SMP Negeri 2 Tengeran.

The research design was an action research. The writer started with a preliminary idea to find a problem faced in a class and then did pre-survey and diagnosis. The spiraling cycles includes planning, implementation, observation and reflection. The writer gave pre-test as the first activity. The pre-test indicated that the average of the students' result was very low and it could be concluded that they were not successful in writing procedure without having clear explanation. Then the writer did the treatment in cycle I using new media and gave cycle I test. Since the result of cycle I test showed that most of the students were still lack in grammar, mechanic and style, the writer planned to conduct cycle II. The writer also did the treatment and gave the cycle II test. Surprisingly, the students showed good progress in cycle II test. And finally, in the post-test, the students produced better result than previous tests.

The result of observation sheet showed that the students' attitude increased in each meeting of both cycles. They had great interest, motivation, cooperation and focused on the teacher's explanation. Based on this study, the writer found that teaching writing procedure text using audio-visual aid of *processes* was very useful for the students' mastery in writing procedure text and also for the students' better attitude. Therefore, using audio-visual aid of processes in teaching writing procedure text could be recommended for the English teacher.

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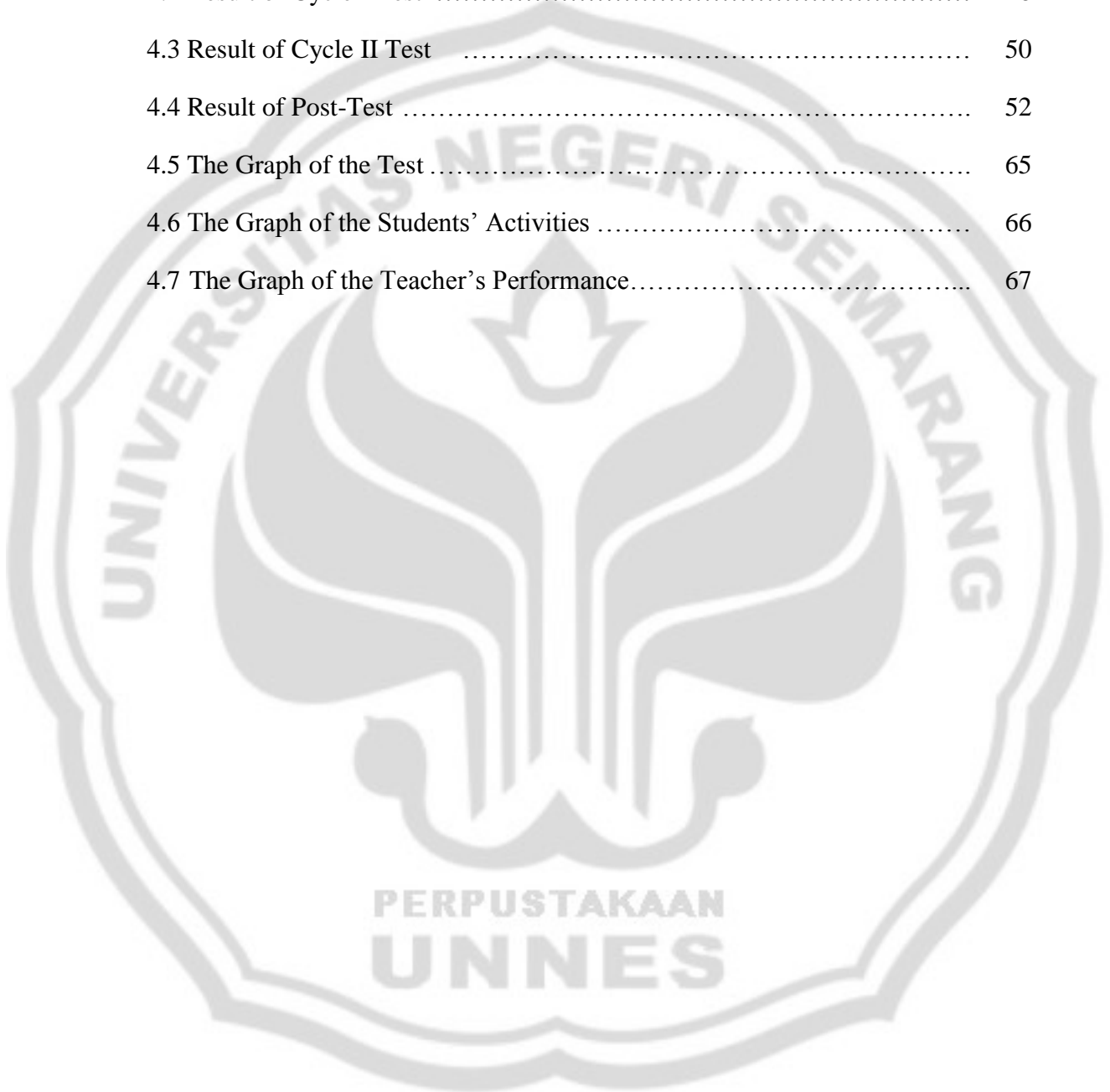
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CHAPTER 1

INTRODUCTION

Chapter 1 covers background of the study, reason for choosing the topic, the statement of the problem, the objectives of the study, limitation of the study, significance of the study, targeted score after treatment and outline of the report.

1.1 Background of the Study

English is taught in Junior High School as one of the compulsory subject in which the students have to be able to communicate in their daily life. Most of the Junior High School students have learned English in Elementary School. The aim for English lesson for Elementary School is to prepare students to be ready to learn English. Although it has been prepared, the result of teaching English in secondary school is still unsatisfactory. The factors come from internal and external including teacher and students.

The internal factor is about the characteristics of the learners or students and the external factor is when the teaching and learning process happens. Those factors can be solved by treating English to make students closer with the language and finally able to use it effectively. In this case, learning English in effective way is encouraged.

Teaching English in Junior High School is also based on the curriculum which is applied in Indonesia. The newest education curriculum of today is 2006 School-Based Curriculum or Kurikulum Tingkat Satuan Pendidikan (KTSP). This curriculum is revision of the previous curriculum that is 2004 Curriculum or

Competence Based Curriculum. It brings new paradigm in English language teaching.

“Kelompok mata pelajaran ilmu pengetahuan dan teknologi meliputi Bahasa Indonesia, Bahasa Inggris, Matematika, Ilmu Pengetahuan Alam, Ilmu Pengetahuan Sosial, Keterampilan/Teknologi Informasi dan Komunikasi. Kelompok mata pelajaran ilmu pengetahuan dan teknologi pada SMP dimaksudkan untuk memperoleh kompetensi dasar ilmu pengetahuan dan teknologi serta membudayakan berpikir ilmiah secara kritis, kreatif dan mandiri”. (Suparman 2007: 11)

As stated above Indonesian language, English, Math, Science, Social, Information and Communication Technology belong to science and technology subjects. By those subjects, students are expected to get the basic competence of science and technology and able to think critically, creatively and independently. According to School Based Curriculum by Depdikbud (2006) the purpose of English language teaching education is to develop students' competence in spoken and written communication to face the development of science and technology in globalization era.

In teaching English, teachers must have four language skills, namely listening, speaking, reading and writing. Those skills have to be supported by language component, namely grammar, vocabulary and spelling. Writing is considered as the most difficult skill for mastering a language. Teaching writing in Junior High School needs well preparation to make the students like to write. The product of writing is a text in which the students have to understand.

Writing is one of the four skills that needs very complex ways to master. Teaching writing also raises a complex problem. Not many teachers are interested in teaching writing, in correcting the students writing from time to time and also

in finding out what method which is suitable for the students. The problem also comes from the students who have different characteristics. Besides, psychologically they are teenagers in which they like to change like what they want and sometimes they are not interested in their study. In addition, writing is difficult enough to learn if they do not practice to write. By practicing, the students will be better in writing.

Each problem can be solved based on the situation. Therefore, many schools complete their school facilities that can make teaching and learning processes run well. Nowadays, teacher tries to make students eager to learn writing using interesting thing.

Dealing with writing skill in the School Based Curriculum, there are two kinds of competencies that must be achieved by the students namely Standard Competence and Basic Competence. In the Standard Competence for Junior High School, the students must be able to express the meaning of functional written text in environment whereas in Basic Competence, the students must be able to express the functional written texts such as narrative, descriptive, recount, procedure, and report.

One of the Standard Competence of Junior High School in grade seventh students is to express meaning in short functional text in the form of descriptive and procedure text to interact with surrounding.

In order to improve students' mastery in writing procedure text, we should be able to create and explain this subject clearly and comprehensively, so that it will be something new, interesting and easy to understand for the students. Procedure text becomes a subject in seventh grade lesson. The structure in making

procedure text is familiar enough for students because sometimes they do it in their daily life, such as when they want to make and play something.

In making a procedure text, a media can be used and one of the media is using audio-visual aid of *processes* in the form of video. A video is interesting for the students because it involves seeing and hearing like when they are watching television. The video is about cooking in which there are some steps that can be learned to make a procedure text. Those steps are shown in detail so that the students will be clear and easy in producing a procedure text.

Here the writer tries to use audio-visual aid of *processes* as a means to improve students' ability in writing procedure text for the seventh grader of SMP Negeri 2 Tenganan. The writer hopes by using audio-visual aid of *processes* will help students to write procedure text easier.

1.2 Reason for Choosing the Topic

The writer has two reasons for choosing this topic. First, the audio-visual aid of *processes* is very interesting and exciting to write something especially for procedure text. In addition, this technique is for Junior High School students where they like an interesting thing to do something and not too serious. Besides, there is no research on this before. So, the writer thinks this study will be useful.

Second, having some difficulties in teaching procedure text for seventh grade Junior High School Students, the writer feels that it may proof fruitful to make an attempt to use the audio-audio-visual aid of *processes* in writing a procedure text as a solution in teaching the seventh grade Junior High School students. Teacher should consider about the problem they faced.

1.3 Statement of the Problem

Problem statement that the writer discussed in this study can be stated as follows:

How is the use of audio-visual aid of *processes* in improving students' mastery of writing procedure text?

1.4 Objective of the Study

The objective of the study is stated as follows:

To find out how the use of audio-visual aid of *processes* could improve students' mastery of writing procedure text.

1.5 Limitation of the Study

In this final project, the writer limited the study by the following statements:

- 1) In this study only conducted to seventh grader of SMP Negeri 2 Tengaran.
- 2) The teaching and learning process in writing procedure text using audio-visual aid of *processes*.

1.6 Significance of the Study

The result for this technique is that the students and teachers can apply what they have learned by using the audio-visual aid of *processes* in writing procedure text.

First, for the students is that they can easily learn procedure text by using the audio-visual aid of *processes*. The study is also expected that it would be useful to communicate and write a procedure text by their self. Second, for the teacher is that this can be the best way for teaching writing of procedure text. And third, for

the researcher is that this can improve the knowledge of using new method in writing procedure text. Besides, it can help the other researchers to find out the other new method, so that there will be many interesting method in writing procedure text.

1.7 Targeted Score after Treatment

By using the new method in writing procedure text, the researcher has a target score to measure the students' achievement after treatment. In this research, targeted score for the students is up to 70% of the mean score in writing.

1.8 Outline of the Report

Chapter 1 covers the background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, limitation of the study, significance of the study, targeted score after treatment and the outline of the report.

Chapter II is Review of Related Literature. This chapter explains about teaching writing using audio-visual aid of *processes*.

Chapter III is Method of Investigation. It discusses subject of the study, instrument of the study, steps in the action research, and the criterion of assessment.

Chapter IV is Data Analysis and Discussion. It contains the description of the study, analysis for the pre-test, analysis of each activity in each cycle, and analysis of post-test.

Chapter V covers some conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

In the second chapter, the writer would like to talk about teaching English as a foreign language especially for Junior High School students, general concept of writing, definition of writing, technique of teaching writing, definition of text, media for teaching writing procedure text, procedure text and teaching writing by using audio-visual aid of *processes*.

2.1 Teaching English as a Foreign Language

Teaching English as a foreign language is teaching English to students whose first language is not English. English as the international language is regarded as the first foreign language in Indonesia which is taught as a compulsory subject in schools from Junior High School up to Senior High School and in Elementary School as a “local content”.

One of the goals of English teaching at Junior High School is to develop students’ communicative competence both spoken and written forms (listening, speaking, reading and writing) to reach functional literacy level. The students are hoped to be able to speak English fluently and write it well. What is needed is how to make the Junior High School students interest in English. Therefore, it is obvious that the teacher has to understand the characteristics of Junior High School students in order to reach that goal.

Junior High School students have special characteristics because they are different with children and adult. A teacher has to understand about it, so the teacher could make the special and different atmosphere for them.

One of the characteristics is that they like to be individual because Junior High School students have a period of changing from children to adult. The students are teenagers in the age of 11 to 14 years old that are categorized into adolescent. Harmer (2001: 38) categorizes the characteristics of adolescents' learner into five points as follows:

- 1) They seem to be less lively and humorous than adult.
- 2) Identity has to be forged among classmates and friends: peer approval may be considerably more important for the students than attention of the teacher.
- 3) They would be much happier if such problem did not exist.
- 4) They may be disruptive in class.
- 5) They have great capacity to learn, have a great potential for creativity and a passionate commitment to things that interest them.

Therefore, they need something special to make them interested in their study. They will be ready for their studying if they have been interested in there. It means that the teaching and learning process have to be creative so that the students will be enjoyable and also the goals of the lesson can be reached effectively. They need something special in education that provides them opportunities to explore. Moreover, writing is the difficult skill in which the students have to learn more how to do it through a media. One of the media is using the audio-visual aid of *processes*. Here the students will not get bored in

writing because that media involves seeing and hearing, so it is easy to learn and it is appropriate with their characteristics.

2.2 General Concept of Writing

The four skills that students have to learn are listening, speaking, reading and writing. Writing is a skill where the students have to write what they have learned. Writing also can be defined as a means to communicate with others about experience. A writer can express ideas, experiences, thoughts, and feeling for a specific purpose.

Writing is an extension of human language across time and space. Writing most likely began as a consequence of political expansion in ancient cultures, which needed reliable means for transmitting information, maintaining financial accounts, keeping historical records, and similar activities.

There are four forms of writing as stated by Rivers (1968: 243). They are:

1) Notation

It is the simplest form of writing. This act involves nothing more than the correct association of conventional symbols with sounds which have for the writer no meaning and significant interrelationship. Putting it in another way, it is an act of putting down in a conventional graphic form something which has been spoken.

2) Spelling

This act involves specific sound symbol conventions to discriminate among various sounds.

3) Writing Practice

It involves a graphic form, according to the system accepted by educated native speakers, combination of words, which may be spoken to convey a certain meaning in specific circumstance.

4) Composition

It is the most highly developed form. In this form, writing refers to the expression of ideas in consecutive way, according to the graphic conventions of the language. The ultimate aim of a writer at this stage is in a polished literary form, which requires the utilization of a special vocabulary and certain refinements of structure.

2.2.1 Definition of writing

Writing is difficult enough to learn. When the students eager to write a text, they have to be able to write a word, phrase, clause, sentence, paragraph and then text. By writing they can express their idea and feeling in order to communicate with others.

Because of the importance of writing, it is taught in schools. By learning writing they can get knowledge how to write correctly so that their writing can be accepted by others.

White (1980: 8) suggests three points about the importance of writing.

They are:

- 1) The linguists had become interested in studying the characteristic of written language as well as spoken language.
- 2) Teacher of English had become increasingly concerned with the need to teach writing to students of science and technology, for whom ability to use the spoken language might be secondary or even irrelevant.
- 3) Coinciding with the increased interest in written language by both linguists and English teachers had been a considerable growth in the study of language beyond the sentences that was in discourse.

In conclusion, writing is very complex in which we have to work harder in producing a good writing. A good writing will be easy understood and more enjoyable when the readers read that. Although how to make a writing is difficult, it could be solved by using media too. That media should be appropriate for the writer itself. Here the writer is a Junior High School student in which he needs to understand how writing could be very important. Because of that importance, the writer itself has to try to produce a good writing by learning the writing through the media. It is hoped that the students will get easier in writing and have the ability of writing well.

2.2.2 Technique of Teaching Writing

Technique of teaching writing is very important both for the teacher and also the students. Writing is an important form of communication. Good writers use different writing techniques to fit their purpose for writing. Taken from <http://www.how-to-study.com/study-skills/en/language-arts/18/writing->

techniques, to be a good writer, we must master each of the following writing techniques. They are:

1) Description

Through description, a writer helps the reader use the senses of feeling, seeing, hearing, smelling, and tasting to experience what the writer experiences. Description helps the reader more clearly understand the people, places, and things about which the writer is writing. It is the most common form of writing. You will find descriptive writing in newspapers, magazines, books, and most other forms of written communication.

2) Exposition

Through exposition, a writer informs, explains, and clarifies his/her ideas and thoughts. Exposition goes beyond description to help the reader understand with greater clarity and depth the ideas and thoughts of the writer. Expository writing, like descriptive writing, is commonly found in newspapers, magazines, books, and most other forms of written communication.

3) Narration

Through narration, a writer tells a story. A story has characters, a setting, a time, a problem, attempts at solving the problem, and a solution to the problem. Bedtime stories are examples of short stories while novels are examples of long stories. The scripts written for movies and plays are further examples of narrative writing.

4) Persuasion

Through persuasion, a writer tries to change a reader's point of view on a topic, subject, or position. The writer presents facts and opinions to get the

reader to understand why something is right, wrong, or in between. Editorials, letters to the editor in newspapers and magazines, and the text for a political speech are examples of persuasive writing.

5) Comparison and contrast

Through comparison and contrast, a writer points out the similarities and differences about a topic. Comparison is used to show what is alike or in common. Contrast is used to show what is not alike or not in common. Describing living conditions in 1900 and living conditions today would allow for much comparison and contrast.

By using the writing technique that fits your purpose, you will be able to communicate your ideas effectively. When the ideas appear, it will be easy to write and finally produce a good writing.

2.2.3 Definition of Text

The definition of text is stated by Anderson (1997: 1) that we live in a world of words. When these words are put together to communicate a meaning, a piece of text is created. It means that when we produce words, we have created a text. Creating a text requires us to make choices about the words we use and how we put them together. If we make the right choices then we can communicate with others, our choices of words will depend on our purpose and our surrounding.

According to Anderson (1997: 1) that there are two main categories of texts-literary and factual. Within these are various text types. Each text type has a common way of using language. Those text types are shown in this figure below.

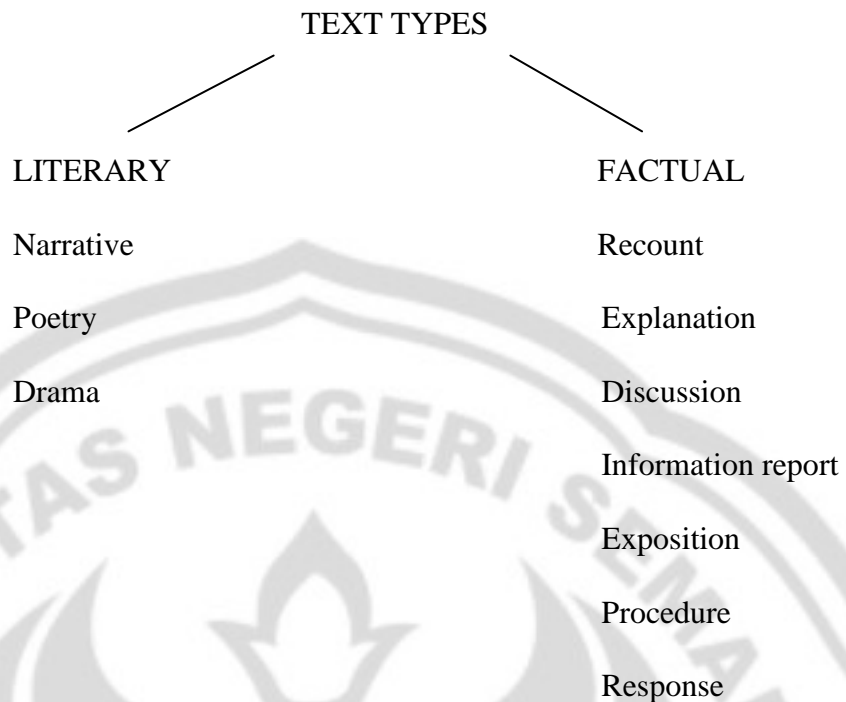


Figure 2.1

The Category of Text Types

Literary texts include Aboriginal Dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mime and soap operas. They are constructed to appeal to our emotions and imagination. Literary texts can make us laugh or cry, think about our own life or consider our beliefs.

Factual texts include advertisement, announcements, internet web sites, current affairs shows, debates, recipes, report and instructions. They present information or ideas and aim to show, tell or persuade the audience. The main text types in this category are recount, response, explanation, discussion, information report, exposition and procedure.

Here the writer concludes that a text is divided into Literary and Factual Text. Both can be a spoken or written form. Those texts can be learned in schools

including Junior High School and Senior High School. Teaching writing itself also needs strategies and one of them is using a media. That media should be appropriate, so it will be easier in teaching and also producing writing.

2.3 Media

In general, media refers to various means of communication. For example, television, radio, and the newspaper are different types of media. According to Advance Learners' Dictionary, media is the means of communicating with large numbers of people. Taken from <http://en.wikipedia.org/wiki/Media>, media is a tool used to store and deliver information or data. There are some kinds of media.

They are:

1) Advertising media

It is a form of communication intended to persuade an audience (viewers, readers or listeners) to purchase or take some action upon products, ideas or services.

2) Broadcast media

It is the distribution of audio and video content to a dispersed audience via radio, television, or other, often digital transmission media.

3) Digital media

It is usually electronic media that works on digital codes.

4) Electronic media

It uses electronics or electromechanical energy for the end-user (audience) to access the content.

5) Hypermedia

It is used as a logical extension of the term hypertext in which graphics, audio, video, plain text and hyperlinks intertwine to create a generally non-linear medium of information.

6) Mass media

It refers to collectively to all media technologies, including the internet, television, newspaper, and radio, which are used for mass communications, and to the organizations which control these technologies.

7) Multimedia

It is media and content that uses a combination of different content forms.

8) News media

It refers to the section of the mass media that focuses on presenting current news to the public.

9) Print media

It is a process for reproducing text and image, typically with ink or paper using a printing press.

10) Published media

It is the process of production and dissemination of literature or information.

11) Social media

It is a media for social interaction, using highly accessible and scalable communication techniques.

Sadiman in Riana Eka Budiastuti (2007: 23) argues that the media for teaching learning process in Indonesia can be classified as follows:

1) Games and Simulation ; e.g. words, people, and role playing

- 2) Visual media; media that can be seen and its function is distributing the message from the sources to the receiver.

The example of visual media are pictures/photo, sketch, diagram, chart, cartoon, map, globe, flannel board.

- 3) Audio media

Audio media is a media that is useful because of its sounds. The examples of audio media are radio, tape, or Compact Disk.

- 4) Audio-Visual media

It is a media that are useful because of their sounds and pictures. TV, Video, Computer, DVD, and so forth are the example of this kind of media.

- 5) Still projected media

Slides, film strip, OHP, opaque projector, micro film, film are the model of still projected media.

The audio-visual aid of *processes* as one of the media has the main role in teaching and learning process. It facilitates both teacher and students to reach the goal of study and motivate their learning in interesting way. That media involves some steps of doing something in which it will help the students in producing a procedure text. Since it shows those steps in detail, the students will understand the lesson easier using that media. Hopefully, by using this media the teaching and learning process will be more effective and enjoyable.

2.3.1 Definition of Audio-visual Aid of *Processes*

Audio-visual aid is one of the media for teaching. According to Advance Learners' Dictionary, media is the means of communicating with large number of people.

Taken from <http://answers.ask.com/Education/Other/>, audio-visual aid is any object or picture that relates to the subject being taught. Audio-visual aid is an important tool because different people respond to different learning modalities. It also adds interest to a discussion. In order to effectively use audio-visual aid, one must learn from experience what will and won't work for an audience or group of students. The audio-visual aid can take many forms and be presented in many formats. It may be used in different settings, from classrooms to board rooms, and anywhere that information is relayed to audiences on a regular basis.

2.3.2 Video

One of the audio-visual aid of *processes* is video. The definition of video in Cambridge Advanced Learner's Dictionary is a recording of moving pictures and sound that has been made on a long narrow strip of magnetic material inside a rectangular plastic container, and which can be played on a special machine so that it can be watched on television.

Taken from <http://en.wikipedia.org/wiki/Video>, video is the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion. Video typically is viewed with a television screen or a computer monitor. It may also be

watched on a personal media device. Video can be projected onto larger surface such as a movie screen.

In this study, the writer will use video as a media to teach writing procedure text. The video that will be used is available in our daily activities such as food and household equipment. Since that video is familiar with the students, hopefully the teaching writing of procedure text will be more effective and enjoyable. It involves seeing and hearing in which the students will not get bored and easy to learn.

The video here is about cooking. There will be someone who is cooking a food and he will say and do all of the steps. While the video is running, the students are allowed to write the important parts they need in producing their text. The music instrument also will help the students more enjoyable during the teaching and learning process. It is hoped that the students' result will be better after using that media in producing a procedure text.

2.4 Procedure Text

Based on the KTSP, there are some kinds of texts that students have to learn in Junior High School. Those are descriptive, procedure, recount, narrative and report. In this study, the writer focuses on procedure text. According to that curriculum procedure text has to be learned by seventh and ninth grade of Junior High School.

According to Anderson (1997: 50) a procedure text is a piece of text that gives us instructions for doing something. The instructions of procedure text are

through sequence of action and steps. The purpose of a procedure text type is to explain how something can be done.

Gerot (1994: 206) argues that the generic structure of procedure text consist of three points. They are:

1) Goal

According to Anderson (1997: 55) the goal of procedure text is an introductory statement giving the aim or goal. The goal may be the title of the text or sometimes it can be an introductory paragraph.

2) Materials

Anderson states that materials are list of the materials that will be needed for completing the procedure. They can be a list or paragraph, but they are not required for all procedural text.

3) Steps 1-n

Goal followed by a series of steps oriented to achieving the Goal.

Besides, procedure text also has lexicogrammatical features. They are:

1) Focus on generalized human agents

Generalized human agents means the most important things in procedure text. Here the generalized human agents could be the materials. For example: two players, a bowl of rice, two eggs, and etc.

2) Use of simple present tense, often imperative

According to Azar (1989: 11) the simple present tense says that something was true in the past, is true in the present, and will be true in the future. The simple present tense is used to express habitual or everyday activity.

For example: Water *consists* of hydrogen and oxygen.

3) Use mainly of temporal conjunctions

Temporal conjunction is to indicate sequence. For example first, second, then, and then, next, and finally. It can be a number.

4) Use mainly of material processes

Gerot (1995: 55) states that material processes are processes of material doing. They express the notion that some entity physically does something which may be done to some other entity.

For example: The bushwalker *tripped*.

By using the good generic structure and lexicogrammatical features, the writing of procedure text will be clear and logic so that it will be communicative and easy to follow. It also will be easier when the students apply them through a media.

2.5 Teaching Writing by Using Audio-visual Aid of *Processes*

Looking at the School Based Curriculum, the purpose of teaching English for Junior High School students is to develop skills of communication both spoken and written in order to be able to communicate fluently and write well. Teaching writing becomes an important course since it has been taught in Junior High School.

Taken from <http://www.ehow.com>, good writing is an important skill that can be used in a variety of media. The ability to communicate to a large audience stems from knowledge and execution of proper writing techniques. The product of writing is a text. One of the texts that students have to learn is a procedure text.

Teaching procedure text is not different with teaching other texts. It needs a technique in order to make students understand that lesson easier. The teacher is also hoped to have a creative method in conducting the lesson. That creative method needs well preparation in which the teacher has to use suitable, new and interesting media.

In this study, the writer uses audio-visual aid of *processes* to teach writing procedure text because the students must have been familiar in their surroundings. The form of audio-visual aid of *processes* is a video in which it's like when they are watching television. Hopefully, this media can be one of the best ways in order to make the students interest in writing procedure text so that the purpose of teaching learning process can be reached. The audio-visual aid of *processes* involves seeing and hearing in which it is same with watching television. There some steps of doing something and it is appropriate to produce a procedure text. The students also will not get bored because of the music instrument in that video, so it is easy to learn and appropriate with the characteristics of Junior High School students.

2.6 Theoretical Framework

This section describes the concept of action research by Wallace (1998: 4) as the writer takes for doing this study. Action research is a kind of research that is done by systematically collecting data on your everyday practice and analyzing it in order to come to some decisions about what your future practice should be. It is a disciplined process of inquiry conducted by and for those taking the action. The

primary reason for engaging in action research is to assist the “actor” in improving and/or refining his or her actions.

This action research includes preliminary idea, pre-survey, diagnosis, planning, implementation, observation and reflection. It is started with a preliminary idea as the finding problem faced in a class and then continued by pre-survey and diagnosis. The spiraling cycles includes planning, implementation, observation and reflection. The writer uses Brown Analytical Scale for rating composition tasks (Brown, 2003: 244-245) to measure the students’ ability. There are five components that are measured. The first component is organization. Organization deals with generic structure of a text. Next component is logical development of ideas which deals with content of the text. The third component is grammar. The fourth component is punctuation, spelling and mechanics. The last component is style and quality of expression which mostly deal with vocabulary. These are the several steps in doing action research the writer used can be drawn as below:



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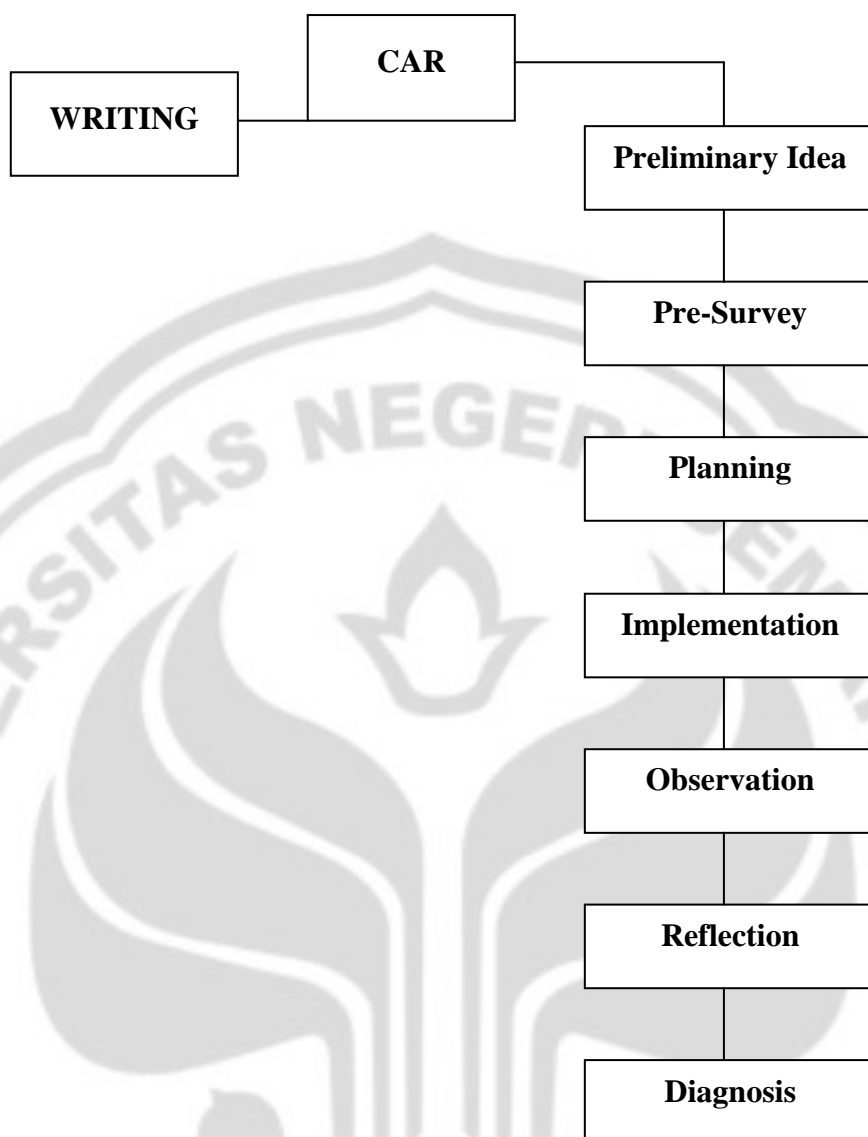


Figure 2.2
Theoretical Framework in Action Research

The drawn shows the steps of doing action research. The first spiraling cycles is planning in which the writer plans what she should do. The implementation and observation are done during teaching learning process. The reflection is to evaluate the outcome of the teaching and learning process. Then, the conclusion and suggestion are gained from the result of this research.

CHAPTER III

METHOD OF INVESTIGATION

The method of investigation in this action research consists of some parts and steps. The writer would like to talk about research design, subject of the research, data collection, analyzing the data, and steps of doing action research. In this study, the writer describes the process of teaching writing procedure text by using the audio-visual aid of *processes*.

3.1 Research Design

A research method used in this study is an action research. Action research is a research which is done by a researcher to improve the quality of the teaching learning activities. Moreover, Wallace (1998: 4) states that “action research is a kind of research that is done by systematically collecting data on your everyday practice and analyzing it in order to come to some decisions about what your future practice should be”.

Action research entails identifying teaching strategies to solve certain practical teaching and learning problems (Hartoyo (2009: 38). It means that teaching itself is part of research. In other words, action research is a kind of teaching in which teaching and research is inseparable.

The writer tries to teach writing procedure text using the audio-visual aid of *processes* as a new media. It is started with a preliminary idea as the finding problem faced in a class and then continued by pre-survey and diagnosis. The

spiraling cycles includes planning, implementation, observation and reflection.

The following is the action research cycle:

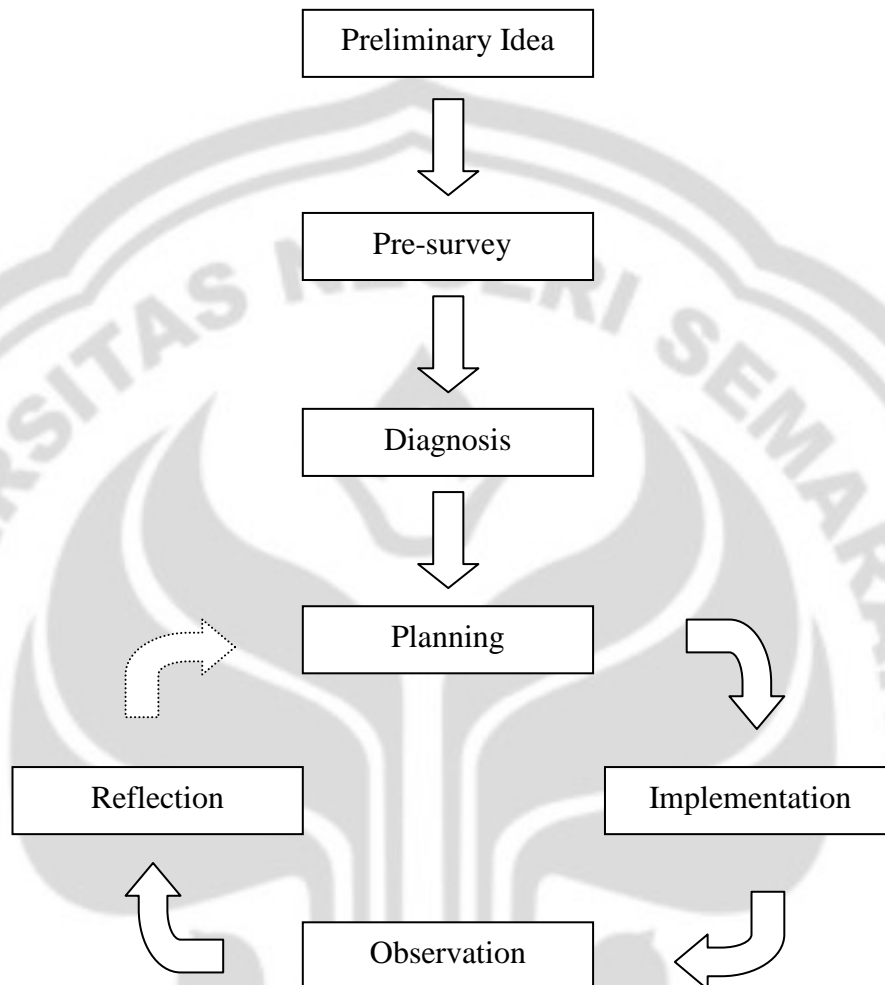


Figure 3.1
Steps of Doing Action Research

Hopefully, by doing this action research, the teaching learning process of writing procedure text would be better.

3.2 Subject of the Research

In this study, the writer did the research in the seventh grade of SMP Negeri 2 Tengaran in the academic year 2010/2011 as the subject of the study. SMP Negeri 2 Tengaran is located at Jl. Salatiga-Solo Km 07, Tengaran, Kab. Semarang. SMP Negeri 2 Tengaran is a national standard school (SSN) in which the input of the students is good enough. The mean of students' score of their elementary school final exam was 7.9 in the academic year 2010/2011.

This school is also completed with good facilities, such as language laboratory, computer laboratory, multimedia and some classes which are completed with IT, so the teaching and learning process runs well. There are 27 classes which are distributed into 9 classes for the seventh year, 9 classes for the eighth year and 9 classes for the ninth year. The writer decided to conduct this action research in class VII-i, especially in writing. The students get difficulties in producing a text in which most of them are lack of structure, vocabulary and grammar. Since this is the class of the writer's that faced a problem in writing, the writer tried to increase the students' mastery in this language skill using a new media.

3.3 Data Collection

In this study, several procedures were used in order to get the empirical data required. This research used observation sheet, field notes, pre-test, cycle I test, cycle II test, post test and questionnaire. The aim is to know the students' response during the activities, to find out what extent was the students' achievement in writing procedure text during the teaching learning process.

3.4 Instrument of the Study

The instrument of the study is gone through four ways, depending on the necessity and kind of information needed.

3.4.1 Observation

Observation or description about the teaching and learning process are worth data. It is needed for observing or monitoring the on-going teaching learning process, including the students and the teacher. There were five aspects of observation towards the students, such as the students' attendance, the students' interest and motivation, the students' activities during the teaching learning process, the students' activities in focusing the attention to the teacher's explanation and the students' cooperation in their group during the lesson.

There are also nine aspects of observation to the teacher, such as teacher's ability in preparing the teaching learning process, opening the lesson, developing teaching learning process, explaining the material, managing the class, using the language, using media, conducting the assessment and closing the lesson.

3.4.2 Field Note

Field note was used to note finding and improvement during teaching learning process of the classrooms activities. It was made in order to observe and get information about the situation in the class. Based on Wallace's aspects, the writer constructed five aspects which were also related to purpose of the study that asked about the use of audio-visual aid of *processes* in teaching writing procedure text.

The explanation could be seen as follows:

Table 3.1**Wallace's Aspects in Constructing Field Notes**

Number of Question	Students Opinion
1	About the process of teaching learning
2	About the students' attention
3	About the implementation of audio-visual aid of processes
4	About the interaction between the students and teacher
5	About the improvement of students' writing skill after using audio-visual aid of processes

3.4.3 Test

The writer gave a pre-test, cycle I test, cycle II test and pos-test to collect the data.

The aim is to gather an in-depth understanding of human behavior and the reasons that govern such behavior. Aiming at enhancing students learning, the writer observes and gathers evidence of students learning systematically, makes professional reflection and plans the strategies of improvement.

Pre-test is a test given before doing the action research. The writer came to the chosen class and explained to the students what they were going to do. The writer distributed the instrument and also explained a little about procedure text and asked them to do the pre-test. The cycle tests were given during the treatment as an exercise and practice for students. It was used to measure the improvement of the treatment. And then post-test was given after all the activities. The test

given to the students was the same as the pre-test and the result was used to analyze the effectiveness of using audio-visual aid of *processes* in teaching writing procedure text.

3.4.4 Questionnaire

A questionnaire consists of a number of questions that the respondent has to answer in a set format. There two kinds of questionnaire, those are open-ended and close-ended questions. An open-ended question consists of some questions in which the respondent has to formulate his own answer. It is different with a close-ended question in which the respondent has to pick an answer from a given number of options.

The questionnaire was used to find out:

- (1) The ability and problem faced by students in writing activities
- (2) The sustainability of the program conducted during the action research
- (3) The advantages which were gained through the action research

In constructing the questionnaires, the writer used closed-ended question in form of multiple choice items. Here there were fifteen multiple choice items. Each of them had three options namely a, b, and c which showed the quality of each variable. The writer followed Heaton' Classification of Questionnaire Graded Score in analyzing the questionnaire data of each variable, they are:

Table 3.2
Guidelines of Questionnaire

Number of Question	Students' Opinion
1,2,3,4,5,6,7	About the students' interest
8,9,10	About the relevance
11,12,13	About the advantage
14	About the students' achievement
15	About sustainability

3.5 Analyzing the Data

The aim of this study was to find out whether the audio-visual aid of *processes* could improve students' writing skill. Two tests that were given in this study were to measure the students in mastering writing skill. In addition, observation, field notes and questionnaires were also used in this action research.

3.5.1 Mode of Scoring

The writer used the analytic scale for rating composition tasks given by Brown and Bailey (Brown, 2003: 244-245). There were five components that were measured. The first component was organization. Organization dealt with generic structure of a text. Next component was logical development of ideas which dealt with content of the text. The third component was grammar. The fourth component was punctuation, spelling and mechanics. The last component was style and quality of expression which mostly dealt with vocabulary. The scheme of rating scale could be seen as follows:

Table 3.3

Analytical Scale for Rating Composition Tasks

Categories	Test Score	Level of Achievement
I. Organization: Introduction, Body and Conclusion	20-18	Excellent to Good
	17-15	Good to Adequate
	14-12	Adequate to Fair
	11-6	Unacceptable
	5-1	Not college-level work
II. Logical development of ideas; content	20-18	Excellent to Good
	17-15	Good to Adequate
	14-12	Adequate to Fair
	11-6	Unacceptable
	5-1	Not college-level work
III. Grammar	20-18	Excellent to Good
	17-15	Good to Adequate
	14-12	Adequate to Fair
	11-6	Unacceptable
	5-1	Not college-level work
IV. Punctuation, spelling, and mechanics	20-18	Excellent to Good
	17-15	Good to Adequate
	14-12	Adequate to Fair
	11-6	Unacceptable
	5-1	Not college-level work

V. Style and quality of expression	20-18	Excellent to Good
	17-15	Good to Adequate
	14-12	Adequate to Fair
	11-6	Unacceptable
	5-1	Not college-level work

The range score of each component was 1-20. Therefore, the maximum score for each student was 100. The test result was by adding the score in each component. The application of the scoring system was based on the condition and ability of students.

3.5.2 Classifying the Scores

The scores were converted into numerical data. There are five items and each item is scored 20, so the maximum score is 100. In classifying score, the writer used the measurement students' achievement suggested by Harris (1969: 134).

Table 3.4

The Measurement of the Students' Achievement

Criteria of Mastery	Grade
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor
Less than 50	Very poor

3.5.3 Criterion of Assessment

The students' success and failure in doing the activities planned above were measured by referring to the criterion issued by the Department of Education and Culture. To find the degree of students' achievement in each activity, the score of average student is counted by using the following formula:

$$\text{The average : } \frac{\text{the sum of the scores}}{\text{the number of scores}}$$

3.5.4 Method of Analyzing Questionnaire

In analyzing questionnaire the writer took some steps.

(1) grading the items

The writer used Heaton's score ranges cited in Fitri Yuni Asih (2010: 54). It could be seen as follows.

Table 3.5

The Score Range of Questionnaire

Options	Score
a	1
b	2
c	3

(2) tabulating the data

(3) calculating the mean

The writer used formula as follows.

$$M = \frac{\text{the total score}}{\text{the number}}$$

(4) matching the mean to the criterion

The writer matched the mean of questionnaire result to the criteria below quoted from Heaton in Fitri Yuni Asih (2010: 54):

Table 3.6

Classification of Graded Scores of Questionnaire

Range of Mean	Students' Interest	The Relevance	The Advantage	Students' Achievement	Sustainability
0.00-1.00	Low	Not relevant	Not helpful	Low	Not necessary
1.01-2.00	Medium	Relevant	Helpful	Medium	Necessary
2.01-3.00	High	Very relevant	Very helpful	High	Very necessary

3.5.5 Method of Analyzing Field Notes

From the field notes, the writer tried to describe and analyzed the condition during the action research process. It would be explained clearly based on the aspects which the writer used in making the field notes.

3.5.6 Method of Analyzing the Observation

The writer used observation sheet in order to observe the teaching learning process including the students and the teacher. It is a certain form of sheet intended for the collaborator as the observer. The writer asked one of English teacher and the writer's friend to be the collaborator during the teaching learning

process. It would be explained clearly based on the aspects which the writer used in making the observation.

3.6 Steps of Doing Action Research

In this study, the writer followed these steps of doing action research. It was started with finding preliminary idea, did pre-survey and diagnosis. The spiraling cycles included planning, implementation, observation and reflection.

3.6.1 Preliminary Idea

The idea appeared when the writer taught English in SMP Negeri 2 Tenganan. The writer found that some students got difficulties in writing. Writing is one of the four skills that needs very complex ways to master. When the students eager to write, they need ideas and then they can share in their writing. But the problem is that sometimes Junior High School students are lack of vocabularies and it can make them lazy to write. The solution is they just write what they know without trying to find out other vocabularies in a dictionary. Here the teacher also will get the same difficulties. Therefore, in this study the writer would like to use audio-visual aid of *processes* in the form of video to help the students in writing a procedure text.

3.6.2 Pre-survey

Pre-survey is the next step in which the writer has to know about the condition of that class. The writer found that the students didn't like to write and they spent much time to write a simple writing. When they are not interested in writing, they like to cheat their friends' job. Therefore, sometimes there some same jobs in a

class. From that case, the writer tries to find out a method to solve that the problem, so the students will be independent in writing. The writer would choose which problems would be solved first so that all of the problems could be solved step by step.

3.6.3 Diagnosis

The diagnosis appeared when the writer taught about writing to the seventh grade of Junior High School students. Here the topic is about writing a procedure text. The writer analyzed and then used the audio-visual aid of *processes* to help the students in writing a procedure text. The audio-visual aid of *processes* is one of the solutions because it can make the students clear about that subject. A video as part of the audio-visual aid of *processes* must be familiar to the students because it is like when the students are watching television.

3.6.4 Planning

The planning here is the steps in doing the research. Planning is done to give the solution for identified problem. In this research, the writer used the audio-visual aid of *processes* (video) in teaching writing procedure text. The writer planned cycles including the material, method and media and also some rhetorical steps which would be used in teaching writing procedure text.

3.6.5 Implementation

The writer did pre-test, cycles and post-test. Pre-test was the first activity of the action research. The test was given to identify the students' achievement in

writing procedure text. In this test the students were asked to make a procedure text. The writer came to the chosen class and explained to the students what they were going to do. The writer distributed the instrument and also explained a little about procedure text and asked them to do the pre-test. The cycle tests were given during the treatment as an exercise and practice for students. It was used to measure the improvement of the treatment. And then post-test was given after all the activities. The test given to the students was the same as the pre-test and the result was used to analyze that using audio-visual aid of *processes* in teaching writing procedure text was useful.

3.6.6 Observation

The writer observed what happened in the class and wrote how the teaching and learning process was done when the students were taught how to make a procedure text using video. The writer made observation sheet including the aspects of observation to the students and teacher. Then the writer also made a field note including the process of teaching learning, the students' attention, the implementation of audio-visual aid of *processes*, the interaction between the students and teacher and the improvement of students' writing skill after using audio-visual aid of *processes*.

3.6.7 Reflection

After doing treatment, the writer then made a reflection. In this stage, the outcome of teaching and learning process was evaluated to get clear whether or not there is an improvement score of pre-test and post-test. When all the cycles are completed,

the students had post-test in which they had to make another procedure text. Then the writer compared the result of pre-test and post-test. Here the writer concluded that two cycles were enough because there was an improvement between pre-test and post-test.



CHAPTER IV

RESULT OF THE STUDY

In this chapter, the writer would like to discuss the result of data analysis and the findings discovered in this action research. The analysis begin by the analysis of pre-test, cycle I, cycle II, post-test, questionnaires, field notes up to the overall analysis. Here is the analysis of each stage:

4.1 Analysis of Treatment

The result of teaching writing procedure text for seventh grade of SMP Negeri 2 Tengaran in the academic year of 2010/2011 by using the audio-visual aid of *processes* would be reported here. This deals with the analysis of the treatment the writer done from the pre-test up to the post-test. The data indicated an increase of students' achievement in writing procedure text.

4.1.1 Analysis of Pre-Test

As the beginning of the research activity, the writer conducted a pre-test. The purpose of this test was to identify the students' ability in writing a procedure text before getting the treatment. The pre-test was conducted on April, 3rd 2011. In this test, the students were asked to write a simple procedure text based on the pictures (picture of chicken soup and its materials) given by the writer. There were 34 students joining this pre-test. They were given 40 minutes to do the test beginning at 11.30 am. The writer began the test by giving a short explanation about what they should do in the test. Each student did the test individually.

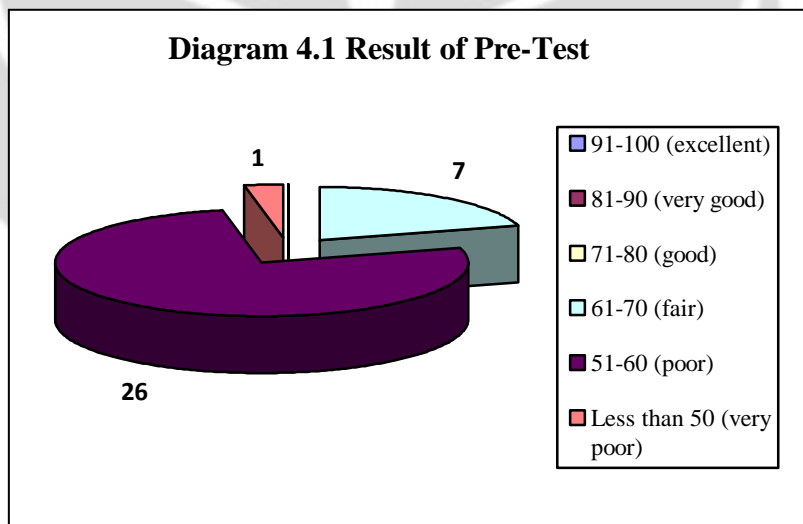
The result of the students' achievement in pre-test can be seen in appendix 1. This test was intended to find out the students' weaknesses before getting some treatments and to get preliminary score for the action research. The mean of the result of this pre-test was unsatisfactory. The average of the students' pre-test was 56.97, in which the highest score was 65 and the lowest score was 32. The average of the students' result was calculated as follow:

$$\text{The average: } \frac{\text{the sum of the scores}}{\text{the number of the scores}}$$

$$: \frac{1937}{34}$$

$$: 56.97$$

The distribution of students' pre-test score is shown by the following diagram:



Here is also the table that showed students' level of achievement in Pre-Test:

Table 4.1
Students' Level Achievement of Pre-Test

No.		Organization	Content	Grammar	Mechanics	Style
1	Excellent to					

	Good					
2	Good to Adequate	7				
3	Adequate to Fair	26	19	9	4	13
4	Unacceptable	1	15	24	30	21
5	Not-college level work			1		
	Total	34	34	34	34	34

Most of the students got difficulties in each criteria of Brown Analytical Scale (2003:244). Moreover, their vocabulary was also limited. Therefore, they found many difficulties to write what they mean to communicate. That was why they seemed not to be enthusiastic in their writing. From the data in appendix 1, it could be concluded that the students were not successful in writing procedure text without having clear explanation about text organization of procedure text before. Thus, the treatment in each activity would be very effective and important to enhance the students' writing skill.

4.1.2 Analysis of Cycle I Test

There were two meetings in the first cycle. The first meeting of cycle I was conducted on April, 7th 2011. After that the second meeting of cycle I was conducted on April, 19th 2011. The description of each meeting could be seen as follows:

4.1.2.1 Teaching Learning Activity I

In this first meeting of cycle I, all activities could run well. All of the students seemed to pay attention to the teacher seriously during teaching learning activity. There were two main activities in this meeting: Building Knowledge of the Field and Modeling of the Text. The first stage was Building Knowledge of the Field (BKOF). In this stage, the writer introduced and explained the definition, social purpose, generic structure and lexicogrammatical features of procedure text. Here some students also asked the difficult parts and then the writer explained that parts again.

The next stage was Modeling of the Text (MOT). Here the writer presented and discussed a procedure text entitled “How to Make an Instant Noodle” to the students. They were asked to understand the content of that text and discussed together with the writer. After that, the writer explained about generic structure and lexicogrammatical features which were used in that text. Furthermore, the writer also explained about imperative sentence and then asked the students to make an imperative sentence.

4.1.2.2 Teaching Learning Activity II

Before continuing to the next stage, the writer repeated the explanation at the previous meeting. This second meeting of cycle I was for Joint Construction of the Text (JCOT) and Independent Construction of the Text (ICOT). As well as the teaching learning activity in the first meeting of cycle I, all activities in second meeting also could run well.

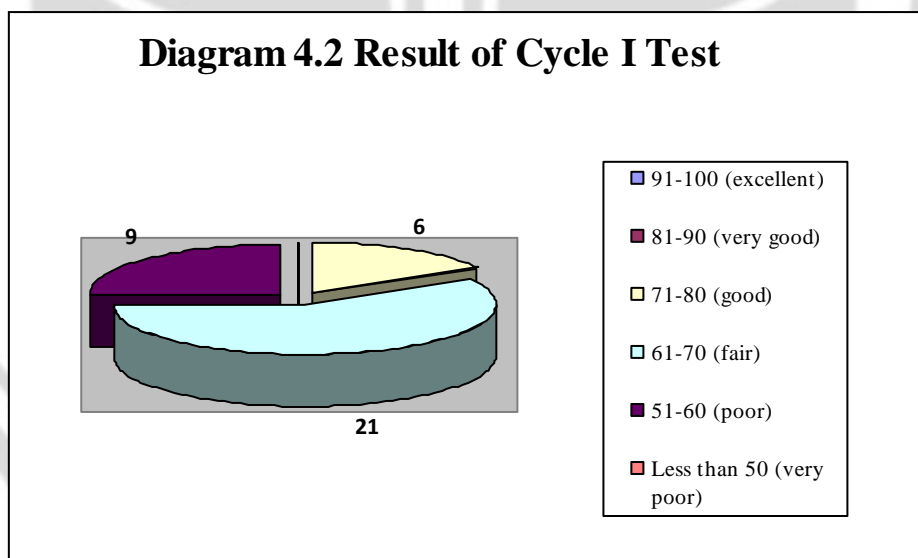
In Joint Construction of the Text activity, the writer used language laboratory in which the writer played a video of cooking. After introducing that

video, the writer asked the students to write what was on that video as their draft. And then the writer gave cycle I test as the Independent Construction of the Text activity. They were asked to write a procedure text individually based on their draft.

There were 36 students joining this cycle I test. The topic from the video was “How to Make Fried Rice”. They were given 40 minutes to do their test started at 11.45 am. The average of the students’ result was calculated as follow:

$$\begin{array}{l} \text{the sum of the scores} \\ \text{The average: } \frac{\text{the number of the scores}}{\text{the number of the scores}} \\ : \frac{2323}{36} \\ : \mathbf{64.53} \end{array}$$

The distribution of students’ cycle I score is shown by the following diagram:



Here is also the table that showed students’ level of achievement in Cycle I Test:

Table 4.2
Students' Level Achievement of Cycle I Test

No.		Organization	Content	Grammar	Mechanics	Style
1	Excellent to Good					
2	Good to Adequate	14	5	1		1
3	Adequate to Fair	22	27	28	27	31
4	Unacceptable		4	7	9	4
5	Not-college level work					
	Total	36	36	36	36	36

After conducting the cycle I test, the writer analyzed and calculated the data. Based on the calculation above, it can be seen that the students' average result in cycle I test was 64.53. It increased 7.56 point from the pre-test result. The result of the cycle I test showed that all of the students increased their score from the pre-test before. The highest score was 76 while the lowest score was 55 (see appendix 2).

It also can be seen in the diagram 4.2 and table 4.2 that the students' achievement in organizing procedure text increased. However, most of them were still lack in grammar, mechanics (punctuation and spelling) and style aspects. Consequently, the writer should conduct next cycle by emphasizing on grammar, mechanics and style. Since the result of cycle I test was still under the targeted score, the steps were revised. It was intended to improve the result of the writing test for the next test.

4.1.3 Analysis of Cycle II Test

In the cycle II, the writer made a well preparation to improve the students' achievement in writing procedure text. After analyzing the result in the first cycle, the writer prepared a lesson plan, test item and also media that are improvement from the previous cycle. This second cycle was the revision of the first cycle. The main focus of this treatment was to eliminate the students' difficulties in writing procedure text especially in grammar, mechanics and style aspects.

There were also two meetings in the second cycle. The first meeting of cycle II was conducted on May, 3th 2011. After that the second meeting of cycle II was conducted on May, 4th 2011. The description of each meeting could be seen as follows:

4.1.3.1 Teaching Learning Activity III

The first meeting of this cycle II was conducted on May, 3rd 2011 in language laboratory. There were 35 students attending the teaching and learning procedure text process. Generally, the second treatment was similar with the first treatment. It was done through four stages.

The first stage of this cycle was Building Knowledge of the Field (BKOF). The writer reviewed the last meeting by asking some questions orally. Then, the writer gave another example of procedure text entitled "How to Make a Cardboard Photo Frame" as the next stage in Modeling of the Text (MOT). Here the writer explained more about grammar using that example and also the language features they could use in writing a procedure text. Besides, the writer also explained about spelling and punctuation because most of the students had

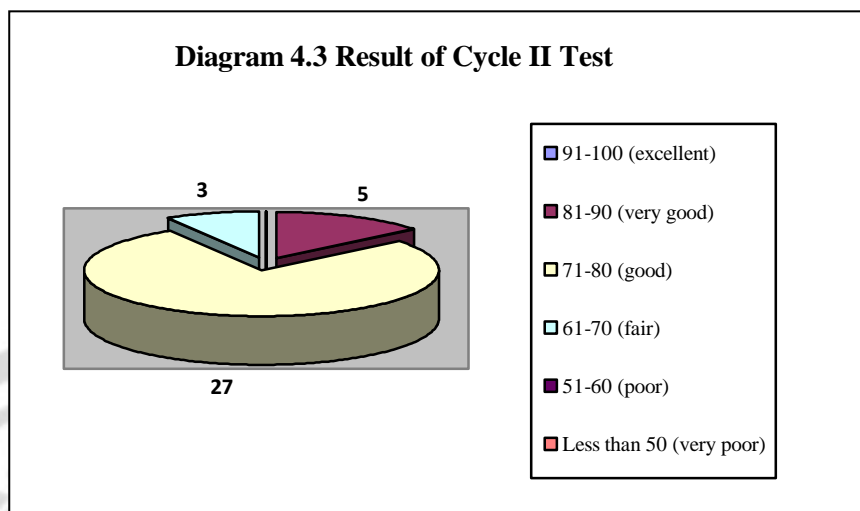
mistakes in writing their sentences. After that, in Joint Construction of the Text (JCOT) the writer played a video entitled “How to Make Chicken Soup” and showed the students the important steps that they could write as their draft in writing their procedure text.

4.1.3.2 Teaching Learning Activity IV

The second meeting of this cycle II was conducted on May, 4th 2011. The writer did the last stage. This stage was Independent Construction of the Text in which the students got cycle II test. The students were asked to write a procedure text individually entitled “How to Make Chicken Soup” based on the video that had been played. It was the third test of the four tests in this action research. They had to finish their work in for about 40 minutes. Surprisingly, some of them had finished their writing less than 40 minutes. After analyzing their written procedure text product, the writer calculated the average of students’ result in cycle II test. The average of the students’ result was calculated as follow:

$$\begin{aligned} \text{The average: } & \frac{\text{the sum of the scores}}{\text{the number of the scores}} \\ & : \frac{2671}{35} \\ & : 76.31 \end{aligned}$$

The distribution of students' cycle II score is shown by the following diagram:



Here is also the table that showed students' level of achievement in Cycle II Test:

Table 4.3
Students' Level Achievement of Cycle II Test

No.		Organization	Content	Grammar	Mechanics	Style
1	Excellent to Good					
2	Good to Adequate	35	25	23	18	26
3	Adequate to Fair		10	12	17	9
4	Unacceptable					
5	Not-college level work					
Total		35	35	35	35	35

After conducting the cycle II test, the writer analyzed and calculated the data. Based on the calculation above, it can be seen that the students' average result in cycle II test was 76.31. It increased 11.78 point from the cycle I test result. The result of the cycle II test showed that all of the students increased their score from the cycle I test before and it was also higher than the targeted score of

the treatment that is 70. The highest score was 84 while the lowest score was 70 (see appendix 3).

Most of the students had used correct grammar and mechanics. They also had enriched their vocabularies and were able to produce more words in their writing product. Based on the fact, it could be concluded that the writer succeeded in applying the audio-visual aid of *processes* in teaching writing procedure text in this second cycle.

4.1.4 The Analysis of Post-Test

The post-test was conducted on May, 5th 2011. This test was given to the students after all of the activities in the cycle I and cycle II were done. The post-test items were similar to the pre-test. In this test, the students were asked to write a simple procedure text based on the picture (picture of omelet and its materials) given by the writer. There were 34 students following this post-test. They were given 40 minutes to do their post-test started at 07.20 am.

This test aimed to find out whether there was an improvement from the students after they were treated by using “audio-visual aid of *processes*” in teaching writing procedure text. The result of post-test could be seen in appendix

4. The average of the students’ result was calculated as follow:

the sum of the scores

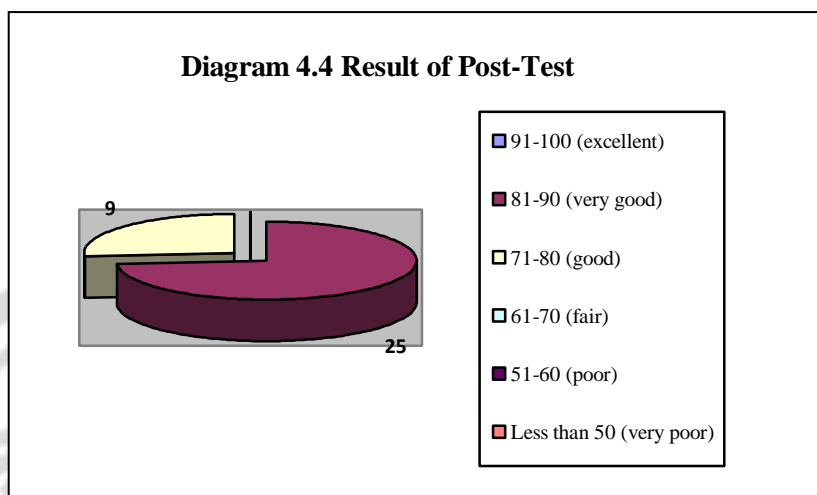
The average: _____

the number of the scores

: $\frac{2788}{34}$

: **82.00**

The distribution of students' cycle II score is shown by the following diagram:



Here is also the table that showed students' level of achievement in Post-Test:

Table 4.4
Students' Level Achievement of Post-Test

No.		Organization	Content	Grammar	Mechanics	Style
1	Excellent to Good	12	3			
2	Good to Adequate	22	31	34	30	34
3	Adequate to Fair				4	
4	Unacceptable					
5	Not-college level work					
Total		34	34	34	34	34

Based on the calculation above, it can be seen that the students' average result in cycle II test was 82.00. The highest score was 85 while the lowest score was 76 (see appendix 4). They could organize their writing well. From the analysis above, it can be concluded that the students' achievement in the learning writing procedure text using audio-visual aid of *processes* had significant

improvement. In short, using audio-visual aid of *processes* was effective to improve the students' ability in writing procedure text.

4.2 Analysis of Questionnaire

The questionnaire was given after the post-test activity on May, 5th 2011. It consisted of 15 items to be answered by 34 students. The purposes of giving this questionnaire were to identify the students' view about research and support the primary data.

In analyzing questionnaire, the writer took some steps. Each step would be explained as follows:

(5) grading the items

The questionnaire consisted of 15 items and each question had three options namely a, b, c. Each option was given a score. The writer used Heaton's score ranges. It could be seen as follows.

Table 4.5

The Score Range of Questionnaire

Options	Score
a	1
b	2
c	3

(6) tabulating the data

The aim of tabulating data was to make the result of questionnaire clear and readable.

(7) calculating the mean

The writer used Mills formula to calculate the mean.

$$M = \frac{\text{the total score}}{\text{the number}}$$

The result of calculating the mean was as follows:

Table 4.6
The Mean of the Questionnaire

Number of Question	Students' Opinion	Mean
1,2,3,4,5,6,7	Students' interest	2.2
8,9,10	The relevancy	2.3
11,12,13	The advantage	2.4
14	The students' achievement	2.2
15	Sustainability	2.2

(8) matching the mean to the criterion

The last step was matching the mean to the criterion. The writer matched the mean of questionnaire result to the Heaton's Classification of Graded Score of Questionnaire below:

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Table 4.7

The Category of the Heaton's Questionnaire Criterion

Number of Question	Students' Opinion	Mean	Criterion
1,2,3,4,5,6,7	Students' interest	2.2	High
8,9,10	The relevancy	2.3	Very Relevant
11,12,13	The advantage	2.4	Very Helpful
14	The students' achievement	2.2	High
15	Sustainability	2.2	Very Necessary

Based on the result of matching the mean to the criterion above, the writer concluded that:

- (a) The students' interest in learning procedure text using "audio-visual aid of *processes*" was high. It could be said that they were very enthusiastic in learning writing procedure text using new media. They seemed to pay more attention about the material the writer given.
- (b) The relation between the procedure text in "audio-visual aid of *processes*" and the procedure text which the students often practiced and learned in their daily activities was very relevant. In case, the use of "audio-visual aid of *processes*" was similar with when they were watching television. Therefore, they would know that they could learn another example of procedure text from their daily life.
- (c) Teaching writing procedure text using "audio-visual aid of *processes*" was very helpful. It made the students easier to understand how to write a

procedure text. Here the students wrote a draft before they wrote their own text in which they just did not think their idea in their mind.

- (d) The students' achievement in learning writing procedure text was high after using "audio-visual aid of *processes*". The writer conducted two cycles in which the targeted score could be reached after cycle II test. It could be seen from the result of pre-test, cycle I test, cycle II test and post-test which showed that there was a result improvement of each test.
- (e) The students' thought about learning writing procedure text using "audio-visual aid of *processes*" was necessary. 94% of students answered that the use of "audio-visual aid of *processes*" could be given continually in teaching learning process. It could be concluded that the students were interested in using "audio-visual aid of *processes*" as their media.

4.3 Analysis of the Field Notes

In this research, the writer also used the field notes as the instrument of collecting the data. There were five aspects which were used in the teaching learning process. Those are the materials, the students' attention, the implementation of audio-visual aid of *processes*, the interaction between the students and teacher, and the improvement of students' writing skill after using audio-visual aid of *processes*. The field notes were analyzed in each cycle.

4.3.1 The Analysis of Field Note in Cycle I

The result of field notes in cycle I would be explained as follows:

- 1) The material

The material was based on syllabus of School Based Curriculum. It was taken from Standard Competence No. 12 “Expressing the meaning of written short functional text and a simple essay in *descriptive* and *procedure* form to interact with the nearest environment” and Basic Competence No. 12.2 “Expressing the meaning of rhetorical steps accurately, fluently, and acceptably using written language to interact with the nearest environment in form of *descriptive* and *procedure* texts”. In the beginning of the activity, the students still confused about the material. The writer explained all of content related to the text. The writer delivered the material using power point presentation and also introduced the video of cooking as their text.

2) The students’ attention

Most of the students paid attention during the teaching and learning process although sometimes the writer warned them to pay more attention. When the writer introduced a video, they began to pay attention to the writer and looked interested in the lesson given.

3) The implementation of audio-visual aid of *processes*

The implementation of teaching and learning procedure text using audio-visual aid of *processes* was good. The students understood how to apply audio-visual aid of *processes* as media in learning procedure text by looking at the steps. The audio-visual aid of *processes* helped them enough in mastering procedure text.

4) The interaction between the students and writer

Both students and writer conducted an active interaction during the teaching learning process. The students often asked the writer if they had difficulties. Some of them also would be the volunteer when the writer asked the some questions.

5) The improvement of students' writing skill after using audio-visual aid of *processes*

In the beginning of their writing procedure text activity, the students still confused about the generic structure and language features of procedure text. The writer delivered the treatment in order to improve the students' achievement. Therefore, the students could understand about generic structure, language features and also various vocabularies in writing procedure text.

4.3.2 The Analysis of Field Notes in Cycle II

The results of the field notes in cycle II were as follows:

1) The material

The writer improved the material using power point presentation and also gave various common the video of cooking as their text. The writer also explained parts of the material which were still confusing to the students.

2) The students' attention

Most of the students paid attention during the teaching and learning and they looked more interested in the lesson given through the video. They also liked to ask some questions which showed that they enjoyed the teaching learning process.

3) The implementation of audio-visual aid of *processes*

The implementation of teaching and learning procedure text using audio-visual aid of *processes* was better than the first treatment. The use of audio-visual aid of *processes* could help the students in mastering procedure text.

4) The interaction between the students and writer

Both students and writer conducted an active interaction during the teaching learning process. The students could follow the teaching and learning process actively and interactively.

5) The improvement of students' writing skill after using audio-visual aid of *processes*

In the last test, each student could write procedure text better than before. They were able to organize appropriate generic structure, grammar, mechanics and used various expressions and vocabularies.

4.4 Analysis of the Observation

The observation was used in order to gain the students' activities and the teacher's performance during conducting cycle I and cycle II.

4.4.1 The Analysis of Observation in Cycle I

The results of the observation in cycle I were as follows:

(1) Observation of the students' activities

a. The students' attendance was 97%.

34 students were present in the first meeting (94%) and 36 students were present in the second meeting (100%) of cycle I.

b. The students' interest and motivation were 38%.

9 students had great interest and motivation in the first meeting (25%) and 18 students had great interest and motivation in the second meeting (50%) of cycle I.

c. The students' activities during the teaching learning process were 47%.

16 students were active during the teaching learning process in the first meeting (44%) and 18 students were active during the teaching learning process in the second meeting (50%) of cycle I.

- d. The students' activities in focusing the attention to the teacher's explanation were (63%)

18 students focused on the teacher's explanation in the first meeting (50%) and 27 students focused on the teacher's explanation in the second meeting (75%) of cycle I.

- e. The students' cooperation in their group during the lesson was 63%.

18 students were cooperative in their group during the lesson in the first meeting (50%) and 27 students were cooperative in their group during the lesson in the second meeting (75%) of cycle I.

(2) Observation of the teacher's performance

- a. The teacher's ability in preparing the teaching learning process was 75%.

The teacher was very good in preparing the teaching learning process in both meetings (75%) of cycle I.

- b. The teacher was excellent in opening the lesson in both meetings (100%) of cycle I.

- c. The teacher was very good in developing teaching learning process in both meetings (75%) of cycle I.

- d. The teacher was good in explaining the material to the students in both meetings (65%) of cycle I.

- e. The teacher was very good in managing the class in both meetings (75%) of cycle I. The teacher gave time to the students to ask questions and asked some questions about the material to the students to check the students' understanding.
- f. The teacher was good in using the language in both meetings (65%) of cycle I. The teacher's voice was not very loud in the first meeting, so some students in the back row could not hear her voice clearly and the teacher made her voice louder in the second meeting. The teacher used correct intonation, but sometimes used too many Indonesian words to explain the material.
- g. The teacher was very good in using the media in both meetings (75%) of cycle I. The teacher used power point presentation in the first meeting and audio-visual aid of *processes* (video) in the second meeting.
- h. The teacher was good in conducting the assessment in both meetings (65%) of cycle I. The teacher conducted the assessment in pairs in the first meeting and asked the students to work individually in the second meeting.
- i. The teacher was excellent in closing the lesson in both meetings (100%) of cycle I.

4.4.2 The Analysis of Observation in Cycle II

The results of the observation in cycle II were as follows:

(1) Observation of the students' activities

- a. The students' attendance was 99%.

35 students were present in the first meeting and 36 students were present in the second meeting of cycle II.

- b. The students' interest and motivation were 78%.

27 students had great interest and motivation in the first meeting (75%) and 29 students had great interest and motivation in the second meeting (80%) of cycle II.

- c. The students' activities during the teaching learning process were 75%.

27 students were active during the teaching learning process in the first meeting (75%) and 27 students were active during the teaching learning process in the second meeting (75%) of cycle II.

- d. The students' activities in focusing the attention to the teacher's explanation were (82%)

29 students focused on the teacher's explanation in the first meeting (80%) and 30 students focused on the teacher's explanation in the second meeting (83%) of cycle II.

- e. The students' cooperation in their group during the lesson was 79%.

29 students were cooperative in their group during the lesson in the first meeting (83%) and 27 students were cooperative in their group during the lesson in the second meeting (75%) of cycle II.

(2) Observation of the teacher's performance

- a. The teacher's ability in preparing the teaching learning process was 85%.

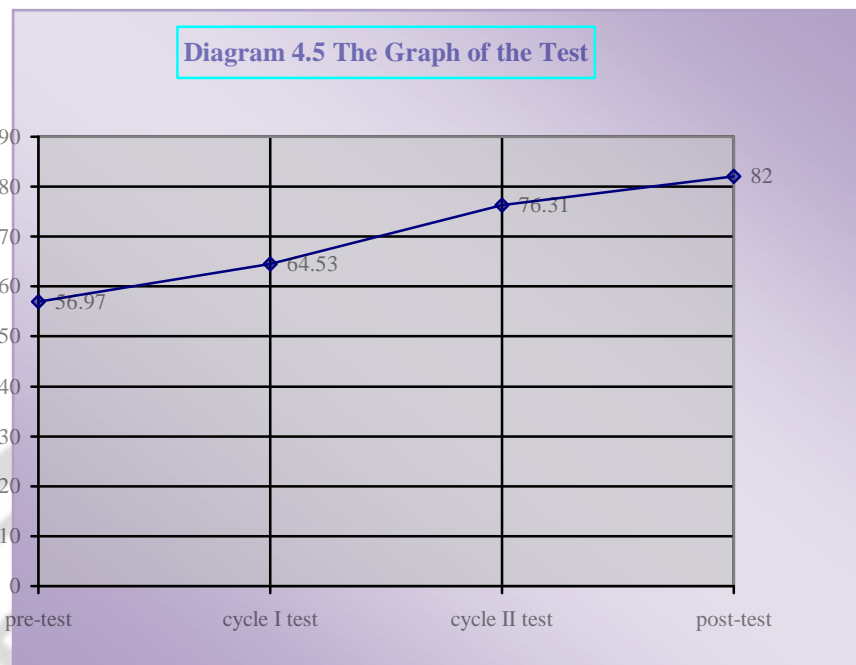
The teacher was very good in preparing the teaching learning process in both meetings (85%) of cycle II.

- b. The teacher was excellent in opening the lesson in both meetings (100%) of cycle II.
- c. The teacher was very good in developing teaching learning process in both meetings (85%) of cycle II. The teacher revised the plan from the cycle I in both meetings.
- d. The teacher was very good in explaining the material to the students in both meetings (85%) of cycle II. Most of the students have understood about the material and the teacher repeated in and asked the difficult parts of the material in both meetings.
- e. The teacher was very good in managing the class in both meetings (85%) of cycle II. The teacher gave time to the students to ask questions and checked the students' understanding.
- f. The teacher was very good in using the language in both meetings (80%) of cycle II. The teacher's voice was louder than previous cycle in both meetings. The teacher used correct intonation although sometimes used Indonesian words to explain the material.
- g. The teacher was very good in using the media in both meetings (85%) of cycle II. The teacher used power point presentation in the first meeting and audio-visual aid of *processes* (video) in the second meeting.
- h. The teacher was very good in conducting the assessment in both meetings (80%) of cycle II. The teacher conducted the assessment in pairs in the first meeting and asked the students to work individually in the second meeting.
- i. The teacher was excellent in closing the lesson in both meetings (100%) of cycle II.

4.5 Overall Analysis

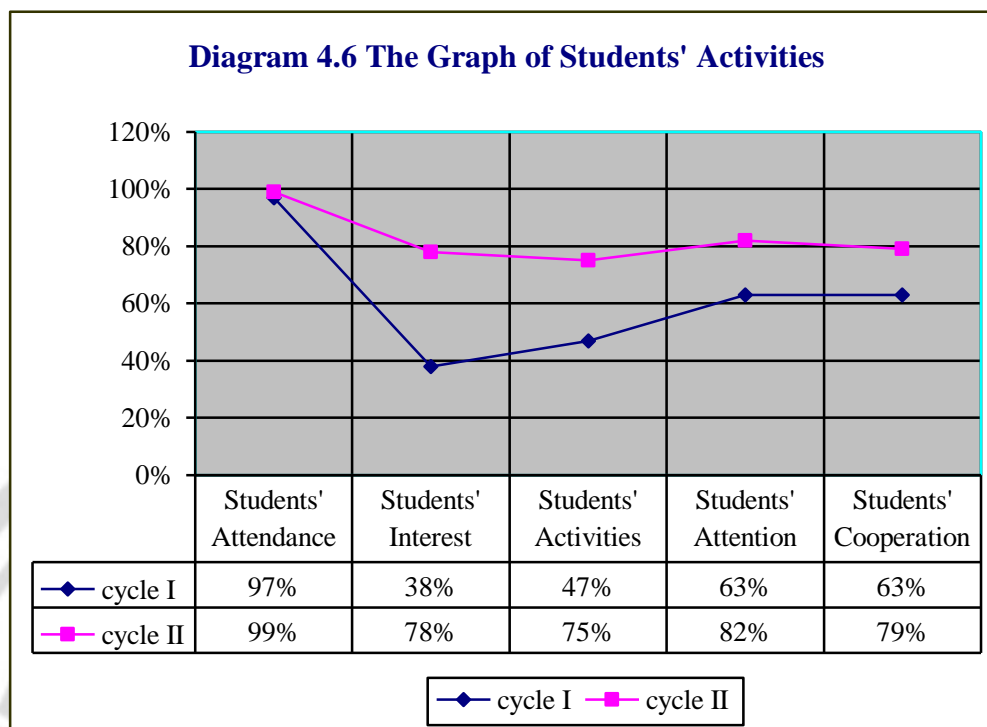
This research was conducted in six meetings including two cycles and six main activities (pre-test, first treatment, cycle I test, second treatment, cycle II test and post-test). The aim of this research was to know to what extent the application of audio-visual aid of *processes* in improving the students' mastery of writing procedure text. The result of this research also was gained from the observation, field notes and questionnaire which showed the students' improvement in their behavior. Therefore, the writer only conducted two cycles since it had reached the targeted score after treatment.

The analysis used rating scale in order to find out the average or mean of the test result. In the first cycle, the students' average was increased 7.56 point from the pre-test 56.97 became 64.53. All of the students increased their scores in writing procedure text. And then, in the second cycle, the students' average was increased 11.78 point became 76.31. And it continually increased in the post-test 5.69 point became 82.00. Here is the graph of the test which shows the students' improvement during the action research:

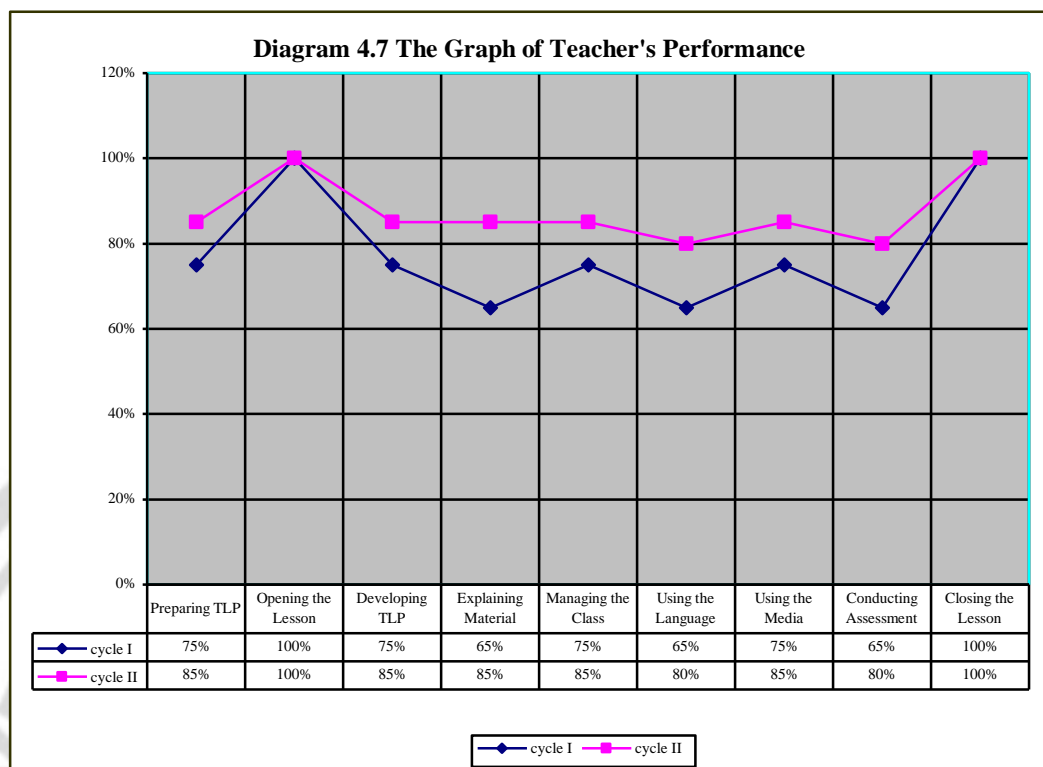


This action research also showed the improvement of the students' activities and teacher's performance using observation sheet. Each aspect of the students' activities showed the improvement in both cycles. The students' activities in cycle I showed that no more 70% of students were active during the teaching learning process, but more than 70% of students had great interest, motivation and cooperation during the teaching learning process in cycle II. Here is the graph which shows the students' activities during the teaching learning process:

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Moreover, the teacher's performance was observed in nine aspects and it also showed an increase. The teacher's performance in cycle I showed that the teacher was good in explaining the material, using the language and conducting the assessment. The teacher was very good in preparing, developing, managing the class and using the media during the teaching learning process. Then the teacher was excellent in opening and closing the lesson. The teacher's performance in cycle II showed the increase during the teaching learning process. Here is the graph which shows the teacher's performance during teaching learning process:



Based on the result of analysis above, the use of audio-visual aid of *processes* in teaching writing procedure text could improve the students' writing ability especially in writing procedure text. Then, it also could improve the students' attitude in which the students had better interest, motivation and cooperation. Both result of the test and students' attitude showed their increase so that the use of audio-visual aid of *processes* was successful in teaching writing procedure text.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer would like to draw some conclusions about this research and also give some suggestions as the contribution to support the teaching learning process.

5.1 Conclusion

Based on the data analysis in the previous chapter, the writer drew the following conclusions:

First, learning writing procedure text through “audio-visual aid of *processes*” was more interesting than just writing without any media. Moreover the students enjoyed writing procedure text after they were given a new treatment using an interesting media.

Second, the action research on teaching writing procedure text for class VII-i of SMP Negeri 2 Tengaran was successful. There were six meetings which were divided into two cycles. There was an increase for the students’ writing ability after doing pre-test, cycle I test, cycle II test and post-test. It was proven by the students’ average which was increased 7.56 point from the pre-test 56.97 became 64.53. And then, in the second cycle, the students’ average was increased 11.78 point became 76.31. And it continually increased in the post-test 5.69 point became 82.00.

The students’ attitude during the teaching learning process was also better in each meeting of both cycles. The students’ attitude in cycle I showed that no more 70% of students did not have interest, motivation and cooperation during the

teaching learning process. Then they showed an increase in cycle II since more than 70% of students were active during the teaching learning process. They had great interest, motivation, cooperation and also focused on the teacher's explanation so that the teaching learning process could run well.

Finally, by the fact that the result of post test was higher than the targeted score after treatment and the students' attitude was also better, it could be concluded that this action research was successful to improve students' ability in writing procedure text. Moreover, the students could improve their skill in writing procedure text by comprehending the generic structure and lexicogrammatical features of procedure text.

5.2 Suggestion

Based on the conclusion above, the writer would like to offer some suggestions. First, the teacher should know their students' ability in order to find out the students' difficulties, so the teacher can solve the students' problem. Second, for teaching writing genre, the students should be stimulated on interesting media, such as video, game, picture, etc.

The teacher should be able to encourage their students by acting out for getting attention from the students and supporting them that they can improve their comprehension in their study. Other English teachers would like to practice their students in their class to enable for writing ability. Therefore, the teacher should not teach monotonously in teaching learning process by making scaffolds as clear as possible to make students more comprehensive about the material.

Furthermore, it is possible for another researcher to do the same research or continuing this research.





APPENDICES

Appendix 1

THE RESULT OF PRE-TEST

No.	Code	Components of Writing Score					Score
		Organization	Content	Grammar	Mechanics	Style	
1	S-01	14	11	11	11	11	58
2	S-02	-	-	-	-	-	-
3	S-03	14	12	12	8	10	56
4	S-04	13	11	10	10	12	56
5	S-05	-	-	-	-	-	-
6	S-06	14	12	11	9	11	57
7	S-07	15	11	12	14	12	64
8	S-08	14	12	10	10	12	58
9	S-09	15	14	10	11	12	62
10	S-10	14	11	11	11	11	58
11	S-11	12	11	10	8	11	52
12	S-12	13	12	11	10	12	58
13	S-13	14	12	12	8	10	56
14	S-14	12	12	11	9	11	55
15	S-15	15	11	12	14	12	64
16	S-16	14	12	12	8	10	56

17	S-17	13	12	10	8	11	54
18	S-18	14	11	9	10	11	55
19	S-19	13	12	11	10	11	57
20	S-20	14	11	10	10	12	57
21	S-21	8	6	5	7	6	32
22	S-22	14	11	9	10	11	55
23	S-23	14	12	12	8	11	57
24	S-24	15	14	10	11	12	62
25	S-25	15	14	10	11	12	62
26	S-26	15	12	12	12	12	63
27	S-27	13	12	11	10	11	57
28	S-28	14	10	10	11	12	57
29	S-29	12	11	10	9	11	53
30	S-30	14	12	14	14	11	65
31	S-31	15	14	9	8	11	57
32	S-32	13	12	11	10	12	58
33	S-33	14	11	11	10	12	58
34	S-34	14	11	9	10	11	55
35	S-35	14	11	11	10	11	57
36	S-36	14	12	12	8	10	56
Sum		465	395	361	338	378	1937
Mean		13.67	11.61	10.61	9.94	11.11	56.97

Appendix 2

THE RESULT OF CYCLE I TEST

No.	Code	Components of Writing Score					Score
		Organization	Content	Grammar	Mechanics	Style	
1	S-01	16	14	13	14	13	70
2	S-02	12	11	12	11	12	58
3	S-03	14	13	12	10	13	62
4	S-04	14	12	14	12	12	64
5	S-05	16	16	14	12	14	72
6	S-06	14	14	12	13	12	65
7	S-07	16	14	14	14	14	72
8	S-08	14	12	10	10	12	58
9	S-09	16	14	13	13	12	68
10	S-10	12	14	12	13	12	63
11	S-11	12	12	12	12	10	58
12	S-12	16	14	12	13	12	67
13	S-13	14	12	12	12	12	62
14	S-14	14	14	12	13	12	65
15	S-15	16	16	10	11	14	67
16	S-16	14	14	12	11	12	63

17	S-17	12	11	12	10	10	55
18	S-18	12	14	10	13	13	62
19	S-19	12	14	12	11	13	62
20	S-20	13	12	10	12	12	59
21	S-21	13	12	10	12	12	59
22	S-22	14	12	12	12	12	62
23	S-23	14	12	11	13	12	62
24	S-24	16	14	13	13	14	70
25	S-25	16	16	14	13	14	73
26	S-26	16	16	14	13	14	73
27	S-27	12	14	10	12	12	60
28	S-28	14	12	12	12	12	62
29	S-29	16	14	12	14	12	68
30	S-30	14	14	12	12	14	66
31	S-31	12	12	12	10	10	56
32	S-32	16	14	12	14	12	68
33	S-33	16	16	16	12	16	76
34	S-34	16	14	13	13	14	70
35	S-35	16	14	13	14	14	71
36	S-36	12	11	12	10	10	55
Sum		512	484	438	439	450	2323
Mean		14.22	13.44	12.17	12.19	12.50	64.53

Appendix 3

THE RESULT OF CYCLE II TEST

No.	Code	Components of Writing Score					Score
		Organization	Content	Grammar	Mechanics	Style	
1	S-01	17	16	14	15	16	78
2	S-02	16	14	13	13	14	70
3	S-03	16	14	13	13	14	70
4	S-04	16	14	15	15	14	74
5	S-05	17	16	17	17	17	84
6	S-06	17	16	16	16	15	80
7	S-07	17	16	16	16	15	80
8	S-08	-	-	-	-	-	-
9	S-09	17	15	16	16	16	80
10	S-10	17	14	15	15	15	76
11	S-11	17	15	15	14	15	76
12	S-12	17	15	15	16	15	78
13	S-13	16	14	13	13	14	70
14	S-14	15	14	15	14	13	71
15	S-15	17	16	16	16	15	80
16	S-16	16	14	15	14	14	73

17	S-17	16	14	13	14	14	71
18	S-18	17	16	16	16	17	82
19	S-19	16	15	14	14	14	73
20	S-20	16	15	15	14	15	75
21	S-21	16	15	15	14	15	75
22	S-22	17	16	14	14	16	77
23	S-23	17	16	14	14	16	77
24	S-24	17	15	15	15	14	76
25	S-25	17	17	15	17	16	82
26	S-26	17	16	16	16	17	82
27	S-27	16	15	15	16	15	77
28	S-28	15	15	14	13	15	72
29	S-29	17	15	15	16	15	78
30	S-30	17	15	14	15	16	77
31	S-31	16	16	14	13	16	75
32	S-32	15	14	14	15	15	73
33	S-33	17	17	15	16	17	82
34	S-34	17	16	15	14	16	78
35	S-35	17	16	15	14	16	78
36	S-36	15	14	15	14	13	71
Sum		576	531	517	517	530	2671
Mean		16.46	15.17	14.77	14.77	15.14	76.31

Appendix 4

THE RESULT OF POST-TEST

No.	Code	Components of Writing Score					Score
		Organization	Content	Grammar	Mechanics	Style	
1	S-01	18	17	17	16	17	85
2	S-02	-	-	-	-	-	-
3	S-03	17	16	15	16	16	80
4	S-04	17	16	16	15	16	80
5	S-05	18	17	17	15	17	84
6	S-06	18	17	17	16	17	85
7	S-07	18	17	15	16	17	83
8	S-08	-	-	-	-	-	-
9	S-09	18	17	16	15	16	83
10	S-10	17	17	17	16	17	84
11	S-11	17	16	16	15	16	80
12	S-12	18	17	17	16	17	85
13	S-13	17	17	16	15	16	81
14	S-14	17	17	16	15	16	81
15	S-15	17	16	17	16	16	82
16	S-16	17	16	15	14	16	78
17	S-17	17	16	16	16	16	81

18	S-18	17	17	16	15	17	82
19	S-19	17	16	16	16	16	81
20	S-20	17	17	16	14	16	80
21	S-21	17	17	15	15	16	80
22	S-22	17	17	16	15	17	82
23	S-23	17	16	15	16	16	80
24	S-24	18	17	16	17	17	85
25	S-25	18	17	17	15	17	84
26	S-26	18	18	17	15	17	85
27	S-27	17	16	16	16	16	81
28	S-28	17	16	16	16	16	81
29	S-29	17	17	16	16	16	82
30	S-30	18	18	16	16	17	85
31	S-31	17	16	15	12	16	76
32	S-32	17	17	16	15	16	81
33	S-33	18	18	15	17	17	85
34	S-34	18	17	17	16	17	85
35	S-35	17	17	16	15	17	82
36	S-36	17	16	16	14	16	79
Sum		590	569	546	523	559	2788
Mean		17.35	16.74	16.06	15.38	16.44	82.00

Appendix 5

The Result of Questionnaire

No	Students' Code	Score per Item															Total Score	Mean
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
1	S-01	3	2	2	1	2	3	1	2	2	2	3	3	3	3	3	35	2.3
2	S-02	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	S-03	3	3	3	1	2	2	2	2	3	2	2	2	3	1	3	34	2.3
4	S-04	3	3	3	1	3	3	2	2	2	2	3	3	2	2	2	36	2.4
5	S-05	3	3	3	2	1	1	1	2	2	2	2	2	1	2	2	29	1.9
6	S-06	2	2	3	1	3	3	1	2	2	2	3	2	2	2	3	33	2.2
7	S-07	3	3	3	2	2	2	2	3	2	2	2	3	2	1	2	34	2.3
8	S-08	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9	S-09	3	2	2	2	2	3	1	1	2	3	2	3	3	3	3	35	2.3
10	S-10	2	2	2	2	3	3	1	2	2	2	2	3	2	2	2	32	2.1
11	S-11	2	3	2	2	2	2	2	2	3	3	3	2	2	3	2	35	2.3
12	S-12	2	3	3	2	3	3	1	3	3	2	3	2	2	2	2	36	2.4
13	S-13	3	3	3	1	3	3	2	2	3	2	2	2	2	2	3	36	2.4
14	S-14	2	3	2	2	2	3	2	2	2	2	3	2	3	2	3	35	2.3
15	S-15	3	3	3	2	3	2	2	3	3	3	3	2	3	3	3	41	2.7
16	S-16	2	3	2	1	3	3	1	2	3	3	3	3	3	2	2	36	2.4
17	S-17	2	3	2	1	2	2	3	2	2	2	2	2	2	2	2	31	2.1
18	S-18	3	3	3	1	2	2	2	2	3	2	3	2	2	2	2	34	2.3
19	S-19	3	2	3	2	2	2	2	2	3	2	3	2	3	2	2	35	2.3
20	S-20	3	3	2	1	3	3	2	3	3	2	3	3	3	2	2	38	2.5

21	S-21	3	2	2	1	2	2	2	2	2	3	2	2	2	2	2	31	2.1	
22	S-22	3	2	2	1	2	2	2	2	2	3	3	3	3	3	2	2	35	2.3
23	S-23	2	3	3	1	2	2	2	2	2	3	2	2	2	2	3	3	34	2.3
24	S-24	3	3	2	1	3	3	2	2	2	3	3	3	3	3	2	2	38	2.5
25	S-25	3	2	3	2	3	3	2	2	2	2	2	2	3	2	3	3	37	2.5
26	S-26	3	3	3	1	3	3	1	2	2	2	3	3	2	2	2	1	34	2.3
27	S-27	3	2	3	2	2	2	2	2	3	2	2	3	2	2	3	2	35	2.3
28	S-28	2	3	2	1	2	2	1	2	1	2	2	2	2	2	2	2	28	1.9
29	S-29	2	2	2	2	2	2	1	3	3	2	2	2	2	2	1	2	30	2.0
30	S-30	2	3	2	2	1	2	2	2	1	1	2	2	2	3	3	2	30	2.0
31	S-31	3	3	3	1	3	2	1	3	3	3	3	2	2	3	2	3	37	2.5
32	S-32	2	2	3	1	2	3	1	2	2	2	2	3	2	2	2	2	31	2.1
33	S-33	3	3	3	1	3	3	1	2	3	3	2	2	2	2	3	2	36	2.4
34	S-34	3	3	3	1	3	3	2	2	2	3	3	3	3	3	2	2	39	2.6
35	S-35	3	3	3	1	2	3	1	2	2	2	2	2	2	3	3	2	34	2.3
36	S-36	3	3	2	1	2	2	1	2	2	3	3	2	2	2	2	1	31	2.1
Sum		90	91	87	47	80	84	54	74	84	78	85	79	81	75	76	1165		
Mean		2.2						2.3					2.4			2.2	2.2		2.3

Appendix 6

STANDAR ISI SMP KELAS VII

Kelas VII Semester 2

Standar Kompetensi	Kompetensi Dasar
<p>Mendengarkan</p> <p>7. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>7.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi jasa, meminta dan memberi barang, serta meminta dan memberi fakta</p> <p>7.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, dan merespon secara interpersonal</p>
<p>8. Memahami makna dalam teks lisan fungsional dan monolog pendek sangat sederhana yang berbentuk <i>descriptive</i> dan <i>procedure</i> untuk berinteraksi dengan lingkungan terdekat</p>	<p>8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>8.2 Merespon makna yang terdapat dalam monolog sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i></p>

Standar Kompetensi	Kompetensi Dasar
<p>Berbicara</p> <p>9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>9.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi jasa, meminta dan memberi barang, dan meminta dan memberi fakta</p> <p>9.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, merespon secara interpersonal</p>
<p>10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> untuk berinteraksi dengan lingkungan terdekat</p>	<p>10.1 Mengungkapkan makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i></p>

Standar Kompetensi	Kompetensi Dasar
<p>Membaca</p> <p>11. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> yang berkaitan dengan lingkungan terdekat</p>	<p>11.1 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat</p> <p>11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i></p> <p>11.3 Membaca nyaring bermakna teks fungsional dan esei pendek dan sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> dengan ucapan, tekanan dan intonasi yang berterima</p>
<p>Menulis</p> <p>12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> untuk berinteraksi dengan lingkungan terdekat</p>	<p>12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i></p>

Appendix 7

Lesson Plan

(Cycle I)

School	:	SMP NEGERI 2 TENGARAN
Subject	:	English
Class/Semester	:	VII/2
Standard Competence	:	12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> untuk berinteraksi dengan lingkungan terdekat
Basic Competence	:	12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i>
Indicator	:	<ul style="list-style-type: none"> • identify the definition and social function of procedure text • analyze the generic structure of procedure text • analyze the language features of procedure text • write a simple procedure text
Kind of text	:	Procedure Text
Skill	:	Writing
Time allotment	:	4 X 40 minutes (2 meetings)

I. Purpose of Study/Objective of Learning

In the end of the study using the video of procedure text the students will be able to:

1. identify the definition and social function of procedure text correctly,
2. analyze the generic structure of procedure text correctly,
3. analyze the language features of procedure text correctly,
4. write a simple procedure text correctly.

II. Material of Learning

1. Procedure text (how to make an instant noodle)
2. Grammar
 - Simple present tense
 - Imperative sentence
3. Vocabulary
 - dice
 - slice
 - crack
 - stir
 - fry
 - serve
4. Video of procedure text (how to make fried rice)

III. Method of Study

1. Listening
2. PPP (Presentation, Practice and Production)

IV. Steps of Learning Activity

A. Opening Activity

1. Greeting and check the attendance list.

“Good morning, class. How are you today?”

“Before starting our lesson, let’s call the roll.”
2. Apperception

“Have you ever watched cooking program in television?”
3. Motivation

“What’s on your mind about our lesson today?”
4. Teacher shows the purpose of study

In the end of the study using the video of procedure text the students will be able to:

- *identify the definition and social function of procedure text correctly,*
 - *analyze the generic structure of procedure text correctly,*
 - *analyze the language features of procedure text correctly,*
 - *write a simple procedure text correctly.*
5. Teacher talks about the material

We will learn about procedure text by using video as a media, you'll watch a video 'how to make fried rice'.

B. Main activity

a. First Meeting

1. Building Knowledge of the Field (BKOF).

- Give a general background about procedure text.

Before we start the lesson, I want to ask you some question. Do you have any favorite food?

Do you know how to make it?

Do you know what kind of text is that explain the procedural of how to cook or make something?

Yeah, recipe is one example of procedure text.

2. Modeling of the Text (MoT).

- Give a procedure text entitled "How to make an instant noodle".

Here is one example of procedure text. It is the recipe of "how to make an instant noodle".

- Explain about generic structure and lexicogrammatical features of procedure text which were used on the text.

Now, after you read the text we can find the generic structure and lexicogrammatical feature of this text.....

- Explain about imperative sentence and then asked the students to make an imperative sentence.

Imperative sentence is....and it is used as..., here we can find the imperative sentence on your text.....

Now try to make your own example of imperative sentence.....

b. Second Meeting

3. Joint construction of the text (JCoT)

- Show the video of cooking using LCD.

Ok class, let's get down to our business.

Here is a video of cooking. Pay attention and look at the video!

- Give them the instructions of the lesson.

Ok, after you watch the video, I will repeat it and write down the important part of that video. You may work in pairs. Let's watch the video!

While you are watching the video, find the difficult vocabulary on the video, and imperative sentences used in this video, then make the draft of procedure text based on this video in pairs, but you have to finalize your text individually.

- Identify the vocabulary on the game.

While you are playing the game, find the difficult vocabulary on the video, note it in your book and find the meaning in Indonesia.

- Identify the imperative sentences used in the game.

Find the imperative sentences used in this game, note it in your book and find the meaning in Indonesia.

4. Independent Construction of the Text (ICoT)

- The students make a draft of procedure text based on the picture, in pair.

After you watched the video and noted the vocabulary and imperative sentences used in this video, now you have to make the draft of procedure text based on the video you watch.

- The students develop the draft individually.

Make a procedure text, based on the draft you have made with your partner individually.

C. Closing activity

Ask the students to give the feedback such as the difficulty they got, and the impression they got from the lesson.

After you watched the video, can you mentioned the communicative purpose and imperative sentences used on the procedural video you watched?

After studying the structure, communicative purpose, and also imperative sentence, can you use it to write the procedural processes on your daily life?

V. Source of Study

1. Laptop
2. Wardiman, Artono, dkk. 2008. *English Focus Kelas VII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
3. Video of cooking (how to make fried rice)

VI. Structure of Assignment

- a. Technique : Written test
- b. Instrument Form : Written
- c. Instrument :

1. Write your name and student number
2. Look at your draft and make a text as shown on the video!
3. You may use conjunctions such as *first, second, then, after that* and so on or just put numbers such as *1, 2, 3, and so on*.

d. Rubric of Assignment

Categories	Test Score	Level of Achievement
VI. Organization: Introduction, Body and Conclusion	20-18	Excellent to Good
	17-15	Good to Adequate
	14-12	Adequate to Fair
	11-6	Unacceptable
	5-1	Not college-level work
VII. Logical development of ideas; content	20-18	Excellent to Good
	17-15	Good to Adequate
	14-12	Adequate to Fair
	11-6	Unacceptable
	5-1	Not college-level work
VIII. Grammar	20-18	Excellent to Good
	17-15	Good to Adequate

	14-12	Adequate to Fair
	11-6	Unacceptable
	5-1	Not college-level work
IX. Punctuation, spelling, and mechanics	20-18	Excellent to Good
	17-15	Good to Adequate
	14-12	Adequate to Fair
	11-6	Unacceptable
	5-1	Not college-level work
X. Style and quality of expression	20-18	Excellent to Good
	17-15	Good to Adequate
	14-12	Adequate to Fair
	11-6	Unacceptable
	5-1	Not college-level work

- a) Maximal score : 100
b) The formula :

$$\frac{\text{Score} \times 100}{\text{Max score}}$$

Semarang, 30 Maret
2011

Guru Bahasa Inggris,

Practitioner,

Ambarini Setyowati, S.Pd.

Masfa Maiza

NIP.

NIM. 2201407189

Mengetahui;

Kepala Sekolah,

PERPUSTAKAAN
UNNES

Dhofari, S.Pd., M.M.

NIP. 19591017 198303 1 006

Appendix 8

Lesson Plan

(Cycle II)

School	:	SMP NEGERI 2 TENGARAN
Subject	:	English
Class/Semester	:	VII/2
Standard Competence	:	13. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> untuk berinteraksi dengan lingkungan terdekat
Basic Competence	:	12.3 Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i>
Indicator	:	<ul style="list-style-type: none"> • identify the definition and social function of procedure text • analyze the generic structure of procedure text • analyze the language features of procedure text • write a simple procedure text
Kind of text	:	Procedure Text
Skill	:	Writing
Time allotment	:	4 X 40 minutes (2 meetings)

I. Purpose of Study/Objective of Learning

In the end of the study using the video of procedure text the students will be able to:

1. identify the definition and social function of procedure text correctly,
2. analyze the generic structure of procedure text correctly,
3. analyze the language features of procedure text correctly,
4. write a simple procedure text correctly.

II. Material of Learning

1. Procedure text (how to make a cardboard photo frame)
2. Grammar
 - Simple present tense
 - Imperative sentence
3. Vocabulary
 - beat
 - chop
 - tear
 - cook
 - serve
4. Video of procedure text (how to make Chinese chicken soup)

III. Method of Study

1. Listening
2. PPP (Presentation, Practice and Production)

IV. Steps of Learning Activity

A. Opening Activity

1. Greeting and check the attendance list.

“Good morning, class. How are you today?”

“Before starting our lesson, let’s call the roll.”

2. Apperception

“Have you ever watched cooking program in television?”

3. Motivation

“What’s on your mind about our lesson today?”

4. Teacher shows the purpose of study

In the end of the study using the video of procedure text the students will be able to:

- identify the definition and social function of procedure text correctly,
 - analyze the generic structure of procedure text correctly,
 - analyze the language features of procedure text correctly,
 - write a simple procedure text correctly.
5. Teacher talks about the material

Do you still remember what we've learned in the last meeting? We will learn about procedure text by using video as a media, you'll watch a video 'how to make Chinese chicken soup'.

B. Main activity

a. First Meeting

1. Building Knowledge of the Field (BKOF).

- Give a general background about procedure text.

Before we start the lesson, I want to ask you some question. Do you have any favorite food? Have you ever made something by your own self?

Do you know how to make it?

Do you know what kind of text is that explain the procedural of how to cook or make something?

Yeah, recipe is one example of procedure text.

2. Modeling of the Text (MoT).

- Give a procedure text entitled "How to make a cardboard photo frame".

Here is one example of procedure text. It is the recipe of "how to make a cardboard photo frame".

- Explain about generic structure and lexicogrammatical features of procedure text which were used on the text.

Now, after you read the text we can find the generic structure and lexicogrammatical feature of this text.....

- Explain about imperative sentence and then asked the students to make an imperative sentence.

Imperative sentence is....and it is used as..., here we can find the imperative sentence on your text.....

Now try to make your own example of imperative sentence....

3. Joint construction of the text (JCoT)

- Show the video of cooking using LCD.

Ok class, let's get down to our business.

Here is a video of cooking. Pay attention and look at the video!

- Give them the instructions of the lesson.

Ok, after you watch the video, I will repeat it and write down the important part of that video. You may work in pairs. Let's watch the video!

While you are watching the video, find the difficult vocabulary on the video, and imperative sentences used in this video, then make the draft of procedure text based on this video in pairs, but you have to finalize your text individually.

- Identify the vocabulary on the game.

While you are watching the video, find the difficult vocabulary on the video, note it in your book and find the meaning in Indonesia.

- Identify the imperative sentences used in the game.

Find the imperative sentences used in this game, note it in your book and find the meaning in Indonesia.

b. Second Meeting

4. Independent Construction of the Text (ICoT)

- The students make a draft of procedure text based on the picture, in pair.

After you watched the video and noted the vocabulary and imperative sentences used in this video, now you have to make the draft of procedure text based on the video you watch.

- The students develop the draft individually.

Make a procedure text, based on the draft you have made with your partner individually.

C. Closing activity

Ask the students to give the feedback such as the difficulty they got, and the impression they got from the lesson.

After you watched the video, can you mentioned the communicative purpose and imperative sentences used on the procedural video you watched?

After studying the structure, communicative purpose, and also imperative sentence, can you use it to write the procedural processes on your daily life?

V. Source of Study

1. Laptop
2. Wardiman, Artono, dkk. 2008. *English Focus Kelas VII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
3. Video of cooking (how to make Chinese chicken soup)

VI. Structure of Assignment

- a. Technique : Written test
 - b. Instrument Form : Written
 - c. Instrument :
1. Write your name and student number
 2. Look at your draft and make a text as shown on the video!
 3. You may use conjunctions such as *first, second, then, after that* and so on or just put numbers such as *1, 2, 3*, and so on.
- d. Rubric of Assignment

Categories	Test Score	Level of Achievement
XI. Organization: Introduction, Body and Conclusion	20-18	Excellent to Good
	17-15	Good to Adequate
	14-12	Adequate to Fair
	11-6	Unacceptable
	5-1	Not college-level work
XII. Logical development	20-18	Excellent to Good

of ideas; content	17-15	Good to Adequate
	14-12	Adequate to Fair
	11-6	Unacceptable
	5-1	Not college-level work
XIII. Grammar	20-18	Excellent to Good
	17-15	Good to Adequate
	14-12	Adequate to Fair
	11-6	Unacceptable
	5-1	Not college-level work
XIV. Punctuation, spelling, and mechanics	20-18	Excellent to Good
	17-15	Good to Adequate
	14-12	Adequate to Fair
	11-6	Unacceptable
	5-1	Not college-level work
XV. Style and quality of	20-18	Excellent to Good

expression	17-15	Good to Adequate
	14-12	Adequate to Fair
	11-6	Unacceptable
	5-1	Not college-level work

c) Maximal score : 100

d) The formula :

$$\frac{\text{Score}}{\text{Max score}} \times 100$$

Semarang, 23 April
2011

Guru Bahasa Inggris,

Practitioner,

Ambarini Setyowati, S.Pd.
NIP.

Masfa Maiza
NIM. 2201407189

Mengetahui;
Kepala Sekolah,

Dhofari, S.Pd., M.M.
NIP. 19591017 198303 1 006

Appendix 9

Pre-Test

Time allotment : 40 minutes

Instructions:

- Write your name and student number on the test paper!
- Look at the picture below!



- Imagine that you make food as shown on the picture above!
- Make a text of how to cook that food!
- You may use conjunctions such as *first*, *second*, *third*, and so on or just put numbers such as *1*, *2*, *3*, and so on.
- Key words: **slice**, **dice**, **boil**, **put into**, **add**, **stir**, **serve**



potatoes cabbage carrots tomatoes
chicken



salt



garlic



pepper

~ GOOD LUCK ~



Appendix 10

Post-Test

Time allotment : 40 minutes

Instructions:

- Write your name and student number on the test paper!
- Look at the picture below!



- Imagine that you make food as shown on the picture above!
- Make a text of how to cook that food!
- You may use conjunctions such as *first, second, third, then, next* and so on or just put numbers such as *1, 2, 3*, and so on.
- Key words: **slice, grind, crack, beat, add, mix, heat, fry, flip, serve**



eggs



carrots



tomatoes



sausage



celery



salt garlic pepper butter

Questionnaires	Nama :
Jawablah pertanyaan di bawah ini dengan cara memberikan tanda silang	No :
	Kelas :

~ GOOD LUCK ~



pada pilihan yang disediakan!	
-------------------------------	--

Appendix 11

1. Apakah Anda menyukai pelajaran Bahasa Inggris?
 - a. tidak suka
 - b. sedikit suka
 - c. suka
2. Menurut Anda sulitkah mempelajari Bahasa Inggris?
 - a. sangat sulit
 - b. sulit
 - c. tidak sulit
3. Apakah pembelajaran Bahasa Inggris Anda selama ini menyenangkan?
 - a. tidak menyenangkan
 - b. sedikit menyenangkan
 - c. sangat menyenangkan
4. Menurut Anda sulitkah pelajaran menulis dalam Bahasa Inggris?
 - a. tidak sulit
 - b. sulit
 - c. sangat sulit
- b. Menurut Anda menyenangkankah mempelajari procedure text menggunakan “video” sebagai media?
 - a. tidak menyenangkan
 - b. menyenangkan
 - c. sangat menyenangkan
- c. Apakah Anda menyukai pembelajaran procedure text menggunakan “video”?
 - a. tidak suka
 - b. suka
 - c. sangat suka
- d. Apakah anda pernah menulis procedure text sebelumnya?
 - a. tidak pernah
 - b. pernah
 - c. sering
- e. Pernahkah terlintas dalam benak Anda bahwa acara memasak di televisi adalah merupakan contoh dari procedure text?
 - a. tidak pernah
 - b. pernah
 - c. sering
- f. Apakah Anda pernah menyadari bahwa contoh procedure text bisa kita temui dalam kehidupan sehari-hari?
 - a. tidak pernah
 - b. pernah
 - c. sering
- g. Apakah Anda cukup mengenal “video” dalam kehidupan sehari-hari Anda?
 - a. tidak mengenal
 - b. cukup mengenal
 - c. sangat mengenal

- h. Apakah mempelajari procedure text menggunakan “video” dapat menambah semangat Anda dalam mempelajari Bahasa Inggris?
- a. tidak menambah b. cukup menambah c. sangat menambah
- i. Apakah “video” sebagai media pembelajaran dapat membantu Anda menguasai procedure text?
- a. tidak membantu b. cukup membantu c. sangat membantu
- j. Apakah “video” yang diberikan bisa menghilangkan kejenuhan selama pelajaran Bahasa Inggris?
- a. tidak bisa b. bisa c. sangat bisa
- k. Apakah ada perbedaan penguasaan procedure text sebelum dan sesudah menggunakan media “video”?
- a. tidak berbeda b. berbeda c. sangat berbeda
- l. Apakah kegiatan belajar mengajar menggunakan “video” sebagai media perlu dilanjutkan dalam mempelajari procedure text?
- a. tidak perlu b. perlu c. sangat perlu

Appendix 13

FIELD NOTE

CYCLE I (1st Meeting)

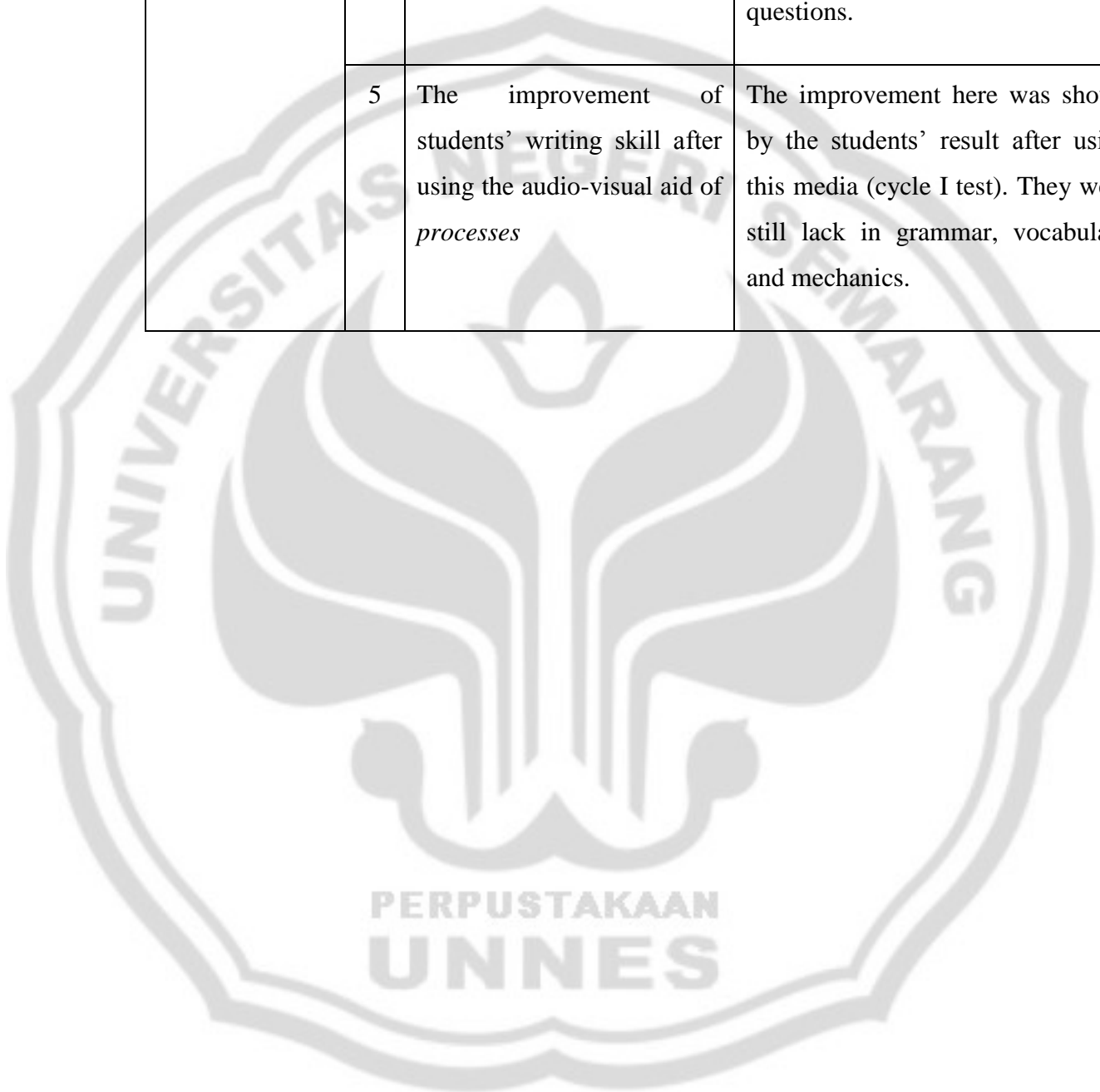
Date	No	Aspects	Result
April, 7 th 2011	1	The material	<p>BKOF: introduce and explain about procedure text (generic structure and lexicogrammatical features)</p> <p>MOT: give a text entitled “How to Make an Instant Noodle) using power point presentation</p> <p>The students still need more explanation.</p>
	2	The students’ attention	The students seemed not too enthusiastic and getting bored. The writer warned them to pay more attention because some of them had a talk with friends.
	3	The implementation of the audio-visual aid of <i>processes</i>	-
	4	The interaction between the students and the writer	3 students asked some question and the writer answered and explained again

	5	The improvement of students' writing skill after using the audio-visual aid of <i>processes</i>	-
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FIELD NOTE
CYCLE I (2nd Meeting)

Date	No	Aspects	Result
April, 19 th 2011	1	The material	JCOT: The writer played a video of cooking entitled "How to Make Fried Rice" ICOT: The writer conducted cycle I test by asking them to arrange a procedure text based on the video
	2	The students' attention	The students seemed enthusiastic and serious while they were watching the video.
	3	The implementation of the audio-visual aid of <i>processes</i>	As the first time using this media, it was good because some of students understood how to apply this media by looking at the steps shown on the video.
	4	The interaction between the	10 students asked about the video

	students and the writer	and the writer answered what's on video to make them clear. Some of them also would be the volunteer when the writer asked some questions.
5	The improvement of students' writing skill after using the audio-visual aid of <i>processes</i>	The improvement here was shown by the students' result after using this media (cycle I test). They were still lack in grammar, vocabulary and mechanics.

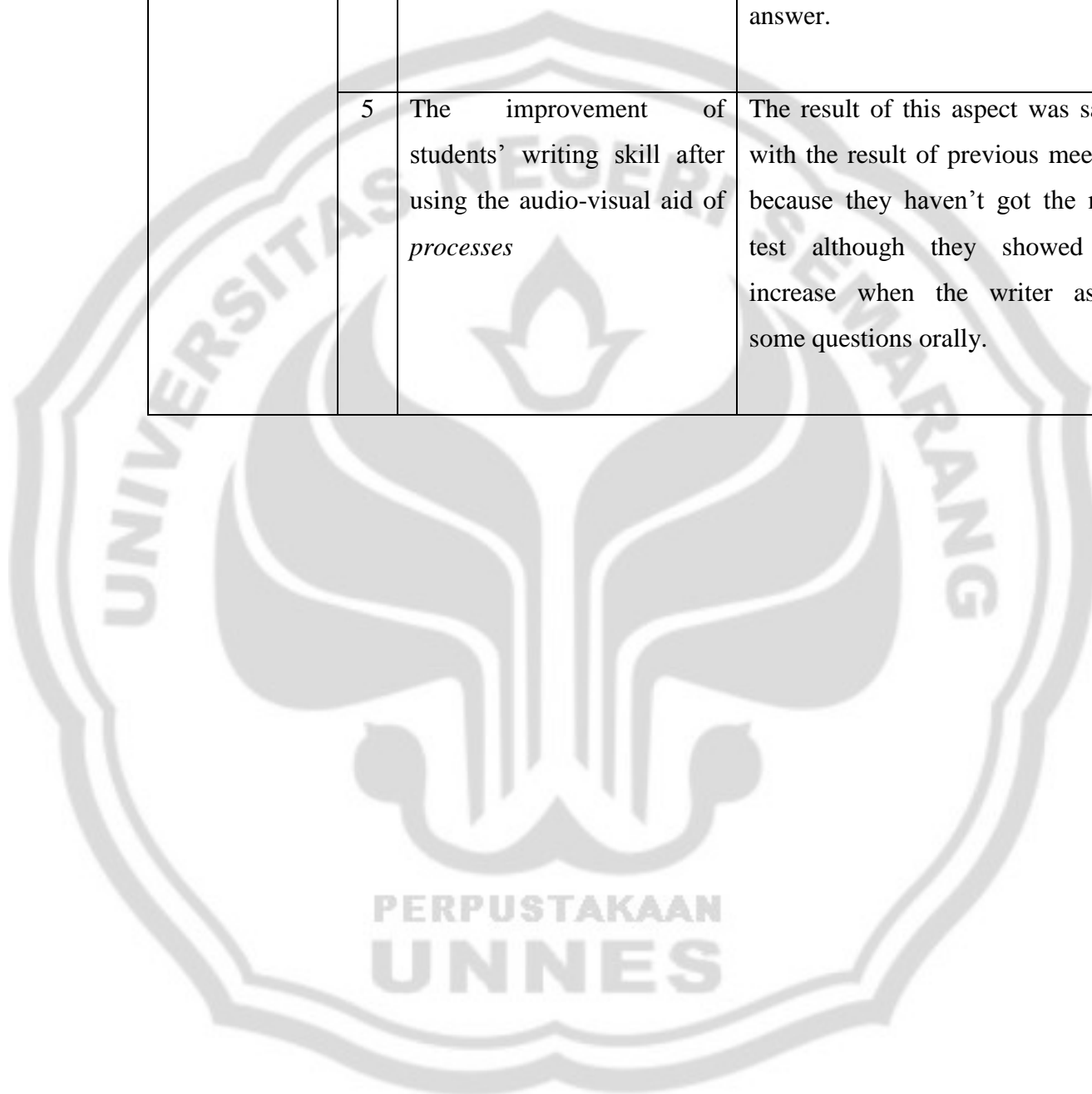


FIELD NOTE

CYCLE II (1st Meeting)

Date	No	Aspects	Result
May, 3 rd 2011	1	The material	<p>BKOF: repeated the previous explanation about procedure text including the generic structure and lexicogrammatical features.</p> <p>MOT: gave the another example of procedure text entitled “How to Make Cardboard Photo Frame” using power point presentation.</p> <p>JCOT: played another videos of cooking entitled “How to Make Chinese Chicken Soup” and showed the important parts on that video</p>
	2	The students’ attention	The students paid attention during teaching and learning process. They enjoyed this meeting while the video was played.
	3	The implementation of the audio-visual aid of <i>processes</i>	The result of this aspect was same with the result of previous meeting because they haven’t got the next test although they seemed interested and enjoyed this teaching learning process.
	4	The interaction between the students and the writer	12 students asked about the material and the video. Then the writer answered what’s on video to make them clear. Besides, they

			were enthusiastic when the writer asked some questions orally and they answered quickly although sometimes they gave incomplete answer.
5	The improvement of students' writing skill after using the audio-visual aid of <i>processes</i>		The result of this aspect was same with the result of previous meeting because they haven't got the next test although they showed an increase when the writer asked some questions orally.



FIELD NOTE
CYCLE II (2nd Meeting)

Date	No	Aspects	Result
May, 4 th 2011	1	The material	ICOT: played the video and conducted cycle I test by asking them to arrange a procedure text based on the video
	2	The students' attention	The students seemed enthusiastic and serious while they were watching the video. They enjoyed this teaching learning process.
	3	The implementation of the audio-visual aid of <i>processes</i>	It was better than the previous treatment. It could help the students in mastering procedure text. They really understood how to apply the steps on the video in arranging their procedure text.
	4	The interaction between the students and the writer	They paid more attention and seemed very enthusiastic when the writer gave some questions. The students could enjoy the teaching and learning process actively and interactively.
	5	The improvement of students' writing skill after using the audio-visual aid of <i>processes</i>	This result was shown by the result of cycle II test. They could write procedure text better than before. They had appropriate generic structure and lexicogrammatical features.

Appendix 12

OBSERVATION SHEET

CYCLE I (1st Meeting)

Class :

Day and date :

Observer :

a. Students' Activities

No	Students' Activities	Indicator	Result
1	Students' attendance	1. 9 students were present. (25%) 2. 18 students were present. (50%) 3. 27 students were present. (75%) 4. 36 students were present. (100%)	
2	Students' interest and motivation	1. 9 students had great interest and motivation. (25%) 2. 18 students had great interest and motivation. (50%) 3. 27 students had great interest and motivation. (75%) 4. 36 students had great interest and motivation. (100%)	
3	Students' activities during the teaching learning process	1. 9 students were active during the teaching learning process. (25%) 2. 18 students were active during the teaching learning process. (50%) 3. 27 students were active during the teaching learning process. (75%) 4. 36 students were active during the teaching learning process. (100%)	

4	Students' activities in focusing the attention to the teacher's explanation	<ol style="list-style-type: none"> 1. 9 students focused on the teacher's explanation. (25%) 2. 18 students focused on the teacher's explanation. (50%) 3. 27 students focused on the teacher's explanation. (75%) 4. 36 students focused on the teacher's explanation. (100%) 	
5	Students' cooperation in their group during the lesson	<ol style="list-style-type: none"> 1. 9 students were cooperative in their group during the lesson. (25%) 2. 18 students were cooperative in their group during the lesson. (50%) 3. 27 students were cooperative in their group during the lesson. (75%) 4. 36 students were cooperative in their group during the lesson. (100%) 	

b. Teacher's Performance

No	Teacher's Performance	Indicator	Result
1	Teacher's ability in preparing the teaching learning process	<ol style="list-style-type: none"> 1. The teacher was fair in preparing the teaching learning process. (25%) 2. The teacher was good in preparing the teaching learning process. (50%) 3. The teacher was very good in preparing the teaching learning process. (75%) 4. The teacher was excellent in preparing the teaching learning process. (100%) 	
2	Opening the lesson	<ol style="list-style-type: none"> 1. The teacher was fair in opening the lesson. (25%) 2. The teacher was good in opening the lesson. (50%) 3. The teacher was very good in opening the lesson. (75%) 	

		4. The teacher was excellent in opening the lesson. (100%)	
3	Developing teaching learning process	1. The teacher was fair in developing teaching learning process. (25%) 2. The teacher was good in developing teaching learning process. (50%) 3. The teacher was very good in developing teaching learning process. (75%) 4. The teacher was excellent in developing teaching learning process. (100%)	
4	Explaining the material	1. The teacher was fair in explaining the material. (25%) 2. The teacher was good in explaining the material. (50%) 3. The teacher was very good in explaining the material. (75%) 4. The teacher was excellent in explaining the material. (100%)	
5	Managing the class	1. The teacher was fair in managing the class. (25%) 2. The teacher was good in managing the class. (50%) 3. The teacher was very good in managing the class. (75%) 4. The teacher was excellent in managing the class. (100%)	
6	Using the language	1. The teacher was fair in using the language. (25%) 2. The teacher was good in using the language. (50%) 3. The teacher was very good in using the language. (75%)	

		4. The teacher was excellent in using the language. (100%)	
7	Using media	1. The teacher was fair in using the media. (25%) 2. The teacher was good in using the media. (50%) 3. The teacher was very good in using the media. (75%) 4. The teacher was excellent in using the media. (100%)	
8	Conducting the assessment	1. The teacher was fair in conducting the assessment. (25%) 2. The teacher was good in conducting the assessment. (50%) 3. The teacher was very good in conducting the assessment. (75%) 4. The teacher was excellent in conducting the assessment. (100%)	
9	Closing the lesson.	1. The teacher was fair in closing the lesson. (25%) 2. The teacher was good in closing the lesson. (50%) 3. The teacher was very good in closing the lesson. (75%) 4. The teacher was excellent in closing the lesson. (100%)	

OBSERVATION SHEET
CYCLE I (2nd Meeting)

Class :

Day and date :

Observer :

a. Students' Activities

No	Students' Activities	Indicator	Result
1	Students' attendance	1. 9 students were present. (25%) 2. 18 students were present. (50%) 3. 27 students were present. (75%) 4. 36 students were present. (100%)	
2	Students' interest and motivation	1. 9 students had great interest and motivation. (25%) 2. 18 students had great interest and motivation. (50%) 3. 27 students had great interest and motivation. (75%) 4. 36 students had great interest and motivation. (100%)	
3	Students' activities during the teaching learning process	1. 9 students were active during the teaching learning process. (25%) 2. 18 students were active during the teaching learning process. (50%) 3. 27 students were active during the teaching learning process. (75%) 4. 36 students were active during the teaching learning process. (100%)	

4	Students' activities in focusing the attention to the teacher's explanation	<ol style="list-style-type: none"> 1. 9 students focused on the teacher's explanation. (25%) 2. 18 students focused on the teacher's explanation. (50%) 3. 27 students focused on the teacher's explanation. (75%) 4. 36 students focused on the teacher's explanation. (100%) 	
5	Students' cooperation in their group during the lesson	<ol style="list-style-type: none"> 1. 9 students were cooperative in their group during the lesson. (25%) 2. 18 students were cooperative in their group during the lesson. (50%) 3. 27 students were cooperative in their group during the lesson. (75%) 4. 36 students were cooperative in their group during the lesson. (100%) 	

b. Teacher's Performance

No	Teacher's Performance	Indicator	Result
1	Teacher's ability in preparing the teaching learning process	<ol style="list-style-type: none"> 1. The teacher was fair in preparing the teaching learning process. (25%) 2. The teacher was good in preparing the teaching learning process. (50%) 3. The teacher was very good in preparing the teaching learning process. (75%) 4. The teacher was excellent in preparing the teaching learning process. (100%) 	
2	Opening the lesson	<ol style="list-style-type: none"> 1. The teacher was fair in opening the lesson. (25%) 2. The teacher was good in opening the lesson. (50%) 3. The teacher was very good in opening the lesson. (75%) 	

		4. The teacher was excellent in opening the lesson. (100%)	
3	Developing teaching learning process	<p>1. The teacher was fair in developing teaching learning process. (25%)</p> <p>2. The teacher was good in developing teaching learning process. (50%)</p> <p>3. The teacher was very good in developing teaching learning process. (75%)</p> <p>4. The teacher was excellent in developing teaching learning process. (100%)</p>	
4	Explaining the material	<p>1. The teacher was fair in explaining the material. (25%)</p> <p>2. The teacher was good in explaining the material. (50%)</p> <p>3. The teacher was very good in explaining the material. (75%)</p> <p>4. The teacher was excellent in explaining the material. (100%)</p>	
5	Managing the class	<p>1. The teacher was fair in managing the class. (25%)</p> <p>2. The teacher was good in managing the class. (50%)</p> <p>3. The teacher was very good in managing the class. (75%)</p> <p>4. The teacher was excellent in managing the class. (100%)</p>	
6	Using the language	<p>1. The teacher was fair in using the language. (25%)</p> <p>2. The teacher was good in using the language. (50%)</p> <p>3. The teacher was very good in using the language.</p>	

		(75%) 4. The teacher was excellent in using the language. (100%)	
7	Using media	1. The teacher was fair in using the media. (25%) 2. The teacher was good in using the media. (50%) 3. The teacher was very good in using the media. (75%) 4. The teacher was excellent in using the media. (100%)	
8	Conducting the assessment	1. The teacher was fair in conducting the assessment. (25%) 2. The teacher was good in conducting the assessment. (50%) 3. The teacher was very good in conducting the assessment. (75%) 4. The teacher was excellent in conducting the assessment. (100%)	
9	Closing the lesson.	1. The teacher was fair in closing the lesson. (25%) 2. The teacher was good in closing the lesson. (50%) 3. The teacher was very good in closing the lesson. (75%) 4. The teacher was excellent in closing the lesson. (100%)	

OBSERVATION SHEET

CYCLE II (1st Meeting)

Class :

Day and date :

Observer :

c. Students' Activities

No	Students' Activities	Indicator	Result
1	Students' attendance	5. 9 students were present. (25%) 6. 18 students were present. (50%) 7. 27 students were present. (75%) 8. 36 students were present. (100%)	
2	Students' interest and motivation	5. 9 students had great interest and motivation. (25%) 6. 18 students had great interest and motivation. (50%) 7. 27 students had great interest and motivation. (75%) 8. 36 students had great interest and motivation. (100%)	
3	Students' activities during the teaching learning process	5. 9 students were active during the teaching learning process. (25%) 6. 18 students were active during the teaching learning process. (50%) 7. 27 students were active during the teaching learning process. (75%) 8. 36 students were active during the teaching learning process. (100%)	

4	Students' activities in focusing the attention to the teacher's explanation	5. 9 students focused on the teacher's explanation. (25%) 6. 18 students focused on the teacher's explanation. (50%) 7. 27 students focused on the teacher's explanation. (75%) 8. 36 students focused on the teacher's explanation. (100%)	
5	Students' cooperation in their group during the lesson	5. 9 students were cooperative in their group during the lesson. (25%) 6. 18 students were cooperative in their group during the lesson. (50%) 7. 27 students were cooperative in their group during the lesson. (75%) 8. 36 students were cooperative in their group during the lesson. (100%)	

d. Teacher's Performance

No	Teacher's Performance	Indicator	Result
1	Teacher's ability in preparing the teaching learning process	5. The teacher was fair in preparing the teaching learning process. (25%) 6. The teacher was good in preparing the teaching learning process. (50%) 7. The teacher was very good in preparing the teaching learning process. (75%) 8. The teacher was excellent in preparing the teaching learning process. (100%)	
2	Opening the lesson	5. The teacher was fair in opening the lesson. (25%) 6. The teacher was good in opening the lesson. (50%) 7. The teacher was very good in opening the lesson. (75%)	

		8. The teacher was excellent in opening the lesson. (100%)	
3	Developing teaching learning process	5. The teacher was fair in developing teaching learning process. (25%) 6. The teacher was good in developing teaching learning process. (50%) 7. The teacher was very good in developing teaching learning process. (75%) 8. The teacher was excellent in developing teaching learning process. (100%)	
4	Explaining the material	5. The teacher was fair in explaining the material. (25%) 6. The teacher was good in explaining the material. (50%) 7. The teacher was very good in explaining the material. (75%) 8. The teacher was excellent in explaining the material. (100%)	
5	Managing the class	5. The teacher was fair in managing the class. (25%) 6. The teacher was good in managing the class. (50%) 7. The teacher was very good in managing the class. (75%) 8. The teacher was excellent in managing the class. (100%)	
6	Using the language	5. The teacher was fair in using the language. (25%) 6. The teacher was good in using the language. (50%) 7. The teacher was very good in using the language.	

		(75%) 8. The teacher was excellent in using the language. (100%)	
7	Using media	5. The teacher was fair in using the media. (25%) 6. The teacher was good in using the media. (50%) 7. The teacher was very good in using the media. (75%) 8. The teacher was excellent in using the media. (100%)	
8	Conducting the assessment	5. The teacher was fair in conducting the assessment. (25%) 6. The teacher was good in conducting the assessment. (50%) 7. The teacher was very good in conducting the assessment. (75%) 8. The teacher was excellent in conducting the assessment. (100%)	
9	Closing the lesson.	5. The teacher was fair in closing the lesson. (25%) 6. The teacher was good in closing the lesson. (50%) 7. The teacher was very good in closing the lesson. (75%) 8. The teacher was excellent in closing the lesson. (100%)	

OBSERVATION SHEET

CYCLE II (2nd Meeting)

Class :

Day and date :

Observer :

c. Students' Activities

No	Students' Activities	Indicator	Result
1	Students' attendance	5. 9 students were present. (25%) 6. 18 students were present. (50%) 7. 27 students were present. (75%) 8. 36 students were present. (100%)	
2	Students' interest and motivation	5. 9 students had great interest and motivation. (25%) 6. 18 students had great interest and motivation. (50%) 7. 27 students had great interest and motivation. (75%) 8. 36 students had great interest and motivation. (100%)	
3	Students' activities during the teaching learning process	5. 9 students were active during the teaching learning process. (25%) 6. 18 students were active during the teaching learning process. (50%) 7. 27 students were active during the teaching learning process. (75%) 8. 36 students were active during the teaching learning process. (100%)	

4	Students' activities in focusing the attention to the teacher's explanation	5. 9 students focused on the teacher's explanation. (25%) 6. 18 students focused on the teacher's explanation. (50%) 7. 27 students focused on the teacher's explanation. (75%) 8. 36 students focused on the teacher's explanation. (100%)	
5	Students' cooperation in their group during the lesson	5. 9 students were cooperative in their group during the lesson. (25%) 6. 18 students were cooperative in their group during the lesson. (50%) 7. 27 students were cooperative in their group during the lesson. (75%) 8. 36 students were cooperative in their group during the lesson. (100%)	

d. Teacher's Performance

No	Teacher's Performance	Indicator	Result
1	Teacher's ability in preparing the teaching learning process	5. The teacher was fair in preparing the teaching learning process. (25%) 6. The teacher was good in preparing the teaching learning process. (50%) 7. The teacher was very good in preparing the teaching learning process. (75%) 8. The teacher was excellent in preparing the teaching learning process. (100%)	
2	Opening the lesson	5. The teacher was fair in opening the lesson. (25%) 6. The teacher was good in opening the lesson. (50%) 7. The teacher was very good in opening the lesson. (75%) 8. The teacher was excellent in opening the lesson.	

		(100%)	
3	Developing teaching learning process	<p>5. The teacher was fair in developing teaching learning process. (25%)</p> <p>6. The teacher was good in developing teaching learning process. (50%)</p> <p>7. The teacher was very good in developing teaching learning process. (75%)</p> <p>8. The teacher was excellent in developing teaching learning process. (100%)</p>	
4	Explaining the material	<p>5. The teacher was fair in explaining the material. (25%)</p> <p>6. The teacher was good in explaining the material. (50%)</p> <p>7. The teacher was very good in explaining the material. (75%)</p> <p>8. The teacher was excellent in explaining the material. (100%)</p>	
5	Managing the class	<p>5. The teacher was fair in managing the class. (25%)</p> <p>6. The teacher was good in managing the class. (50%)</p> <p>7. The teacher was very good in managing the class. (75%)</p> <p>8. The teacher was excellent in managing the class. (100%)</p>	
6	Using the language	<p>5. The teacher was fair in using the language. (25%)</p> <p>6. The teacher was good in using the language. (50%)</p> <p>7. The teacher was very good in using the language. (75%)</p> <p>8. The teacher was excellent in using the language. (100%)</p>	
7	Using media	<p>5. The teacher was fair in using the media. (25%)</p> <p>6. The teacher was good in using the media. (50%)</p>	

		<p>7. The teacher was very good in using the media. (75%)</p> <p>8. The teacher was excellent in using the media. (100%)</p>	
8	Conducting the assessment	<p>5. The teacher was fair in conducting the assessment. (25%)</p> <p>6. The teacher was good in conducting the assessment. (50%)</p> <p>7. The teacher was very good in conducting the assessment. (75%)</p> <p>8. The teacher was excellent in conducting the assessment. (100%)</p>	
9	Closing the lesson.	<p>5. The teacher was fair in closing the lesson. (25%)</p> <p>6. The teacher was good in closing the lesson. (50%)</p> <p>7. The teacher was very good in closing the lesson. (75%)</p> <p>8. The teacher was excellent in closing the lesson. (100%)</p>	

Appendix 14

Analytical Scale for Rating Composition Tasks

Categories	Test Score	Description
XVI. Organization: Introduction, Body and Conclusion	20-18	Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expressions used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusions logical and complete
	17-15	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expressions may be absent or misused
	14-12	Mediocre or scant introduction or conclusion; problems with the order of ideas in' body; the generalizations may not be fully supported by the evidence given; problems of organization interfere
	11-6	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of

		ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization
	5-1	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
XVII. Logical development of ideas; content	20-18	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought
	17-15	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present
	14-12	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right
	11-6	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content
	5-1	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully

XVIII. Grammar	20-18	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms and tense sequencing; no fragments or run-on sentences
	17-15	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences
	14-12	Ideas are getting through to the reader, but grammar are apparent and have a negative effect on communication; run-on sentences or fragment present
	11-6	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences
	5-1	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure
XIX. Punctuation, spelling, and mechanics	20-18	Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat
	17-15	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible
	14-12	Uses general writing conventions but has errors; spelling problems distract reader;

		punctuation errors interfere with ideas
	11-6	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation; unacceptable to educated readers
	5-1	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins; severe spelling problems
XX. Style and quality of expression	20-18	Precise vocabulary usage; use of parallel structures; concise; register good
	17-15	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise
	14-12	Some vocabularies misused; lacks awareness of register; may be too wordy
	11-6	Poor expression of ideas; problems in vocabulary; lacks variety of structure
	5-1	Inappropriate use of vocabulary; no concept of register or sentence variety