

**THE EFFECT OF USING SILENT DEMONSTRATION  
STRATEGY ON THE STUDENTS' ABILITY  
IN WRITING PROCEDURE TEXT  
AT SMP NEGERI  
1 KAMPA**

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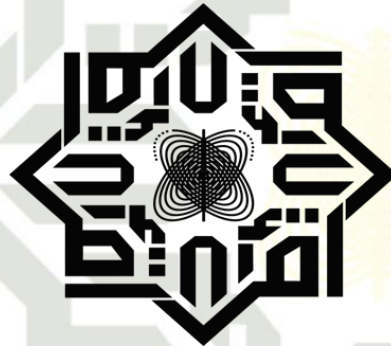
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**THE EFFECT OF USING SILENT DEMONSTRATION  
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1 KAMPA**

Thesis

Submitted in Partial Fulfillment of the Requirement for  
Undergraduate Degree in English Education  
(S.Pd.)



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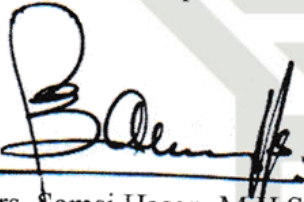
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Pekanbaru, Syawal 10<sup>th</sup> 1441 H  
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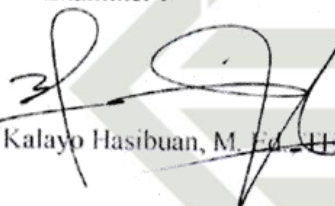
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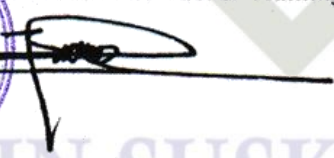
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Pekanbaru, June 24<sup>th</sup>, 2020  
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**ABSTRACT**

**Rosa Hasliana, (2020): The Effect of Using Silent Demonstration Strategy on the Students' Ability in Writing Procedure Text at SMP Negeri 1 Kampa.**

According to preliminary research, it was found that the ninth grade students of state Junior High School ( SMP Negeri) 1 Kampa had difficulties in writing procedure text such as got difficulties in determine the goal, materials, steps, unable to use appropriate tenses, action verb, conjunction, vocabulary, unable to use appropriate punctuation and capitalization, less motivation in learning, lazy to do the task assignment. This research aimed to find out the difference between using and without using Silent Demonstration on students' ability in writing procedure text at SMP Negeri 1 Kampa. This research was a quasi-experimental research. Therefore, this research used two groups; control group and experimental group. The researcher formulated the problems that would be answered by using the quantitative research. The subject of the research was the ninth year students of SMP Negeri 1 Kampa. The objects of this research were Silent Demonstration Strategy and their ability in writing procedure text. Sample of this research used cluster random sampling. There were 41 students as sample from 148 students. To analyze the data, the researcher used *independent sample t-test* by using SPSS 20 version. Based on the data analysis, the researcher found that the result *t-test* formula was 5.532 with  $df = 39$  and sig. (2-tailed) was 0.000. The data showed that sig. (2-tailed) was smaller than 0.05;  $0.000 < 0.05$ , it means that alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_0$ ) was rejected. It means that there was a significant difference between using and without using Silent Demonstration Strategy on the students' ability in writing procedure text at SMP Negeri 1 Kampa.

**Keyword: Writing Ability, Procedure Text, Silent Demonstration.**





## ABSTRAK

### **Rosa Hasliana, (2020): Pengaruh Penggunaan Silent Demonstration terhadap Kemampuan Siswa Dalam Menulis Teks Prosedur di Sekolah Menengah Pertama Negeri 1 Kampa.**

Berdasarkan penelitian sebelumnya, ditemukan bahwa siswa-siswi di kelas sembilan di Sekolah Menengah Pertama Negeri 1 Kampa mendapatkan kesulitan dalam menulis teks prosedur. Banyak dari mereka yang kesulitan dalam menentukan Judul, bahan-bahan, langkah-langkah dalam teks prosedur, kesulitan dalam menggunakan tata bahasa, kata kerja, kata penghubung, kosa kata yang sesuai dalam teks prosedur, kesulitan dalam menggunakan tanda baca dan penggunaan huruf besar yang sesuai, kekurangan motivasi didalam belajar, malas dalam melakukan tugas. Sehingga penelitian ini bertujuan untuk mengetahui perbedaan antara menggunakan dan tanpa menggunakan *Silent Demonstration* terhadap kemampuan siswa dalam menulis teks prosedur di Sekolah Menengah Pertama Negeri 1 Kampa. Jenis penelitian ini adalah penelitian kuasi eksperimen. Oleh karena itu penelitian ini menggunakan dua kelompok yaitu kelompok kontrol dan kelompok eksperimen. Peneliti merumuskan masalah yang telah dijawab menggunakan penelitian kuantitatif. Subjek penelitian ini adalah siswa kelas sembilan di Sekolah Menengah Pertama Negeri 1 Kampa. Objek dari penelitian ini adalah *Silent Demonstration* dan kemampuan siswa dalam menulis teks prosedur. Sampel penelitian ini menggunakan teknik *cluster random sampling*. Ada 41 siswa sebagai sampel dari 148 siswa. Untuk menganalisis data, peneliti menggunakan *Independent Sample t-test* dengan menggunakan SPSS versi 20. Berdasarkan analisa data, peneliti menemukan bahwa hasil perhitungan *t-test*, menunjukkan 5.532 dengan  $df = 39$  dan sig. (2-tailed) 0.000. Data menunjukkan bahwa sig. (2-tailed) lebih kecil dari pada 0.05 dimana  $0.000 < 0.05$ , berarti *alternative hypothesis* ( $H_a$ ) diterima dan *null hypothesis* ( $H_0$ ) ditolak. Dengan kata lain adanya perbedaan yang signifikan antara menggunakan dan tanpa menggunakan *Silent Demonstration* terhadap kemampuan siswa dalam menulis teks prosedur di Sekolah Menengah Pertama Negeri 1 Kampa.

**Kata Kunci:** *Kemampuan Menulis, Teks Prosedur, Silent Demonstration.*

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## ملخص

راسا هسليانا، (٢٠٢٠): تأثير استخدام التظاهرة الصامتة على استيعاب التلاميذ على كتابة النصوص الإجرائية في المدرسة المتوسطة الحكومية ١ بمنطقة كمفر.

استنادا إلى البحث القبلي، وجد أن التلاميذ في الفصل ٩ في المدرسة المتوسطة الحكومية ١ بمنطقة كمفر واجهوا صعوبة في كتابة النصوص الإجرائية. وأغلبيتهم واجهوا صعوبة في تحديد العناوين، والمواد، والخطوات في النصوص الإجرائية، والقواعد، والأفعال، واسم الموصول، والمفردات المناسبة بالنصوص الإجرائية، والصعوبة في استخدام الحركة والحروف الكبيرة المناسبة، وعدم الدافع في تعلم، والكسول في أداء الوجيبة. بحيث يهدف هذا البحث إلى معرفة الفرق بين استخدام التظاهرة الصامتة ودونها لاستيعاب التلاميذ على كتابة النصوص الإجرائية في المدرسة المتوسطة الحكومية ١ بمنطقة كمفر. إن هذا البحث لبحث شبه تجريبي. لذلك تستخدم مجموعتان، هما مجموعة ضابطة ومجموعة تجريبية. وتحدد الباحثة مشكلة البحث المجابة باستخدام البحث الكمي. إن أفراد تلاميذ الفصل ٩ في المدرسة المتوسطة الحكومية ١ بمنطقة كمفر. وأما موضوعه فتظاهرة صامتة واستيعاب التلاميذ على كتابة النصوص الإجرائية. وعينته بطريق أخذ العينات العنقودية البسيطة. عدد التلاميذ ١٤٨ طالبا ويكون ٤١ طالبا منهم عينة البحث. لتحليل البيانات، استخدمت الباحثة عينة مستقلة اختبار-t ببرنامج الحزمة الإحصائية للعلوم الاجتماعية لإصدار ٢٠. واعتمادا على تحليل البيانات، وجدت الباحثة أن نتيجة حساب اختبار-t توضح ٥،٥٣٢ مع  $df = 39$  وسيج (٢-الذيل) ٠،٠٠٠. البيانات تشير إلى أن (٢-الذيل)  $> ٠،٠٥$ ، واستنتج أن الفرضية البديلة مقبولة والفرضية المبدئية مردودة. وهذا بمعنى أن هناك فرقا هاما بين استخدام التظاهرة الصامتة ودونها لاستيعاب التلاميذ على كتابة النصوص الإجرائية في المدرسة المتوسطة الحكومية ١ بمنطقة كمفر.

الكلمات الأساسية: الاستيعاب على الكتابة، النصوص الإجرائية، التظاهرة الصامتة.

## مُلخَص



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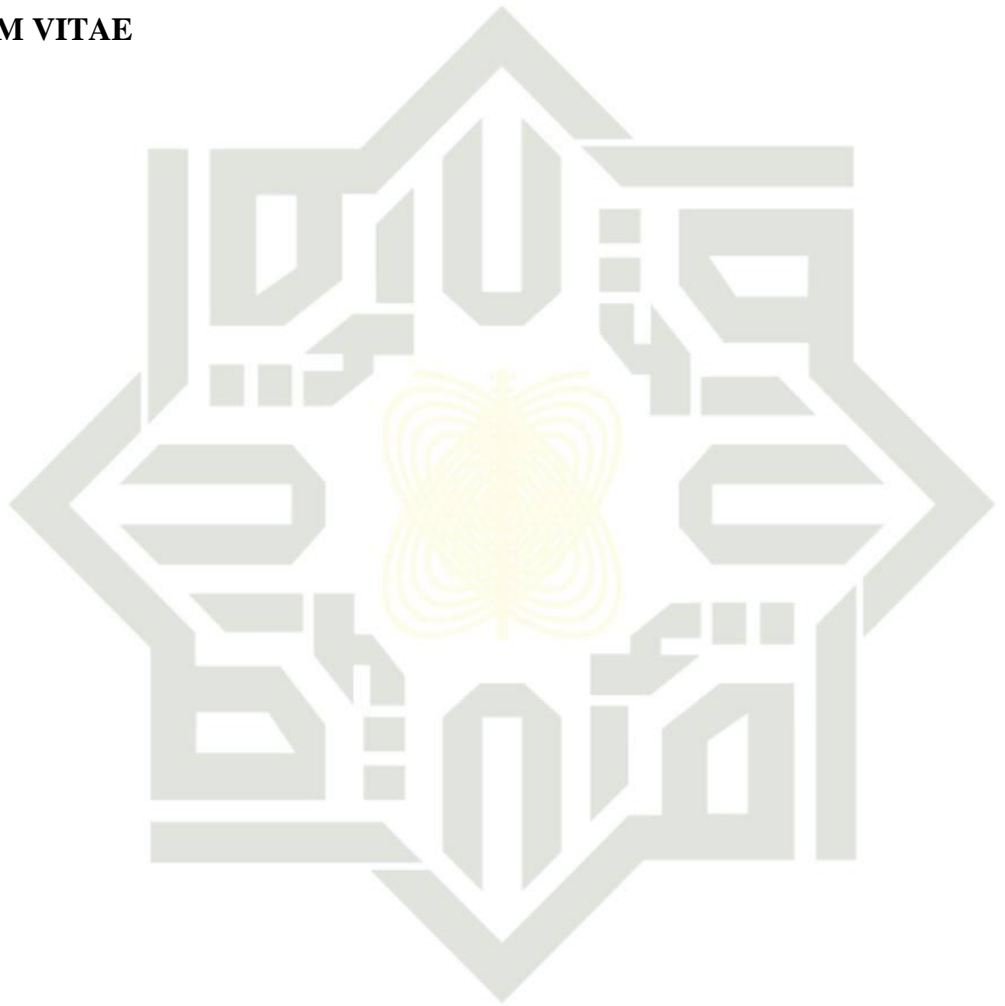
## BIBLIOGRAPHY

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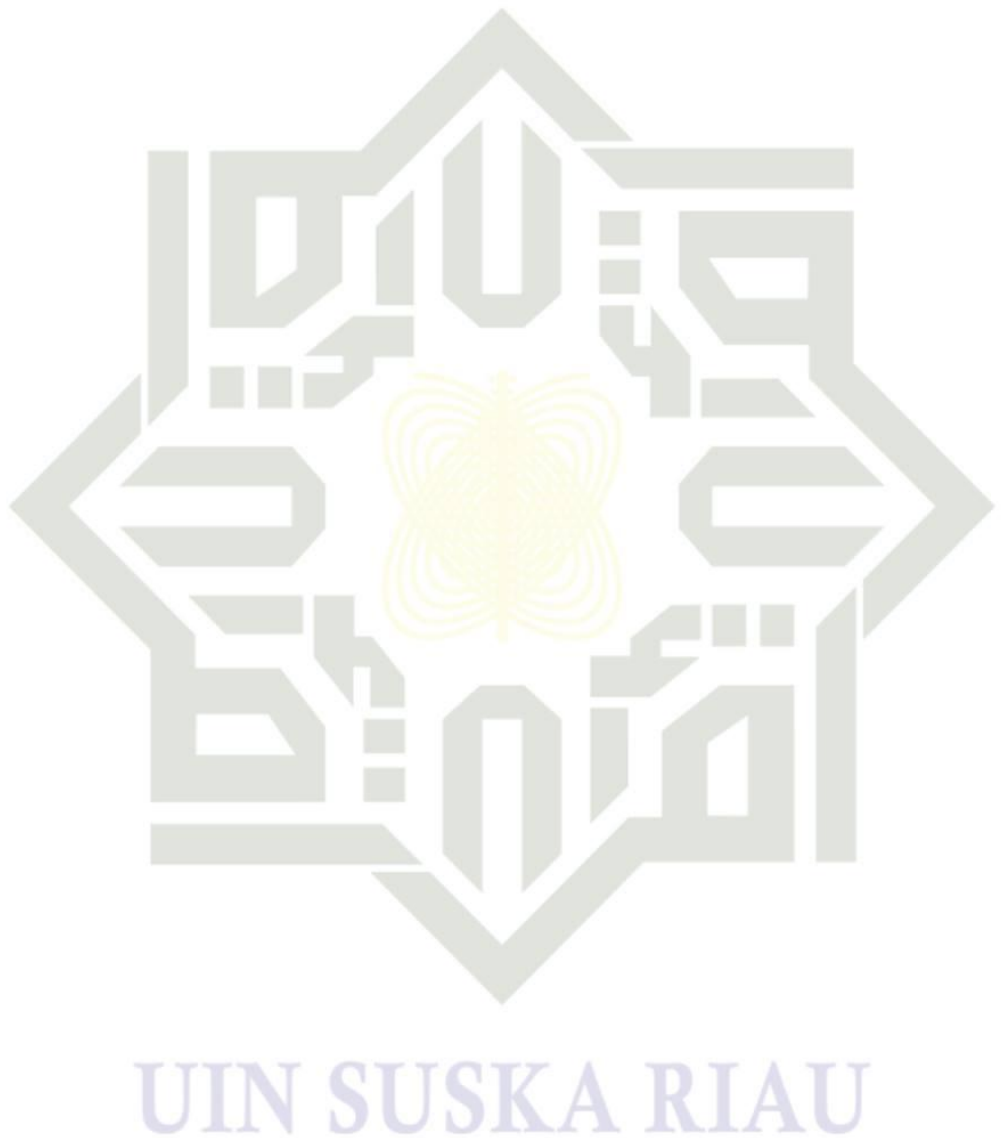
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Writing is one of the activities that should be mastered by English learners as one of the language skills. Regarding this statement, Corps (1989) said that writing activity is very important for students they should master it because it can help them to express their ideas creatively in the classroom. Furthermore, writing is the most important one that should be mastered by students if they want to be successful in education because it is a vital role not only in conveying information but also in transforming knowledge to create new knowledge. It is in line with Nunan (1991), he states that written language can convey and deliver anything that cannot be expressed by spoken language.

Nevertheless, in making the good writing is not easy, dealing with Richard and Renandya (2002) states that among the four skills taught in school, writing is the most difficult skill to be mastered by students. Students should know some components such as content, grammar, vocabulary, tenses, etc. Besides, Oshima and Hogue (1998) point out that writing is not easy; writing is a process, not a product; and writing is never complete. There are some stages in writing, they are prewriting, planning, writing, and revising the draft.

Next, writing is activities cannot be separated from the teaching and learning process in Indonesian educational institutions because most of the subjects that are learned by students at school are presented in written form.

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Teaching and learning English for junior high school students, especially for writing must be based on the curriculum which is used by that school. The aim of teaching writing is that the students generally are expected to be able to write a text-based on the genres of writing and particularly, they are expected to know the basic theory of the genre texts that enable them to write and analyze the social function, schematic structure, and significant grammatical patterns of text and the way of writing the text based on the genres.

State Junior High School 1 Kampa is one of the Junior High school in Kampar. It has used the curriculum in 2013. The curriculum is a basic educational component in the teaching and learning process. Based on the Ministry of Education and Culture about the 2013 curriculum (2013), basic competence of writing especially in the procedure is the students comprehend the purpose, generic structure, and language feature of procedure text both oral and written that very simple and short in form recipe and manual. According to minimum completeness criteria (KKM) of English lesson for the ninth grade students at SMP Negeri 1 Kampa, the students must be able to get the score in 70. So, target in writing skills at this school is the students must be able to write the procedure text by using language features, vocabulary, and punctuations correctly.

Some efforts have been done by the teachers at SMP Negeri 1 Kampa, such as writing by a picture around them. Furthermore, English teachers also provide a lot of writing practices in class. It is hoped that the students will get

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a high score. Thus, based on the teachers' and students' writing efforts above, the students are expected to produce good writing. But in fact, most of the students still did not understand and get difficulties in writing skills. The students made a lot of mistakes in both generic structure and language feature. Generic structure include how they develop their ideas and express those ideas and organizing them accurately. Language feature include grammar, spelling and punctuation.

Based on the preliminary observation and interview on 26<sup>th</sup> April 2018 with one of the English teachers in that school, Mrs. Meldawati, S.Pd. She was informed that students not confident to write in writing subjects, they worried about making a mistake and getting troubles in writing subjects. In other words, students were not able to write a procedure text accurately. In fact, the students were difficult to write the procedure text, and the score of students' writing still low. Based on preliminary observation, the problems faced by the students can be seen in the following phenomena:

1. Some of the students got difficulties in determining goals, materials, and steps in writing procedure text.
2. Some of the students were not able to use appropriate tenses, action verbs, and conjunction in writing procedure text.
3. Some of the students were not able to use appropriate vocabulary in writing procedure text.
4. Some of the students were not able to use appropriate punctuation and capitalization in procedure text.

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5. Some of the students were less motivated in learning writing English.
6. Some of the students were lazy to do the writing assignments.

Based on the problems face by the students of ninth grade above, it would be better if the teacher applies another strategy in increasing students writing ability, because strategy is an action in classroom activities taken by the learner to make learning easier, faster, enjoyable, and more than transferable in a new situation. Therefore, to improve students' ability in writing, there is a strategy that can help the students in writing ability namely Silent Demonstration strategy. According to Silberman (1995), this strategy is particularly useful when you are doing any kind of procedural training. By demonstrating a procedure as silently as possible, you encourage participants to be mentally alert. This strategy is mostly useful to teach a procedural training or skill. Besides, Petty (2009) also defines that silent demonstration is a strategy that the teacher explains the demonstration without explanation and asks the students to watch carefully as they will later be asked exactly what was done, and why.

From the phenomena depicted above, the researcher is interested in conducting a research entitled “**The Effect of using Silent Demonstration Strategy on Students' Ability In Writing Procedure Text at SMP Negeri 1 Kampa**”.

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### B. Problem

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### 1. Identification of the Problems

Based on the background of the problem, it is clear that some of the students at SMP Negeri 1 Kampa still got difficulties in their writing of procedure text. To make it clear, the researcher would like to identify the problems as follows:

- a. Why do some of the students get difficulties in determining goals, materials, and steps in writing procedure text?
- b. Why are some of the students not able to use appropriate tenses, action verbs, and conjunction in writing procedure text?
- c. Why are some of the students not able to use appropriate vocabulary in writing the text?
- d. Why are some of the students not able to use appropriate punctuation and capitalization in procedure text?
- e. Why do some of the students less motivation in learning writing English?
- f. What factors make the students lazy about learning English?

### 2. Limitation of the Problems

Based on the identification of the problems above, in this research, the researcher needs to limit and focus on student problems on the differences of using the Silent Demonstration strategy on the students'

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ability in writing procedure text at SMP Negeri 1 Kampa. The researcher only focused on investigating the ninth grade students.

### 3. Formulation of the Problems

The problem of this research is formulated in the following questions:

- a. How is the students' ability in writing procedure text taught by using Silent Demonstration Strategy?
- b. How is the students' ability in writing procedure text taught without using Silent Demonstration Strategy?
- c. Is there any significant difference between the students' ability in writing procedure text taught by using and without using the Silent Demonstration Strategy?
- d. How large is the effect of using Silent Demonstration Strategy on students' ability in writing procedure text at SMP Negeri 1 Kampa?

### C Objectives and Significant of the Research

#### 1. The objective of the Research

- a. To find out the students' ability in writing procedure text taught by using Silent Demonstration Strategy.
- b. To find out the students' ability in writing procedure text taught without using Silent Demonstration Strategy.
- c. To find out whether there is or not a significant difference of the students' ability in writing procedure text taught by using and without using Silent Demonstration Strategy.





- d. To find out the large effect of using Silent Demonstration Strategy on the students' ability in writing procedure text at SMP Negeri 1 Kampa.

## 2. Significant of the Research

- a. Hopefully, this research can benefit the researcher as a novice researcher in learning how to conduct research.
- b. These research findings are also expected useful and valuable for both teachers and students of English of the ninth grade students at SMP Negeri 1 Kampa.
- c. Besides, these research findings are also expected to be positive and valuable information for those who are concerned in the world of teaching English as a foreign or second language.
- d. This research fulfills one of the requirements to finish the research's undergraduate program in the English Education Department of State Islamic University of Sultan Syarif Kasim Riau.
- e. Finally, these research findings are also expected to be practical and theoretical information to the development of the theories on language teaching in general.

## D Reason for Choosing the Title

1. To know the effect of using Silent Demonstration at the ninth grade students' ability in writing.
2. The topic is relevant to the researcher states as one of the students of the English Education Department.

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3. As far as the researcher knows, this topic is not yet investigated by other previous research.
4. The location of this research facilitates the researcher in conducting the research.

## E. Definition of the Terms

To avoid misunderstanding and misinterpretation of the term used in this research, the researcher provides the definitions of them as follows:

### 1. Effect

The effect is a measure to know the strength of one variable's effect bringing in to the result (Richard and Renandya, 2002). In other words, the *effect* is most commonly used as a noun *meaning* the result or *impact* of something, an outcome. In this research, the researcher wants to know the effect of using the silent demonstration strategy on students' ability in writing procedure text.

### 2. Strategy

The strategy is the procedure used in learning, thinking, etc. which serve as a way of reaching a goal (Richard & Renandya, 2002). In other words, a strategy is an action in classroom activities taken by the learner to make learning easier, faster, enjoyable, and more than transferable in a new situation.

### 3. Silent Demonstration

The silent demonstration is a teaching strategy that is used when we are teaching a procedure. By demonstrating a procedure as silently

as possible, we can encourage the students to be mentally alert (Silberman, 1996, as cited in Hayah 2011). In this study, it refers to a strategy that will be applied on the students at SMP Negeri 1 Kampa in teaching writing by explains the demonstration with no or less explanation that given related to procedure text and asks the students to watch carefully as they will later be asked exactly what was done and why.

#### 4. Writing ability

According to Suaeni (2015), writing is a process of showing or expressing ideas, opinions, experiences, or information in the mind of the writer in the form of written language. Dealing with SILL International (1999), Writing ability is a specific ability which helps writers to put their ideas into words in meaningful form and interact with the message. In this research, it refers to writing ability on procedure text at SMP Negeri 1 Kampa.

#### 5. Procedure Text

The procedure is a kind of text that explains how to make or to do something (Hyland, 2009). In this research, it used to know the students' ability in writing procedure text by using Silent Demonstration Strategy SMP Negeri 1 Kampa.

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Nature of Writing

###### a. Definition of Writing

According to Hornby (1974), writing is put something down words in the paper. It is an activity to express ideas, opinion, and feeling which need the writer's communicative competence. It means that writing is a process to enclose the idea into the written form to share some information with the reader. Dealing with Brown (200), writing is a thinking process, writers produce final written products based on their thinking after the Researchers go through the thinking process. It means that writing needs some process of thinking. By knowing the process of writing, the learners can develop their ability to create a well-written form. Sakolik, as cited in Linse (2005) points out writing is a combination of process and product. Means, the process refers to the act of gathering the ideas, expressing them into a sentence, paragraph that can be understood by the readers. In other words, writing can be defined as a way of communication by transforming observation, information, thought, or ideas into written language, so it can be shared with others.



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**b. Component of Writing**

Based on Raimes (1983), the writer should be pay attention while writing to these components:

- 1) *Content*, the writer must pay attention to the relevance, clarity, originality, and logic of writing.
- 2) *Syntax*, the writer should be able to arrange the sentence structures, sentence boundaries, stylistic choices, etc.
- 3) *Grammar*, here the writer pays attention to rules of a verb, agreement, articles, pronouns, etc. it is one of the important points that must master first. Because it is the base of writing, to arrange all of the words to be a paragraph, sentences, even essay.
- 4) *Mechanics*, it includes about handwriting, spelling punctuation, etc.
- 5) *Organization*, the writer should know about paragraphs, topic and support, cohesion, and unity.
- 6) *Word Choice*, the writer should be able to use appropriate vocabulary, idiom, and tone in writing.
- 7) *Purpose*, the writer should know the reason for writing. It is an important one for the writer. What for the reason they write or what aim they write.
- 8) *The Writer's Process*, in here the writer should be aware of how to get ideas, write drafts, and revise in their writing.

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**c. Purpose of Writing**

When people want to write something, they should have a purpose that wants to share in their writing. Syafi'i (2015) present arguments to emphasize that no matter what kinds of writing the students do, they should have a specific and clear objective. In literary writing, for example, the purpose is often to entertain, whereas journalistic writing usually intends to inform or persuade. In academic writing, the purpose will most often be enlightened. It may also be to persuade or to convince the audiences of the correctness of the writer's point of view on a particular issue. Besides, Reid (1988) additionally advocates that writing has purposes to explain or educate, to entertain or amuse, and to persuade or convince.

Coffin, et al (2003) further asserts that writing has several purposes:

- 1) As assessment
- 2) As an aid to critical thinking, understanding, and memory.
- 3) To extend students' learning beyond lectures and other formal meetings.
- 4) To improve students as future professionals in particular disciplines.

Based on the ideas above, besides to communicate, writing also has several purposes such as to educate, to entertain, to persuade, or assessment.

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**d. Type of Writing**

Brown (2003) defined that there are four types of writing, they are:

## 1) Imitative

This type is to produce written language; the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. It includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. At this stage, the form is the primary while context and meaning are a secondary concern.

## 2) Intensive (controlled)

This type focuses on producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence.

## 3) Responsive

This type requires learners to perform a limited discourse level, connecting sentences into a paragraph, and creating a logically connected sequence of two or three paragraphs.

## 4) Extensive

It implies successful management of all of the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis.



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### e. Elements of Writing

According to Richard and Schmidt (2010), writing is viewed as the result of a complex process of planning, drafting, reviewing, and revising...” Concerning the idea, Harmer (2004) has suggested that writing has four main elements, they are:

#### 1) *Planning*

In planning, the writers have to think about three main issues: the purpose of writing, the readers or audience of writing, and the content structure of the writing. In this stage, the writer makes a list of ideas related to the topic and plan what they are going to write in the first draft.

#### 2) *Drafting*

Drafting is the first version of a piece of writing a draft. After the writers make the list of ideas related to the topic. The writers begin to write based on the list that they already make. Then, the writer should develop their ideas without much caring about grammatical features, because all errors can be revised in the next step.

#### 3) *Editing*

This stage needs some revising to make it better. The writers edit their draft to improve the content and the style of their writing to make it more interesting reading. In an editing process, the writers should check their writing. They often add a whole paragraph or more, take out one or more paragraphs, change the order of paragraph, add or take out whole sentences, rewrite the sentences, change the vocabularies, and so on.





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#### 4) *Final Version*

After editing the draft and making the changes that are considered before, the writer can produce their final versions. In this step, the writers should rewrite their drafts. The writer should take attention detail of all words, sentences, and paragraphs. It is the final paper of writers writing and the result of the writing.

From the statement above, it can conclude that writing is not easy, it needs a long process to make it, such as planning, drafting, editing, and final version. Also, the writer should do the process step by step to produce good writing.

## 2. The Nature of Procedure Text

### a. Definition of Procedure Text

According to M. Anderson and Anderson (1997), the procedure is a piece of text that gives us instructions for doing something. From the definition above, procedure text can be defined as the meaningful text in oral or written that has a social purpose to give information on how to do something or achieve a goal.

Procedure text is one of the text types and includes factual text as stated by (M. Anderson & Anderson, 1997). The purpose of the procedure text is to explain how something can be done. Procedures are found in the written text in the science field, art and skill, food preparation (recipe), a manual book of electronics, sport and training, first aid, and so on.

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**b. Generic Structure of Procedure Text**

M. Anderson and Anderson (1997) describe three main parts of procedure text as follows:

- a. An introductory statement giving the aim or goal
  - 1) This may be the title of the text, or
  - 2) An introductory paragraph
- b. Materials needed for completing the procedure
  - 1) This may be a list
  - 2) This may be a paragraph, or
  - 3) This step may be left out in some procedures
- c. A sequence of steps in the correct order
  - 1) Outline what or how things need to be done
  - 2) The order is usually important.

**c. Language Features of Procedure Text**

M. Anderson and Anderson (1997) explain that language features usually found in a procedure text as follows:

- 1) It is usually written in the simple present tense or using imperatives (do this, do that).
- 2) Sentences that begin with verbs and are stated as commands (add, stir, push).
- 3) The use of time words or numbers that tell the order (now, next, then, first, second, third).
- 4) The use of adverbs to tell how the action should be done (carefully, smoothly, quickly, well, and so on).

**d. The Factors influencing students' Ability in Writing Procedure Text**

Writing is one of the difficult subjects for students in learning English as a Foreign Language. There are many students in the English

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class, especially for students in Junior High School do not know how to write a text. Many factors that make students difficulties in writing a text, such as the lack of vocabulary, students do not know how to make a sentence, and students practice in writing.

Oshima and Hogue (1998) emphasize that writing is not easy, writing is a process, not a product, and writing is never complete. It is mean that to be able to write text, especially procedure text, students should be doing much of practice. Based on Muhibin as cited in Ria (2012), the influenced factors in learning are as follows:

## 1) Internal factor

The factors that came from the students themselves that consist of psychological aspects such as interest, attitude, intelligence, and motivation.

## 2) External Factor

This factor consists of the social environment such as family, friends, teachers, and societies; and non-social environments such as weather, air temperature, house, school, and equipment.

Based on the factors that influence students in the learning process above, the teacher has an important role to increase students' writing ability. A teacher should know how to make students interest and motivating to learn writing in English class. The strategy that teachers use in the class should influence students' ability in writing. In this research, the researcher used a silent demonstration strategy in the English teaching and learning process of the ninth grade students at SMP N 1 Kampa.



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### 3. The Nature of Silent Demonstration Strategy

#### a. Definition of Silent Demonstration Strategy

Silent Demonstration is one kind of active learning apart from active knowledge sharing, guided note-taking, active debate, etc (Hayah, 2011). According to Silberman (1995), Silent Demonstration is particularly useful when you are doing any kind of procedural training. By demonstrating a procedure as silently as possible, you encourage participants to be mentally alert. By demonstrating a procedure as silently as possible, we can encourage the students to be mentally alert. In additional, Petty (2009) defines that Silent Demonstration is a strategy that the teacher explains the demonstration without explanation and asks the students to watch carefully as they will later be asked exactly what was done, and why.

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

#### b. Teaching writing by Using Silent Demonstration Strategy

According to Silberman (1995), there are several steps to implement Silent Demonstration as follows:

- 1) Decide on a multi-step procedure you want participants to learn. You might choose any of the following:
  - a) Using a computer application.
  - b) Filling out an office requisition form.



- c) Operating machinery.
  - d) Taking applications from customers.
  - e) Performing any work-related action that involves physical effort.
- 2) Ask the participants to watch you perform the entire procedure. Just do it, with little or no explanation or commentary about what and why you are doing what you do. (Telling the participants what you are doing will lessen their mental alertness.) Give the participants a visual glimpse of the “big picture” or the entire job. Do not expect retention. At this point, you are merely establishing readiness for learning.
  - 3) Form the participants into pairs. Demonstrate the first part of the procedure again, with little or no explanation or commentary. *Ask pairs to discuss with each other what they observed you doing.* Obtain a volunteer to explain what you did. If the participants have difficulty following the procedure, demonstrate again. Acknowledge correct observations.
  - 4) Have the pairs practice with each other the first part of the procedure. When it is mastered, proceed with a silent demonstration of the remaining parts of the procedure, following each part with paired practice.

***Variations of silent demonstration:***

- 1) If possible, ask participants to attempt the procedure before any demonstration. Encourage guesses and an openness to making

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mistakes. By doing this, you will immediately get participants mentally involved. Then have them watch you demonstrate.

- 2) If some participants master the procedure sooner than others, recruit them as “silent demonstrators.”

### c. Use of Silent Demonstration in Teaching Procedure Text.

Teaching English as a foreign language sometimes makes the teachers realize that transferring knowledge to the students is not easy. A good teacher will not surrender if the students are bored with the lesson. In the process of teaching, the teacher can use a strategy to stimulate students' interest. One of the strategies is the silent demonstration. By using a silent demonstration in teaching writing procedure text, the student will get an overall description of silent demonstration such as active learning.

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

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

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## B. Relevant Research

According to Syafi'i (2005), relevant research is required to observe some previous research conducted by other researchers on which they are relevant to our research. Researchers are various, in general, or in a specific one. Dealing with this research, the researcher takes some relevant researchers that have been investigated by the previous researcher concerning the area of writing, they are:

1. Ratna (2017) conducted research entitled "The Effect of Silent Demonstration on Writing Skill at the Seventh Graders of MTs An-Nur Palangka Raya". The aim of her study is to measuring the effectiveness of silent demonstration to improve students' understanding on writing a procedure text in the seventh students of MTs An-Nur in the academic year of 2016/2017 Palangka Raya. The result of the research showed that silent demonstration can be used as one alternative method in the teaching of procedure writing. In her study showed that the students in the experimental class got better development in the average score than the control class in writing the procedure text test.
2. A research conducted by (Hayah, 2011) entitled "Silent Demonstration as a Method of Teaching to Improve Students' Understanding on Writing Procedure Text (An Experimental Research at the Seventh Grade of MTs Hasan Kafrawi Pancur Mayong Jepara in the Academic Year of 2010/2011)". She tried to use Silent Demonstration to improve students' understanding of writing skills. Based on her research findings, Silent Demonstration method is a good method to improve students' ability in

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writing, it showed from the result of the study that students' mean score improved from the first cycle (60.00) to the second cycle (77.56) and it was proved by the result of t-test. The t-test showed that t-score 3.794 was higher than t-table 1.67. It means that  $H_a$  was accepted and  $H_o$  was rejected. In short, it can be concluded that in the last cycle, students had really made significant progress. Briefly, based on the analyses resulted in the Hayah's findings show that Silent Demonstration method could improve the students' writing skill.

In conclusion, both of the researches conducted by Ratna and Hayah using Silent Demonstration in the teaching and learning process have been successful. Ani's and Hayah's research that has used Silent Demonstration in teaching writing procedure text has been successful to improve students' understanding in writing skills. In this research, the researcher interest wants to prove whether Silent Demonstration can be a success in teaching writing procedure in SMP Negeri 1 Kampa too.

### C. Operational Concept

Operational concept is a concept as guidance used to avoid misunderstanding and misinterpretation. In order to clarify the theories will use in this research, the researcher would like to explain briefly about the variable of this research. This research is experimental research which is there are two variables, variable X and Y. variable X is using Silent Demonstration Strategy as an independent variable. Variable Y is Students' ability in writing procedure text as a dependent variable.

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1. Variable X

Variable X is an independent variable that is the Silent Demonstration Strategy. It refers to the teacher's strategy used to teach writing. The writer identified it into some indicators as follows:

- a. The teacher tells the students that they will learn how to write a procedure text using the silent demonstration.
- b. The teacher gives an explanation of the silent demonstration.
- c. The teacher explains the generic structures and language features of procedure texts.
- d. Asking the students to see the teacher and identify what the teacher does in front of the class.
- e. The teacher demonstrates an example of a multi-step procedure that she wants the students to learn.
- f. Asking some students, in pairs, to repeat what the teacher does in front of the class.
- g. The teacher asks students to write their procedure texts based on the teacher demonstration.
- h. The teacher reviews the students' knowledge related to what they have learned in this lesson.

2. Variable Y

Variable Y is a dependent variable that is the students' ability in writing procedure text. The indicators of students' ability in writing procedure text as follows:

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- a. The students are able to write content clearly.
- b. The students are able to write the organization clearly.
- c. The students are able to use vocabulary approximately.
- d. The students are able to use grammatical features correctly.
- e. The students are able to use spelling and punctuation correctly.

**D. Assumption and Hypothesis****1. Assumption**

In this research, the researcher assumes that the result of this research shows there is a significant effect on using and without using Silent Demonstration Strategy on students' ability in writing procedure text of ninth grade at SMP Negeri 1 Kampa.

**2. Hypothesis**

Based on the assumption above, the hypothesis of this research are:

$H_0$ : There is no significant effect of the students' ability in writing procedure text taught by using and without using the silent demonstration strategy at SMP Negeri 1 Kampa.

$H_a$ : There is a significant effect of the students' ability in writing procedure text taught by using and without using silent demonstration strategy at SMP Negeri 1 Kampa.

## CHAPTER III

### RESEARCH METHOD

#### A Research Design

This research was experimental research. Lodico et al (2010) explain that the most common purpose of experimental research is to determine whether a particular approach or way of doing something different is better than a more traditional approach that has served as the standard practice. According to Creswell (2008), an experiment is to test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable. The method this research used quasi-experiment research. According to Creswell (2008), quasi-experimental research includes an assignment, but not a random assignment of the participant to groups. This research consisted of two groups; experimental class and control class. The experimental class treated by using Silent Demonstration Strategy, but the control class was not. Then, both groups gave pre-test and post-test. There were two variables of this research; the independent variable or variable X that was using Silent Demonstration and a dependent variable or Variable Y which referred to students' ability in writing procedure text.

According to Cohen et al. (2007), the types of this research can be designed as follows:

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**Table III.1**  
**Research Design**

Group	Pre-test	Treatment	Post-test
Experimental	RO1	X	O2
Control	RO3		O4

RO1 : Pre-test to the experimental group

RO3 : Pre-test to control group

X : Receive treatment by using Silent Demonstration

O2 : Post-test to the experimental group

O4 : Post-test to control group

T2 : Post-test to experimental group and control group

After giving particular treatment to the experimental group by using Silent Demonstration. Model, the scores was between experimental and control groups analyzed by using statistic formula were to find out there was or there was no effect of variable X into variable Y. the design of variable relationship can be illustrated as follows:

**Table III. 2**  
**Variable Design**

**X** → effect → **Y**

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## B. Time and Location

This research was conducted from November 4<sup>th</sup> – 28<sup>th</sup> 2019. This research was conducted at SMP Negeri 1 Kampa.

## C. Subject and Object of the Research

The subject of this research was the ninth grade students at SMP Negeri 1 Kampa, while the object was students' ability in writing procedure text by using Silent Demonstration Strategy.

## D. Population and Sample of the Research

### 1. Population

The total of population of this research was all the ninth grade students of SMP Negeri 1 Kampa in 2018/2019 academic year. The number of ninth-grade students at SMP Negeri 1 Kampa was 148 students. They were divided into 7 classes.

**Table III.3**  
**Ninth Grade Students of SMP Negeri 1 Kampa**

No.	Class	Students
1	IX. 1	20
2	IX.2	21
3	IX.3	21
4	IX.4	20
5	IX.5	20
6	IX.6	23
7	IX.7	23
	<b>Total</b>	<b>148</b>

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**2. Sample**

The researcher took sample by using cluster random sampling. Pertaining to Gay and Airasian (2000), sampling is the process of selecting a number of individuals for a study in such a way that they represent the larger group from which they were selected. Cluster random sampling is most useful when the population is large on spread out over a wide geographic area. So, the researcher took IX.1 as experimental class and IX.3 as control class. Those were as the sample of the research by number 41 students.

**Table III.4  
The Sample of the Research**

No.	Group	Class	Number of Students
1	Experimental Class	IX.1	20
2	Control Class	IX.3	21
	<b>Total</b>		<b>41</b>

**The technique of Collecting Data**

In this research, the researcher used a test to measure the students' ability in writing procedure text. The researcher used pre-test and post-test for collecting data. The pre-test was distributed to know students' ability in writing procedure text before doing treatment. In the pre-test the students wrote a procedure text based on the topic for 40 minutes. After that, the researcher began to do the treatment by using Silent Demonstration Strategy

in teaching writing procedure text and gave an exercise of writing. At the last meeting the researcher gave post-test for students.

The research procedure:

1. Pre-test

Pre-test distributed by the researcher to the students taught before using Silent Demonstration Strategy for experimental class and without using Silent Demonstration Strategy for control class. It was done at the first meeting.

2. Treatment

The treatment conducted for experimental class only by using Silent Demonstration Strategy. It gave after the students are done pre-test. The teacher gave an explanation to the students what the procedure text was, and taught them how to write procedure text by using Silent Demonstration. After the teacher explained about procedure text, teacher treated students using Silent Demonstration based on the procedure.

3. Post-test

Post-test gave to the students after they taught by using Silent Demonstration Strategy for experimental class and without using Silent Demonstration Strategy for control class. It was to know their ability in writing procedure text by using Silent Demonstration Strategy.

The students' ability in writing procedure text was measured by using the ESL Composition Profile. According to Hughes (1983), the scoring guide can be described as follows:

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**Table III.5**  
**Assessment Aspects of Writing Procedure Text**

Aspect	Range	Criteria
Content	30-27	Excellent to Very Good
	26-22	Good to Average
	21-17	Fair to Poor
Organization	16-13	Very Poor
	20-18	Excellent to Very Good
Vocabulary	17-14	Good to Average
	13-10	Fair to Poor
	9-7	Very Poor
Language Use	20-18	Excellent to Very Good
	17-14	Good to Average
	13-10	Fair to Poor
	9-7	Very Poor
Mechanics	25-22	Excellent to Very Good
	21-18	Good to Average
	17-11	Fair to Poor
	10-5	Very Poor
	5	Excellent to Very Good
	4	Good to Average
	3	Fair to Poor
	2	Very Poor

**Total Score = 100**

### **F Validity, Reliability, Normality, and Homogeneity of the Test**

#### **1. Validity of the Test**

According to Fraenkel and Norman (2006), the term of validity in the research refers to appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect. Validity depends on the amount and type of evidence there was support the interpretation researchers wish to make concerning data

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they have collected. There were three types of validity. They were content validity, criterion-related validity, and construct validity. In order to know the validity of the writing ability test, the researcher used content validity. Content validity is partly a matter of determining if the content that the instrument contains is an adequate sample of the domain of content, it is supposed to represent. Content validity refers to the content and format of the instrument. How appropriate the content or format is. Thus, the researcher gave the test based on the material studied by the students. The material of the test was taken from the textbook.

## 2. Reliability

Pertaining to Gay and Airisian (2000), reliability is the degree to which a test consistently measures whatever it is measuring. The testing of students' ability in writing must have reliability in order to get the same scores obtained when the test done more than once. In reference to Brown (2003) stated that a reliable test is consistent and dependable. So reliability used to measure the quality of the test score and consists of the test.

In this research, the researcher used the rater agreement type of reliability concerned with inter-rater reliability as the scores that given by two raters. Then, the inter-correlation of the raters used to find out the reliability of the test. Henning (1987) stated that to know the level of correlation through the *Spearman-Brown Prophecy Formula* as follows:

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$$r_{tt} = \frac{nr_{A,B}}{1+(n-1)r_{A,B}}$$

where:

$r_{tt}$  = inter-rater reliability

$n$  = the number of raters whose combined estimates the final mark for the examinees

$r_{AB}$  = the correlation between raters, or the average correlation among all raters if there are more than two

In reference to Putriani (2012), the following table is the category of reliability test used in determining the level of reliability of the test.

**TABLE III.6**  
**The Level of Reliability**

No.	Reliability	Level of Reliability
1	0.0 – 0.20	Low
2	0.21 – 0.40	Sufficient
3	0.41 – 0.70	High
4	0.71 – 1.0	Very High

The following table described the correlation between scores given by rater 1 and rater 2 by using Pearson Product Moment formula through SPSS 20.

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**TABLE III.7**  
**Correlations**

		Post-Test Experiment Class Rater 1	Post-Test Experiment Class Rater 2
Post-Test Experiment Class Rater 1	Pearson Correlation	1	.526*
	Sig. (2-tailed)		.017
	N	20	20
Post-Test Experiment Class Rater 2	Pearson Correlation	.526*	1
	Sig. (2-tailed)	.017	
	N	20	20

From the table above, it could be seen that the coefficient of correlation product moment  $r_o$  ( $r_{obtained}$ ) between scores given by rater 1 and rater 2 was 0.526. Before comparing it to  $r_t$  ( $r_{table}$ ), the researcher obtained the df (degree of freedom).

df : degree of freedom

N : Number of cases

nr : number of correlated variablese

$$df = 20 - 2 = 18$$

The researcher took  $df = 18$  to be correlated at level 5 %. At level 5 %,  $r_{table}$  is 0.444. thus, the  $r_{obtained}$  is higher than  $r_{table}$ , at level 5%. So the researcher concluded that there was a significant correlation between scores given by rater 1 and score given by rater 2. In other words, the writing test was reliable. Then,  $r_{obtained}$  is adjusted by the *Spearman-Brown Prophecy* formula below:

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$$r_{tt} = \frac{nr_{A,B}}{1 + (n - 1)r_{A,B}}$$

$$r_{tt} = \frac{(2)(0.526)}{1 + (2 - 1)(0.526)}$$

$$r_{tt} = \frac{1.052}{1 + 0.526}$$

$$= \frac{1.052}{1.526}$$

$$= 0.68$$

Based on the calculation above, the researcher obtained that inter-rater reliability was 0.68. So, it could be concluded that the reliability of the writing test included was high level.

**3. Normality of the Test**

The objective of the normality test was to find out whether the population of the data has a normal distribution or not. If the data are normal, the statistical parametric test can be used. In this research, the researcher used the Kolmogorov-Smirnov method through SPSS 20 version.

**TABLE III.8**  
**Tests of Normality**

	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Writing Ability	Post Experiment	.280	20	.000	.884	20	.021
	Post Control	.199	21	.030	.924	21	.105

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**Hypothesis:**

$H_0$  (Null Hypothesis) : Data is normally distributed

$H_a$  (Alternative Hypothesis) : Data is abnormally distributed

**Testing Criteria:**

If probably (sig) > 0.05,  $H_a$  is accepted

If probably (sig) < 0.05,  $H_0$  is rejected

According to Priyatno (2012) if the sig column of either test is higher than 0.05, the data are normally distributed. From the table III.8 above, the significant value of post-test experimental and control classes were 0.021 and 0.105 because of sig > 0.05 ( $0.021 > 0.05$ ) and ( $0.105 > 0.05$ ), the data were normally distributed. Therefore, the researcher used an independent sample t-test.

**4. Homogeneity of the Test**

According to Siregar (2013), the purpose of the homogeneity test is to know whether the object of the research has the same variance or not. The method used in this test was comparing the biggest variance with the smallest one. In this research, the researcher assessed the homogeneity of the data by using SPSS 20 version. The result of the test can be seen as follows:

**TABLE III.9**  
**Test of Homogeneity of Variances**

Levene Statistic	df1	df2	Sig.
1.928	1	39	.173



Based on the table above, the probability (sig) was 0.173. it was higher than 0.05 ( $0.173 > 0.05$ ). it can be concluded that the data was homogenous.

### Technique of Analyzing the Data

The technique of collecting data was used test. The data was analyzed by using statistical analysis. In analyzing data, the researcher used scores of pre-test and post-test of experimental and control classes. This score was analyzed statistically. In order to get the answer, the researcher analyzed the data by using SPSS 20 as follows:

#### 1. Independent Sample T-test

According to Pallant (2007), an independent sample t-test is used to compare the mean score, on some continuous variables, for two different groups of subjects. Furthermore, Miles and Philip (2007) also defined that the independent sample t-test is (usually) the most powerful and is the test most likely to spot significant differences in the data. However, we cannot use all independent groups' data, and you have to be sure that your data satisfy some conditions before we choose this test. To use an independent samples t-test, we have to make two (or three) assumptions about our data:

- a. The data are measured on a continuous (interval) scale.
- b. The data within each group are normally distributed.
- c. The standard deviations of the two groups are equal.

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Hartono (2015) has mentioned about independent sample t-test also. He said that an independent sample t-test is used to find out whether there is or not a significant difference between two variables. In order to get the answer, depending on the column labeled Sig. (2-tailed), which appears under the section labeled t-test for Equality of Means. Choose whichever your Lavent's test result you should use two steps below:

- a. If the value in Sig. (2-tailed)  $\leq 0.05$ , then  $H_a$  is accepted.
- b. If the value in Sig. (2-tailed)  $\geq 0.05$ , then  $H_o$  is accepted.

To determine the effect size of the result, the researcher used Eta squared formula. Pallant (2005) mentions the formula of Eta Squared as presented follows:

$$\eta^2 = \frac{t^2}{t^2 + (N1 + N2 - 2)}$$

Where:

$\eta^2$  = eta squared

$t^2 = t_0$

N = number of students

The guidelines proposed by Cohen (1988) as cited in Pallant, for interpreting these value are:

- .01 = small effect
- .06 = moderate effect
- .14 = large effect

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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research describes the students' ability in writing procedure text taught by using the Silent Demonstration Strategy of the ninth grade students at SMP Negeri 1 Kampa. Based on the data analysis explained at chapter IV, the researcher comes to the conclusion as follows:

1. The students' ability in writing procedure text taught by using the Silent Demonstration strategy at SMP Negeri 1 Kampa were better than those who were taught by using conventional strategy.
2. Using Silent Demonstration gave a significant difference in students' ability in writing procedure text of the ninth grade students at State Junior High School (SMP Negeri) 1 Kampa.
3. The result of the data analysis showed that the result *t-test* formula was 5.532 with  $df = 39$  and sig. (2-tailed) was 0.000. The data showed that sig. (2-tailed) was smaller than 0.05;  $0.000 < 0.05$ . it means that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. It means that there was a significant difference between using and without using the Silent Demonstration Strategy on the students' ability in writing procedure text at SMP Negeri 1 Kampa.

In conclusion, teaching writing by implementing a Silent Demonstration strategy toward students' ability in writing procedure text at State Junior High School (SMP Negeri) 1 Kampa was **successful**.





## B. Suggestion

From the conclusion above, Silent Demonstration can give significant influence on improving students' ability in writing procedure text. Thus, the researcher suggests:

1. This Strategy is recommended to be applied by the teacher in the teaching and learning process, especially in writing subjects. Because the researcher found that the students' ability in writing procedure text showed improvement after the researcher implemented the Silent Demonstration to the students. The students were also gained in terms of their ability in writing procedure text by demonstrating a procedure as silent. By demonstrating as silently as possible could help the students to understand the sequence of something.
2. For the students, they have to be interested in writing. The students are hoped to be brave, confident, and creative in writing English and pay attention to the teacher when he/she is explaining the material in front of the class. Try to write in English always and enjoy learning English.
3. For the readers, it is recommended to use this thesis as one of the references in finding information about Silent Demonstration and writing ability in procedure text.

Finally, the researcher considers that this study needs validation from the next researcher that has the same topic. It means that Silent Demonstration can be use in the other school to know the effect of teaching writing procedure text ability. Also, this research can be used as the relevant research for the next research.

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## APPENDIX 1

### Syllabus of State Junior High School

#### 1 Kampa

UIN SUSKA RIAU



**SILABUS PEMBELAJARAN SMP**

**: SMP Negeri 1 Kampa**  
**: SMP/MTs**  
**: IX (sembilan)**  
**: Bahasa Inggris**  
**: 1 (satu)**

**Satuan Pendidikan**  
**Kelas**  
**Mata Pelajaran**  
**Semester**

**Kompetensi Inti :**

- KI1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.
- KI4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta menanggapinya, sesuai dengan konteks penggunaannya Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyatakan harapan, doa, dan ucapan	<ul style="list-style-type: none"> <li>• Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman</li> <li>• Struktur teks                             <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan                             <ul style="list-style-type: none"> <li>- Ungkapan a.l. <i>Congratuloations, I hope so, I wish you luck</i>; dll.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik</li> </ul>	<ul style="list-style-type: none"> <li>• Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar</li> <li>• Mengidentifikasi ungkapan yang sedang dipelajari</li> <li>• Menanyakan hal-hal yang tidak diketahui atau yang berbeda.</li> <li>• Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa.</li> <li>• Melakukan refleksi tentang proses dan hasil belajar</li> </ul>

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 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
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terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk label pendek dan sederhana, terkait obat/makanan/ minuman

Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/ minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya

Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual

Menerapkan fungsi sosial, struktur teks,

menyimpan, tanggal kadaluarsa

- Unsur Kebahasaan
  - Istilah khusus terkait dengan produk.
  - Kalimat imperatif
  - Tata bahasa: frasa nominal untuk menyebut benda, cara menyebut jumlah/ukuran
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
 

Informasi tentang obat/ makanan/minuman yang dapat menumbuhkan perilaku yang termuat di KI

- Fungsi sosial
 

Mendapatkan hasil terbaik secara efektif dan efisien, menghindari kerusakan, kecelakaan, dan pemborosan
- Struktur Teks
 

Dapat mencakup

  - nama makanan, minuman,
  - alat, mesin, bahan, apparatus yang diperlukan,
  - cara memasak, menggunakan dalam bentuk langkah-langkah kerja secara berurutan
- Unsur Kebahasaan
  - Kosakata khusus terkait dengan produk,
  - Frasa nominal untuk menyebut benda
  - kata sambung *first, next, then, finally*.
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
 

Resep makanan/minuman, manual peralatan yang terkait dengan kehidupan peserta didik yang dapat menumbuhkan perilaku yang termuat di KI

- Fungsi sosial

yang benar

- Melakukan langkah-langkah yang sama yang telah dilakukan sebelumnya untuk mengamati label makanan dan minuman
- Mempresentasikan hasil analisis secara lisan di depan kelompok lain
- Melakukan refleksi tentang proses dan hasil belajarnya

- Didektekan beberapa resep makanan/ minuman oleh guru menulis dengan tangan beberapa resep di buku catatan masing-masing sambil mengucapkan setiap kata dengan ucapan dan tekanan kata yang benar
- Dengan menggunakan tabel, menganalisis struktur nomina yang digunakan untuk menyebutkan benda-benda
- Dengan cara yang sama menganalisis struktur kalimat yang menyebutkan langkah kerja
- Mencermati manual, dan berlatih membacakan dengan suara lantang, dengan ucapan dan tekanan kata yang benar
- Menyalin resep makanan/minuman dari buku resep dengan ditulis tangan dan kemudian ditempel di dinding kelas atau majalah dinding
- Melakukan refleksi tentang proses dan hasil belajarnya

- Membaca dan mencermati teks-teks pendek

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- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

<p>an unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang sedang dilakukan/ terjadi pada saat ini, waktu lampau, dan waktu yang akan datang, sesuai dengan konteks penggunaannya</p> <p>perhatikan unsur kebahasaan present continuous, past continuous, will+continuous)</p>	<p>Mendeskrripsikan, melaporkan, menjelaskan</p> <ul style="list-style-type: none"> <li>• Struktur teks           <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan           <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogative dalam <i>present continuous tense, past continuous, dan continuous</i> dengan modal <i>will</i>.</li> <li>- Klausa adverbial dengan kata sambung <i>when... , while...</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik           <ul style="list-style-type: none"> <li>Keadaan/tindakan/kegiatan/kejadian di rumah, sekolah, dan lingkungan sekitar peserta didik, yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul> </li> </ul>	<p>dan sederhana tentang beberapa kejadian, kegiatan yang sedang berlangsung pada saat ini, satu titik waktu di masa lampau dan di waktu yang akan datang</p> <ul style="list-style-type: none"> <li>• Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar</li> <li>• Bertanya jawab tentang kegiatan/peristiwa yang sedang berlangsung pada saat ini, satu titik waktu di masa lampau dan di waktu yang akan datang yang disebutkan dalam teks lain lagi</li> <li>• Mengumpulkan informasi tentang kesibukan beberapa orang dalam teks-teks pendek dan sederhana dengan menyebutkan apa yang sedang dilakukan saat ini, pada satu titikdi waktu lampau dan yang akan datang</li> <li>• Menempelkan karyanya di dinding kelas atau majalah dinding</li> <li>• Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang sudah/ telah dilakukan/terjadi di waktu lampau dikaitkan dengan keadaan sekarang, tanpa menyebutkan waktu terjadinya secara spesifik sesuai dengan konteks</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial           <ul style="list-style-type: none"> <li>Mendeskrripsikan, melaporkan, menjelaskan.</li> </ul> </li> <li>• Struktur teks           <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan           <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogative dalam <i>present perfect tense</i>.</li> <li>- Kata sambung: <i>since, for</i>; kata penunjuk waktu <i>now</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Membaca dan mencermati teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang terjadi di masa lampau tanpa menyebutkan waktu terjadinya secara spesifik</li> <li>• Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar.</li> <li>• Bertanya jawab tentang kegiatan/peristiwa di waktu lampau tanpa menyebutkan waktu</li> </ul>



<p>2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t</p>	<p>1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:</p> <p>a. Penditipan hanya untuk kepentingan Pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan</p> <p>b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.</p>	<p>terjadinya secara spesifik yang mereka dan anggota keluarga atau temannya alami</p> <ul style="list-style-type: none"> <li>• Mengumpulkan informasi tentang untuk membuat teks-teks pendek dan sederhana</li> <li>• Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</li> <li>• Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>Hak Cipta © UIN Suska Riau</p> <p>1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:</p> <p>a. Penditipan hanya untuk kepentingan Pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan</p> <p>b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.</p>	<p>Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait dengan keadaan/tindakan/ kegiatan/ kejadian yang sudah/telah dilakukan/ terjadi di waktu lampau dikaitkan dengan keadaan sekarang, tanpa menyebutkan waktu terjadinya secara spesifik, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Keadaan/tindakan/ kegiatan/kejadian di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>
<p>Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait <i>fairytale</i>s, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Mendapatkan/memberikan hiburan, mengambil teladan nilai-nilai luhur</li> <li>• Struktur teks Dapat mencakup: <ul style="list-style-type: none"> <li>- Orientasi</li> <li>- Evaluasi</li> <li>- Krisis</li> <li>- Resolusi</li> <li>- Reorientasi</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam simple past tense</li> <li>- Frasa adverbial: <i>a long time ago, once upon a time, in the end, happily ever after</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Menyimak guru membacakan beberapa teks <i>fairytale</i>s, sambil bertanya jawab tentang isi cerita</li> <li>• Mempelajari cara membacakan dongeng dengan menyimak dan meniru guru membaca cerita, ucapan, dan tekanan kata yang benar</li> <li>• Menanyakan informasi terkait isi teks yang sedang dipelajari.</li> <li>• Menyebutkan bagian-bagian cerita yang memuat pesan yang disebutkan</li> <li>• Membaca satu cerita lagi dan bertanya jawab dengan teman tentang isi ceritanya</li> <li>• Melengkapi ringkasan cerita dengan kata-kata dan ungkapan yang tepat sesuai cerita</li> <li>• Membacakan ringkasan dengan suara nyaring dalam kelompok masing-masing</li> <li>• Melakukan refleksi tentang proses dan hasil</li> </ul>
<p>Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait <i>fairytale</i>s</p>	<p>Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait <i>fairytale</i>s</p>	<ul style="list-style-type: none"> <li>• Menyimak guru membacakan beberapa teks <i>fairytale</i>s, sambil bertanya jawab tentang isi cerita</li> <li>• Mempelajari cara membacakan dongeng dengan menyimak dan meniru guru membaca cerita, ucapan, dan tekanan kata yang benar</li> <li>• Menanyakan informasi terkait isi teks yang sedang dipelajari.</li> <li>• Menyebutkan bagian-bagian cerita yang memuat pesan yang disebutkan</li> <li>• Membaca satu cerita lagi dan bertanya jawab dengan teman tentang isi ceritanya</li> <li>• Melengkapi ringkasan cerita dengan kata-kata dan ungkapan yang tepat sesuai cerita</li> <li>• Membacakan ringkasan dengan suara nyaring dalam kelompok masing-masing</li> <li>• Melakukan refleksi tentang proses dan hasil</li> </ul>

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    - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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	<ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Cerita yang memberikan keteladanan dan dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	belajarnya
<p>Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan <i>passive voice</i>)</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Mendeskripsikan, memaparkan secara obyektif</li> <li>• Struktur teks           <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan           <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam passive voice</li> <li>- Preposisi <i>by</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Hasil kerajinan, makanan, dsb. yang sangat dikenal yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>• Membaca dan mencermati beberapa deskripsi tentang makanan khas dengan banyak menggunakan kalimat pasif</li> <li>• Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar</li> <li>• Mengumpulkan informasi tentang beberapa benda yang dideskripsikan dengan banyak menggunakan kalimat pasif</li> <li>• Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</li> <li>• Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks. (perhatikan unsur kebahasaan <i>passive voice</i>)</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Mempresentasikan pengetahuan umum tentang orang, benda, binatang, fenomena sosial, dan fenomena alam, secara ilmiah dan obyektif</li> <li>• Struktur teks Dapat mencakup:           <ul style="list-style-type: none"> <li>- jenis, golongan, spesies dari obyek secara umum</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX</li> <li>• Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan</li> <li>• Bertanya jawab tentang beberapa teks lain lagi</li> </ul>
<p>Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks information report lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>Teks Information Report</p>		

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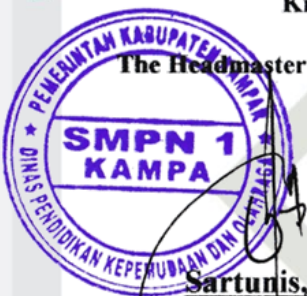
<p>Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan <i>teks information report</i> lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX</p> <p>Menyusun teks <i>information report</i> lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- unsur-unsur rincian deskripsi tentang obyek pada umumnya</li> <li>• Unsur kebahasaan             <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam simple present tense dan passive voice</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Tumbuhan, hewan, teknologi, dan gejala/ peristiwa alam dan sosial terkait dengan mata pelajaran lain di Kelas IX yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<p>dengan topik yang berbeda</p> <ul style="list-style-type: none"> <li>• Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya</li> <li>• Mempresentasikan teksnya kepada teman-teman yang mendatangi</li> <li>• Tiap kelas membuat satu proyek menulis booklet tentang flora fauna lokal, yang hasilnya akan dilombakan dengan kelas lain.</li> <li>• Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk iklan dengan memberi dan meminta informasi terkait produk dan jasa, sesuai dengan konteks penggunaannya</p> <p>Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk iklan, pendek dan sederhana, terkait produk dan jasa</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Mempromosikan produk dan jasa</li> <li>• Struktur Teks Dapat mencakup:             <ul style="list-style-type: none"> <li>- <i>Visual</i></li> <li>- <i>Logo</i></li> <li>- <i>Headline</i></li> <li>- <i>Sub-headline</i> (lebih rinci daripada <i>headline</i>)</li> <li>- <i>Body copy</i> (uraian pesan yang lebih detail dari <i>sub-headline</i>)</li> </ul> </li> <li>• Unsur Kebahasaan             <ul style="list-style-type: none"> <li>- Ungkapan dan kata sesuai dengan kekhasan setiap iklan</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Produk dan jasa terkait dengan kehidupan peserta</li> </ul>	<ul style="list-style-type: none"> <li>• Mencermati iklan pendek dan sederhana dan dengan contoh mengidentifikasi bagian-bagian iklan dan ungkapan atau kata yang digunakan dengan menggunakan tabel analisis</li> <li>• Menggunakan tabel analisis, mencermati beberapa iklan lain untuk mengidentifikasi bagian-bagiannya</li> <li>• Mengidentifikasi persamaan dan perbedaan beberapa iklan dari segi isi dan bentuk</li> <li>• Mempresentasikan hasil analisis secara lisan di depan kelompok lain</li> <li>• Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>

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    - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
  2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t

Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs	didik SMP/MTs yang dapat menumbuhkan perilaku yang termuat di KI	
Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	<ul style="list-style-type: none"> <li>• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif</li> <li>• Unsur kebahasaan               <ul style="list-style-type: none"> <li>- Kosakata dan tata bahasa dalam lirik lagu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>• Membaca, menyimak, dan menirukan lirik lagu secara lisan</li> <li>• Menanyakan hal-hal yang tidak diketahui atau berbeda</li> <li>• Menyebutkan pesan yang terkait dengan bagian-bagian tertentu</li> <li>• Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>

Knowing,

The Headmaster of SMP Negeri 1 Kampa



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Researcher,



Rosa Hasliana  
NIM. 11314200333

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## APPENDIX 2

### Lesson Plan of Experimental Class

UIN SUSKA RIAU



## LESSON PLAN

**School** : SMP Negeri 1 Kampa  
**Subject** : English  
**Class/ Semester** : IX/ 1  
**Topic** : Procedure Text  
**Meeting** : 1<sup>st</sup>  
**Time Allocation** : 2 x 40 minutes

### A. Core Competences (KI)

- KI 1: Appreciate and comprehend their religion.
- KI 2: Appreciate and comprehend honest behavior, discipline, responsibility, care (tolerance, cooperate), polite, confidence, in interact effectively with social environment and nature in society scope and it existence.
- KI 3: Understand and apply the knowledge (factual, conceptual, procedural) based on the curiosity about knowledge, technology, art, culture relate with the phenomenon and factual event.
- KI 4: Process, provide, and associate something concrete (using, description, string up, modification, and create), and something abstract (writing, reading, counting, drawing, and string) based on the material which learned in the school and other resources that same in the point of view/theory.

### B. Basic Competences and Indicators

Basic Competences	Indicators
3.4 Comparing social functions, text structures, and linguistic	3.4.1 Identify main topic of procedure text.

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elements of several oral and written procedure texts by giving and requesting information related to food/ beverage recipes and manuals, short and simple, in accordance with the context of their use.	3.4.2	Identify generic structure of procedure text
	3.4.3	Identify language feature of procedure text
4.4 Capturing contextual meaning related to social function, text structure, and linguistic elements of oral and written procedure text, very short and simple, in the form recipes and manuals.	4.4.1	Understanding text structure of procedure text.
	4.4.2	Write a text procedure, short and simple, in the form recipes and manuals correctly.

**C. Learning Objective**

At the end, the students are expected able to:

1. Students are able to identify main topic of procedure text.
2. Students are able to identify generic structure of procedure text.
3. Students are able to identify language feature of procedure text.
4. Students are able to understanding text structure of procedure text.
5. Students are able to write a text procedure, short and simple, in the form recipes and manuals correctly.

**D. Learning Material**

**Procedure Text**

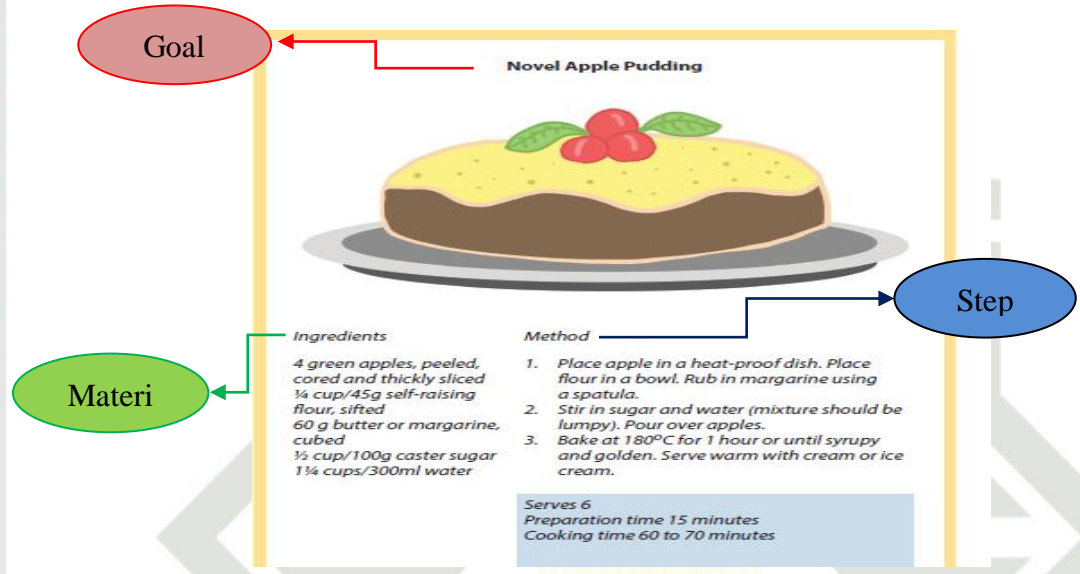
Procedure is a piece of text that gives us instructions for doing something. Procedures are found in the written text in science field, art and skill, food preparation (recipe), manual book of electronics, sport and training, a first aid and so on. The purpose of procedure text is to explain how something can be done.

1. Social Function  
To describe how something is done through a sequence of actions or steps.
2. Text Organization/Generic Structure
  - a. An introductory statement giving the aim or goal
    - 1) This may be the title of the text, or
    - 2) An introductory paragraph
  - b. Materials needed for completing the procedure
    - 1) This may be a list
    - 2) This may be a paragraph, or
    - 3) This step may be left out in some procedures
  - c. A sequence of steps in the correct order
    - 1) Outline what or how things need to be done
    - 2) The order is usually important
3. Language Features
  - a. It is usually written in the simple present tense or using imperatives (do this, do that)

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- b. Sentences that begin with verbs and are stated as commands (add, stir, push).
  - c. The use of time words or numbers that tell the order (now, next, then, first, second, third)
  - d. The use of adverbs to tell how the action should be done (carefully, smoothly, quickly, well, and so on).
4. Example



**Novel Apple Pudding**

**Goal**

**Ingredients**

4 green apples, peeled, cored and thickly sliced  
 ¼ cup/45g self-raising flour, sifted  
 60 g butter or margarine, cubed  
 ½ cup/100g caster sugar  
 1¼ cups/300ml water

**Method**

1. Place apple in a heat-proof dish. Place flour in a bowl. Rub in margarine using a spatula.
2. Stir in sugar and water (mixture should be lumpy). Pour over apples.
3. Bake at 180°C for 1 hour or until syrupy and golden. Serve warm with cream or ice cream.

**Serves 6**  
 Preparation time 15 minutes  
 Cooking time 60 to 70 minutes

**Step**

**Materi**

5. Teacher made Silent Demonstration

**How to Make Sambal Korek**

1. **the Ingredient/ tools :**
  - Seven pieces of red chili
  - Two cloves of garlic
  - One tablespoon of salt
  - Seven cloves of onion
  - spoon
  - Some/ little of water
  - Small bowl
  - lime
2. **Steps :**
  - The first is you have to wash the chili.
  - Then, you peel and wash the garlic, onion.
  - Put all the ingredients into blender, including the salt.
  - Add a little of water.
  - After that, you can blend them all in two minutes, don't blend them too creamy.
  - The last, put the "Sambal" into the small bowl and add slice of lime.





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- It is really good if served with hot rice and fried fish.

**E. Learning Method**

Silent Demonstration Strategy

**F. Media and Tool**

**Media**

- Whiteboard
- Worksheet
- Teacher-made demonstration

**Tool**

- Spidol
- Tools to make Sambal Korek
- Etc.

**G. Sources**

English Teacher’s Book “Think Globally Act Locally” for SMP/MTs class IX Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2018, around school/ house and internet.

**H. Learning Activities**

Activity	Description	Time Allocation
<b>Pre- Activity</b>	<ol style="list-style-type: none"> <li>1) The teacher greets the students.</li> <li>2) The teacher checks the students’ attendance list.</li> <li>3) The teacher observes students being ready and leads them to pray first.</li> <li>4) The teacher provides some questions related to the topic that going to learn.</li> <li>5) The teacher mentions learning objective to the students.</li> <li>6) The teacher tells the topic that going to learn.</li> </ol>	10 minutes.
<b>Whilst-Activity</b>	<ol style="list-style-type: none"> <li>1) The teacher tells the students that they will learn how to write procedure text using Silent Demonstration Strategy.</li> <li>2) The teacher introduces and explains about Silent Demonstration to students.</li> <li>3) The teacher explain to students about procedure text include generic structures and language features.</li> <li>4) The teacher asks the students to see and identify what the teacher does in front of class.</li> </ol>	60 minutes.

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Activity	Description	Time Allocation
	5) After that, the teacher demonstrates an example of a multi-step procedure that she wants the students to learn. 6) Then, the teacher asks some students to repeat what the teacher does in front of class. 7) Next, the teacher asks the students to write their procedure texts based on the teacher demonstration on worksheet.	
<b>Post- Activity</b>	1) The teacher collects the students' task. 2) Teacher asks students about their difficulties during learning process. 3) The teacher gives conclusion to students about material that students have learned. 4) The teacher thanks and closes the meeting by praying than says the parting to the students.	10 minutes.

**I. Assessment**

**Assessment Aspects of Writing Procedure Text**

Aspect	Range	Criteria
Content	30-27	Excelent to Very Good
	26-22	Good to Average
	21-17	Fair to Poor
	16-13	Very Poor
Organization	20-18	Excellent to Very Good
	17-14	Good to Average
	13-10	Fair to Poor
	9-7	Very Poor
Vocabulary	20-18	Excellent to Very Good
	17-14	Good to Average
	13-10	Fair to Poor
	9-7	Very Poor
Language Use	25-22	Excellent to Very Good
	21-18	Good to Average
	17-11	Fair to Poor
	10-5	Very Poor

**Hak Cipta Dilindungi Undang-Undang**

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Mechanics	5	Excellent to Very Good Good to Average Fair to Poor Very Poor
	4	
	3	
	2	

**Total Score = 100****J. Assessment Method**

- Test ( written test)

**Known by****Kampa, 5 November 2019****The English Teacher****Researcher**

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**Rosa Hasliana**  
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NIP. 19650517 199001 1 001

UIN SUSKA RIAU



## LESSON PLAN

**School** : SMP Negeri 1 Kampa  
**Subject** : English  
**Class/ Semester** : IX/ 1  
**Topic** : Procedure Text  
**Meeting** : 2<sup>nd</sup>  
**Time Allocation** : 2 x 40 minutes

### K. Kompetensi Inti

- KI 1: Appreciate and comprehend their religion.
- KI 2: Appreciate and comprehend honest behavior, discipline, responsibility, care (tolerance, cooperate), polite, confidence, in interact effectively with social environment and nature in society scope and it existence.
- KI 3: Understand and apply the knowledge (factual, conceptual, procedural) based on the curiosity about knowledge, technology, art, culture relate with the phenomenon and factual event.
- KI 4: Process, provide, and associate something concrete (using, description, string up, modification, and create), and something abstract (writing, reading, counting, drawing, and string) based on the material which learned in the school and other resources that same in the point of view/ theory.

### L. Basic Competences and Indicators

Basic Competences	Indicators
3.4 Comparing social functions, text structures, and linguistic elements of	3.4.4 Identify main topic of procedure text.

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several oral and written procedure texts by giving and requesting information related to food/ beverage recipes and manuals, short and simple, in accordance with the context of their use.	3.4.5	Identify generic structure of procedure text
	3.4.6	Identify language feature of procedure text
4.4 Capturing contextual meaning related to social function, text structure, and linguistic elements of oral and written procedure text, very short and simple, in the form recipes and manuals.	4.4.3	Understanding text structure of procedure text.
	4.4.4	Write a text procedure, short and simple, in the form recipes and manuals correctly.

**M. Learning Objective**

At the end, the students are expected able to:

6. Students are able to identify main topic of procedure text.
7. Students are able to identify generic structure of procedure text.
8. Students are able to identify language feature of procedure text.
9. Students are able to understanding text structure of procedure text.
10. Students are able to write a text procedure, short and simple, in the form recipes and manuals correctly.

**N. Learning Material**

1. The teacher made Silent Demonstration

**How to Make Maries Biscuit Chocolate Balls**

**1. Ingredient/ tools:**

- 10 pieces of maries biscuit
- 2 sachets of condensed milk
- Chocolate sprinkle ( meses)
- Some sheets of plastic
- A spoon
- A plate
- 2 bowls

**2. Steps :**

- The first, you enter the Maries biscuit into a plastic.
- Then, mash the biscuit smoothly.
- After that, pour the biscuit into a bowl.
- Enter 2 sachets of condensed milk and combine well to form an smooth dough.
- Next, roll into small balls using plastics hand.
- After that, sowing the biscuit ball with chocolate sprinkle (meses).
- Now, put the biscuit ball to a plate.
- Finally, the Maries Biscuit Chocolate Balls is ready to serve.



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**O. Learning Method**

Silent Demonstration Strategy

**P. Media and Tool**

**Media**

- Whiteboard
- Worksheet
- Teacher-made demonstration

**Tool**

- Spidol
- Tools to make Maries Biscuit Chocolate Balls
- Etc.

**Q. Sources**

English Teacher’s Book “Think Globally Act Locally” for SMP/MTs class IX Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2018, around school/ house and internet.

**R. Learning Activities**

Activity	Description	Time Allocation
<b>Pre-Activity</b>	<ol style="list-style-type: none"> <li>1) The teacher greets the students.</li> <li>2) The teacher checks the students’ attendance list.</li> <li>3) The teacher observes students being ready and leads them to pray first.</li> <li>4) The teacher reviews student’s knowledge about previous lesson.</li> <li>5) The teacher mentions learning objective to the students.</li> <li>6) The teacher tells the topic that going to learn.</li> </ol>	10 minutes.
<b>Whilst-Activity</b>	<ol style="list-style-type: none"> <li>1) The teacher tells the students that they will learn how to write procedure text using Silent Demonstration Strategy.</li> <li>2) The teacher asks the students to see and identify what the teacher does in front of class.</li> <li>3) After that, the teacher demonstrates an example of a multi-step procedure that she wants the students to learn.</li> <li>4) Then, the teacher asks some students to repeat what the teacher does in front of class.</li> <li>5) Next, the teacher asks the students to</li> </ol>	60 mintues.

**Hak Cipta Dilindungi Undang-Undang**

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Activity	Description	Time Allocation
	write their procedure texts based on the teacher demonstration on worksheet.	
<b>Post- Activity</b>	<ol style="list-style-type: none"> <li>1) The teacher collects the students' task.</li> <li>2) Teacher asks students about their difficulties during learning process.</li> <li>3) The teacher gives conclusion to students about material that students have learned.</li> <li>4) The last, the teacher thanks and closes the meeting by praying than says the parting to the students.</li> </ol>	10 minutes.

**S. Assessment**

**Assessment Aspects of Writing Procedure Text**

Aspect	Range	Criteria
Content	30-27	Excelent to Very Good
	26-22	Good to Average
	21-17	Fair to Poor
	16-13	Very Poor
Organization	20-18	Excellent to Very Good
	17-14	Good to Average
	13-10	Fair to Poor
	9-7	Very Poor
Vocabulary	20-18	Excellent to Very Good
	17-14	Good to Average
	13-10	Fair to Poor
	9-7	Very Poor
Language Use	25-22	Excellent to Very Good
	21-18	Good to Average
	17-11	Fair to Poor
	10-5	Very Poor
Mechanics	5	Excellent to Very Good
	4	Good to Average
	3	Fair to Poor
	2	Very Poor

**Total Score = 100**



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**T. Assessment Method**  
 • Test ( written test)

**Known by**

**The English Teacher**

**Meldawati, S.Pd**  
**NIP. 19610620 198403 2 006**

**Kampa, 11 November 2019**

**Researcher**

**Rosa Hasliana**  
**NIM. 11314200333**

**Headmaster of SMP Negeri 1 Kampa**



**Sartunis, S.Pd**  
**NIP. 19650517 199001 1 001**

UIN SUSKA RIAU





## LESSON PLAN

**School** : SMP Negeri 1 Kampa  
**Subject** : English  
**Class/ Semester** : IX/ 1  
**Topic** : Procedure Text  
**Meeting** : 3<sup>rd</sup>  
**Time Allocation** : 2 x 40 minutes

### U. Kompetensi Inti

- KI 1: Appreciate and comprehend their religion.
- KI 2: Appreciate and comprehend honest behavior, discipline, responsibility, care (tolerance, cooperate), polite, confidence, in interact effectively with social environment and nature in society scope and it existence.
- KI 3: Understand and apply the knowledge (factual, conceptual, procedural) based on the curiosity about knowledge, technology, art, culture relate with the phenomenon and factual event.
- KI 4: Process, provide, and associate something concrete (using, description, string up, modification, and create), and something abstract (writing, reading, counting, drawing, and string) based on the material which learned in the school and other resources that same in the point of view/theory.

### V. Basic Competences dan Indicators

Basic Competences	Indicators
3.4 Comparing social functions,	3.4.7 Identify main topic of procedure

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text structures, and linguistic elements of several oral and written procedure texts by giving and requesting information related to food/ beverage recipes and manuals, short and simple, in accordance with the context of their use.	3.4.8 Identify generic structure of procedure text 3.4.9 Identify language feature of procedure text
4.4 Capturing contextual meaning related to social function, text structure, and linguistic elements of oral and written procedure text, very short and simple, in the form recipes and manuals.	4.4.5 Understanding text structure of procedure text. 4.4.6 Write a text procedure, short and simple, in the form recipes and manuals correctly.

**W Learning Objective**

At the end, the students are expected able to:

11. Students are able to identify main topic of procedure text.
12. Students are able to identify generic structure of procedure text.
13. Students are able to identify language feature of procedure text.
14. Students are able to understanding text structure of procedure text.
15. Students are able to write a text procedure, short and simple, in the form recipes and manuals correctly.

**X. Learning Material**

1. The teacher made Silent Demonstration

**How to Use a Printer**

1. **Tool:**
  - A printer
2. **Steps :**
  - Make sure that the printer device software has been installed in your computer.
  - Prepare the printer by checking the amount of paper and ink.
  - To begin with, plug in the printer and connect it to your computer.
  - Turn on your printer.
  - Open the document you'd like to print and press CTRL = P buttons on your computer keyboard.
  - Klik "Ok" at the bottom of the pop-up screen to print.
  - Your document will begin printing.

**Y Learning Method**

Silent Demonstration Strategy

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**Z. Media and Tool**

**Media**

- Whiteboard
- Worksheet
- Teacher- made demonstration

**Tool**

- Spidol
- Tools to Use a Printer
- Etc.

**AA. Sources**

English Teacher’s Book “Think Globally Act Locally” for SMP/MTs class IX Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2018, around school/ house and internet.

**BB. Learning Activities**

Activity	Description	Time Allocation
<b>Pre- Activity</b>	7) The teacher greets the students. 8) The teacher checks the students’ attendance list. 9) The teacher observes students being ready and leads them to pray first. 10) The teacher reviews student’s knowledge about previous lesson. 11) The teacher mentions learning objective to the students. 12) The teacher tells the topic that going to learn.	10 minutes.
<b>Whilst-Activity</b>	6) The teacher tells the students that they will learn how to write procedure text using Silent Demonstration Strategy. 7) The teacher asks the students to see and identify what the teacher does in front of class. 8) After that, the teacher demonstrates an example of a multi-step procedure that she wants the students to learn. 9) Then, the teacher asks some students to repeat what the teacher does in front of class. 10) Next, the teacher asks the students to write their procedure texts based on the teacher demonstration on worksheet.	60 mintues.

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Activity	Description	Time Allocation
<b>Post- Activity</b>	5) The teacher collects the students' task. 6) Teacher asks students about their difficulties during learning process. 7) The teacher gives conclusion to students about material that students have learned. 8) The last, the teacher thanks and closes the meeting by praying than says the parting to the students.	10 minutes.

**Assessment**

**Assessment Aspects of Writing Procedure Text**

Aspect	Range	Criteria
Content	30-27	Exelent to Very Good
	26-22	Good to Average
	21-17	Fair to Poor
	16-13	Very Poor
Organization	20-18	Excellent to Very Good
	17-14	Good to Average
	13-10	Fair to Poor
	9-7	Very Poor
Vocabulary	20-18	Excellent to Very Good
	17-14	Good to Average
	13-10	Fair to Poor
	9-7	Very Poor
Language Use	25-22	Excellent to Very Good
	21-18	Good to Average
	17-11	Fair to Poor
	10-5	Very Poor
Mechanics	5	Excellent to Very Good
	4	Good to Average
	3	Fair to Poor
	2	Very Poor

**Total Score = 100**



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**Assessment Method**  
Test ( written test)

**Known by**  
**The English Teacher**

**Meldawati, S.Pd**  
**NIP. 19610620 198403 2 006**

**Kampa, 12 November 2019**

**Researcher**

**Rosa Hasliana**  
**NIM. 11314200333**

**Headmaster of SMP Negeri 1 Kampa**



**Sartunis, S.Pd**  
**NIP. 19650517 199001 1 001**

UIN SUSKA RIAU



## LESSON PLAN

**School** : SMP Negeri 1 Kampa  
**Subject** : English  
**Class/ Semester** : IX/ 1  
**Topic** : Procedure Text  
**Meeting** : 4<sup>th</sup>  
**Time Allocation** : 2 x 40 minutes

### EF Kompetensi Inti

- KI 1: Appreciate and comprehend their religion.
- KI 2: Appreciate and comprehend honest behavior, discipline, responsibility, care (tolerance, cooperate), polite, confidence, in interact effectively with social environment and nature in society scope and it existence.
- KI 3: Understand and apply the knowledge (factual, conceptual, procedural) based on the curiosity about knowledge, technology, art, culture relate with the phenomenon and factual event.
- KI 4: Process, provide, and associate something concrete (using, description, string up, modification, and create), and something abstract (writing, reading, counting, drawing, and string) based on the material which learned in the school and other resources that same in the point of view/theory.

### EF Basic Competences and Indicators

Basic Competences	Indicators
3.4 Comparing social functions,	3.4.10 Identify main topic of procedure

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    - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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text structures, and linguistic elements of several oral and written procedure texts by giving and requesting information related to food/ beverage recipes and manuals, short and simple, in accordance with the context of their use.	text. 3.4.11 Identify generic structure of procedure text 3.4.12 Identify language feature of procedure text
4.4 Capturing contextual meaning related to social function, text structure, and linguistic elements of oral and written procedure text, very short and simple, in the form recipes and manuals.	4.4.7 Understanding text structure of procedure text. 4.4.8 Write a text procedure, short and simple, in the form recipes and manuals correctly.

**GG. Learning Objective**

At the end, the students are expected able to:

16. Students are able to identify main topic of procedure text.
17. Students are able to identify generic structure of procedure text.
18. Students are able to identify language feature of procedure text.
19. Students are able to understanding text structure of procedure text.
20. Students are able to write a text procedure, short and simple, in the form recipes and manuals correctly.

**HH. Learning Material**

1. The teacher made Silent Demonstration

**How to Use Electronic Iron**

1. **Tools :**

- A Electronic Iron
- The clothes
- A place mat
- Clothing hanger.

2. **Steps :**

- Prepare the iron, the clothes, a place mat or any flat surface board, some clothing hanger.
- Secondly, plug iron cable into an electricity socket and wait until the iron get warmer.
- Next, apply the iron on the clothes surface evenly.
- Flip the clothes and apply the iron on the other side of the clothes evenly.
- Then, put the clothes on the clothing hanger.
- Last, continue with another clothes.



**II. Learning Method**

Silent Demonstration Strategy

**Media and Tool**

**Media**

- Whiteboard
- Worksheet
- Teacher- made demonstration

**Tool**

- Spidol
- Tools to Use an Electronic Iron
- Etc.

**KK. Sources**

English Teacher’s Book “Think Globally Act Locally” for SMP/MTs class IX Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2018, around school/ house and internet.

**LL. Learning Activities**

Activity	Description	Time Allocation
<b>Pre- Activity</b>	13) The teacher greets the students. 14) The teacher checks the students’ attendance list. 15) The teacher observes students being ready and leads them to pray first. 16) The teacher reviews student’s knowledge about previous lesson. 17) The teacher mentions learning objective to the students. 18) The teacher tells the topic that going to learn.	10 minutes.
<b>Whilst-Activity</b>	11) The teacher tells the students that they will learn how to write procedure text using Silent Demonstration Strategy. 12) The teacher asks the students to see and identify what the teacher does in front of class. 13) After that, the teacher demonstrates an example of a multi-step procedure that she wants the students to learn. 14) Then, the teacher asks some students to repeat what the teacher does in front of class.	60 mintues.

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Activity	Description	Time Allocation
	15) Next, the teacher asks the students to write their procedure texts based on the teacher demonstration on worksheet.	
<b>Post- Activity</b>	9) The teacher collects the students' task. 10) The teacher gives conclusion to students about material that students have learned. 11) The last, the teacher thanks and closes the meeting by praying than says the parting to the students.	10 minutes.

**MM. Assessment**

**Assessment Aspects of Writing Procedure Text**

Aspect	Range	Criteria
Content	30-27	Excelent to Very Good
	26-22	Good to Average
	21-17	Fair to Poor
	16-13	Very Poor
Organization	20-18	Excellent to Very Good
	17-14	Good to Average
	13-10	Fair to Poor
	9-7	Very Poor
Vocabulary	20-18	Excellent to Very Good
	17-14	Good to Average
	13-10	Fair to Poor
	9-7	Very Poor
Language Use	25-22	Excellent to Very Good
	21-18	Good to Average
	17-11	Fair to Poor
	10-5	Very Poor
Mechanics	5	Excellent to Very Good
	4	Good to Average
	3	Fair to Poor
	2	Very Poor

**Total Score = 100**



Known by

The English Teacher

**Meldawati, S.Pd**  
 NIP. 19610620 198403 2 006

**Assessment Method**  
 Test ( written test)

Kampa, 18 November 2019

Researcher

**Rosa Hasliana**  
 NIM. 11314200333

Headmaster of SMP Negeri 1 Kampa



**Sartunis, S.Pd**  
 NIP. 19650517 199001 1 001

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## LESSON PLAN

**School** : SMP Negeri 1 Kampa  
**Subject** : English  
**Class/ Semester** : IX/ 1  
**Topic** : Procedure Text  
**Meeting** : 5<sup>th</sup>  
**Time Allocation** : 2 x 40 minutes

**OO. Kompetensi Inti**

- KI 1: Appreciate and comprehend their religion.
- KI 2: Appreciate and comprehend honest behavior, discipline, responsibility, care (tolerance, cooperate), polite, confidence, in interact effectively with social environment and nature in society scope and it existence.
- KI 3: Understand and apply the knowledge (factual, conceptual, procedural) based on the curiosity about knowledge, technology, art, culture relate with the phenomenon and factual event.
- KI 4: Process, provide, and associate something concrete ( using, description, string up, modification, and create), and something abstract (writing, reading, counting, drawing, and string)based on the material which learned in the school and other resources that same in the point of view/theory.

**PP Basic Competences and Indicators**

Basic Competences	Indicators
3.4 Comparing social functions,	3.4.13 Identify main topic of procedure

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text structures, and linguistic elements of several oral and written procedure texts by giving and requesting information related to food/ beverage recipes and manuals, short and simple, in accordance with the context of their use.	text. 3.4.14 Identify generic structure of procedure text 3.4.15 Identify language feature of procedure text
4.4 Capturing contextual meaning related to social function, text structure, and linguistic elements of oral and written procedure text, very short and simple, in the form recipes and manuals.	4.4.9 Understanding text structure of procedure text. 4.4.10 Write a text procedure, short and simple, in the form recipes and manuals correctly.

**QQ. Learning Objective**

At the end, the students are expected able to:

21. Students are able to identify main topic of procedure text.
22. Students are able to identify generic structure of procedure text.
23. Students are able to identify language feature of procedure text.
24. Students are able to understanding text structure of procedure text.
25. Students are able to write a text procedure, short and simple, in the form recipes and manuals correctly.

**RR. Learning Material**

1. The teacher made Silent Demonstration

**How to Use Glue Gun**

1. **Tools :**
  - A Glue Gun
  - A glue stick
  - A sheet of paper
2. **Steps :**
  - Check and clean the glue gun from any old glue clogging in the nozzle.
  - Then, Put the glue stick in to the gun nozzle.
  - Insert the plug into the electricity socket.
  - After that, prepare a sheet of paper and put the glue gun on it.
  - Wait until the gun gets the warmer.
  - Next, squeeze the trigger gently to check if the glue stick has changed into liquid form.
  - Finally, you can apply it on any surface that you want to stick by using glue gun.



Hak Cipta Dilindungi Undang-Undang

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**SS Learning Method**

Silent Demonstration Strategy

**TT Media and Tool**

**Media**

- Whiteboard
- Worksheet
- Teacher- made demonstration

**10. Tool**

- Spidol
- Tools to use Glue Gun
- Etc.

**UU Sources**

English Teacher’s Book “Think Globally Act Locally” for SMP/MTs class IX Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2018, around school/ house and internet.

**VV. Learning Activities**

Activity	Description	Time Allocation
<b>Pre- Activity</b>	19) The teacher greets the students. 20) The teacher checks the students’ attendance list. 21) The teacher observes students being ready and leads them to pray first. 22) The teacher reviews student’s knowledge about previous lesson. 23) The teacher mentions learning objective to the students. 24) The teacher tells the topic that going to learn.	10 minutes.
<b>Whilst- Activity</b>	16) The teacher tells the students that they will learn how to write procedure text using Silent Demonstration Strategy. 17) The teacher asks the students to see and identify what the teacher does in front of class. 18) After that, the teacher demonstrates an example of a multi-step procedure that she wants the students to learn. 19) Then, the teacher asks some students to repeat what the teacher does in front of class. 20) Next, the teacher asks the students to	60 mintues.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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**Hak Cipta Dilindungi Undang-Undang**

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Activity	Description	Time Allocation
	write their procedure texts based on the teacher demonstration on worksheet.	
<b>Post- Activity</b>	12)The teacher collects the students' task. 13)The teacher gives conclusion to students about material that students have learned. 14)The last, the teacher thanks and closes the meeting by praying than says the parting to the students.	10 minutes.

**W. Assessment**

**Assessment Aspects of Writing Procedure Text**

Aspect	Range	Criteria
Content	30-27	Excelent to Very Good
	26-22	Good to Average
	21-17	Fair to Poor
	16-13	Very Poor
Organization	20-18	Excellent to Very Good
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Vocabulary	20-18	Excellent to Very Good
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	17-11	Fair to Poor
	10-5	Very Poor
Mechanics	5	Excellent to Very Good
	4	Good to Average
	3	Fair to Poor
	2	Very Poor

**Total Score = 100**



**Hak Cipta Dilindungi Undang-Undang**

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  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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**Assessment Method**

Test ( written test)

**Known by**

**The English Teacher**

**Meldawati, S.Pd**  
**NIP. 19610620 198403 2 006**

**Kampa, 19 November 2019**

**Researcher**

**Rosa Hasliana**  
**NIM. 11314200333**

**Headmaster of SMP Negeri 1 Kampa**



**S Sartunis, S.Pd**  
**NIP. 19650517 199001 1 001**



## LESSON PLAN

**School** : SMP Negeri 1 Kampa  
**Subject** : English  
**Class/ Semester** : IX/ 1  
**Topic** : Procedure Text  
**Meeting** : 6<sup>th</sup>  
**Time Allocation** : 2 x 40 minutes

### XX Kompetensi Inti

- XX KI 1: Appreciate and comprehend their religion.
- XX KI 2: Appreciate and comprehend honest behavior, discipline, responsibility, care (tolerance, cooperate), polite, confidence, in interact effectively with social environment and nature in society scope and it existence.
- XX KI 3: Understand and apply the knowledge (factual, conceptual, procedural) based on the curiosity about knowledge, technology, art, culture relate with the phenomenon and factual event.
- XX KI 4: Process, provide, and associate something concrete (using, description, string up, modification, and create), and something abstract (writing, reading, counting, drawing, and string) based on the material which learned in the school and other resources that same in the point of view/theory.

### ZZ Basic Competences and Indicators

Basic Competences	Indicators
3.4 Comparing social functions,	3.4.16 Identify main topic of procedure

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text structures, and linguistic elements of several oral and written procedure texts by giving and requesting information related to food/ beverage recipes and manuals, short and simple, in accordance with the context of their use.	text. 3.4.17 Identify generic structure of procedure text 3.4.18 Identify language feature of procedure text
4.4 Capturing contextual meaning related to social function, text structure, and linguistic elements of oral and written procedure text, very short and simple, in the form of recipes and manuals.	4.4.11 Understanding text structure of procedure text. 4.4.12 Write a text procedure, short and simple, in the form of recipes and manual correctly.

**AAA. Learning Objective**

- At the end, the students are expected able to:
- 26. Students are able to identify main topic of procedure text.
  - 27. Students are able to identify generic structure of procedure text.
  - 28. Students are able to identify language feature of procedure text.
  - 29. Students are able to understanding text structure of procedure text.
  - 30. Students are able to write a text procedure, short and simple, recipes and manually shaped correctly.

**BBB. Learning Material**

2. The teacher made Silent Demonstration  
**How to Make Pregedel Tempe**
3. **Ingredient/ Tools :**
  - 150 g tempe
  - 1 tbs flour
  - 1 egg
  - ¼ tbs Royco
  - 1 cup vegetable oil for frying
  - Bowl
  - A fork
4. **Steps :**
  - First, mash the tempe with a fork.
  - Then, put the mashed tempe in a bowl and mix with the flour and Royco, followed by an egg.
  - Third, shape the tempe into the size of a golf ball and flatten a little with a fork.
  - After that, heat the vegetable oil in a medium flame. When the oil is hot, drop the tempe into the oil, five or six at a time.



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- The last, fry until golden brown on both sides, drain on absorbent paper and serve with chili or sauce.
- And Pregedel tempe is ready to serve.

**CCC. Learning Method**

Silent Demonstration Strategy

**DDD. Media and Tool**

**11. Media**

- Whiteboard
- Worksheet
- Teacher- made demonstration

**12. Tool**

- Spidol
- Tools to make Maries Biscuit Chocolate Balls
- Etc.

**EEE. Sources**

English Teacher’s Book “Think Globally Act Locally” for SMP/MTs class IX Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2018, around school/ house and internet.

**FFF. Learning Activities**

Activity	Description	Time Allocation
<b>Pre- Activity</b>	25) The teacher greets the students. 26) The teacher checks the students’ attendance list. 27) The teacher observes students being ready and leads them to pray first. 28) The teacher reviews student’s knowledge about previous lesson. 29) The teacher mentions learning objective to the students. 30) The teacher tells the topic that going to learn.	10 minutes.
<b>Whilst- Activity</b>	21) The teacher tells the students that they will learn how to write procedure text using Silent Demonstration Strategy. 22) The teacher asks the students to see and identify what the teacher does in front of class. 23) After that, the teacher demonstrates an example of a multi-step procedure that	60 mintues.

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Activity	Description	Time Allocation
	<p>she wants the students to learn.</p> <p>24) Then, the teacher asks some students to repeat what the teacher does in front of class.</p> <p>25) Next, the teacher asks the students to write their procedure texts based on the teacher demonstration on worksheet.</p>	
<b>Post- Activity</b>	<p>15)The teacher collects the students' task.</p> <p>16)The teacher gives conclusion to students about material that students have learned.</p> <p>17)The last, the teacher thanks and closes the meeting by praying than says the parting to the students.</p>	10 minutes.

**GGG. Assessment**

**Assessment Aspects of Writing Procedure Text**

Aspect	Range	Criteria
Content	30-27	Excelent to Very Good
	26-22	Good to Average
	21-17	Fair to Poor
	16-13	Very Poor
Organization	20-18	Excellent to Very Good
	17-14	Good to Average
	13-10	Fair to Poor
	9-7	Very Poor
Vocabulary	20-18	Excellent to Very Good
	17-14	Good to Average
	13-10	Fair to Poor
	9-7	Very Poor
Language Use	25-22	Excellent to Very Good
	21-18	Good to Average
	17-11	Fair to Poor
	10-5	Very Poor
Mechanics	5	Excellent to Very Good
	4	Good to Average



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	3	Fair to Poor
	2	Very Poor

**Total Score = 100**

**HHH. Assessment Method**

- Test ( written test)

**The English Teacher**

**Meldawati, S.Pd**  
**NIP. 19610620 198403 2 006**

**Researcher**

**Rosa Hasliana**  
**NIM. 11314200333**

**Headmaster of SMP Negeri 1 Kampa**



**Sartunis, S.Pd**  
**NIP. 19650517 199001 1 001**

**Hak Cipta Dilindungi Undang-Undang**

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## APPENDIX 3

### Lesson Plan of Control Class

UIN SUSKA RIAU



## LESSON PLAN

**School** : SMP Negeri 1 Kampa  
**Subject** : English  
**Class/ Semester** : IX/ 1  
**Topic** : Procedure Text  
**Meeting** : 1<sup>st</sup>  
**Time Allocation** : 2 x 40 minutes

### A. Kompetensi Inti

- KI 1: Appreciate and comprehend their religion.
- KI 2: Appreciate and comprehend honest behavior, discipline, responsibility, care (tolerance, cooperate), polite, confidence, in interact effectively with social environment and nature in society scope and it existence.
- KI 3: Understand and apply the knowledge (factual, conceptual, procedural) based on the curiosity about knowledge, technology, art, culture relate with the phenomenon and factual event.
- KI 4: Process, provide, and associate something concrete (using, description, string up, modification, and create), and something abstract (writing, reading, counting, drawing, and string) based on the material which learned in the school and other resources that same in the point of view/theory.

### B. Basic Competences and Indicators

Basic Competences	Indicators
3.4 Comparing social functions,	3.4.1 Identify main topic of procedure

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**Hak Cipta Dilindungi Undang-Undang**

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text structures, and linguistic elements of several oral and written procedure texts by giving and requesting information related to food/ beverage recipes and manuals, short and simple, in accordance with the context of their use.	3.4.2 Identify generic structure of procedure text 3.4.3 Identify language feature of procedure text
4.4 Capturing contextual meaning related to social function, text structure, and linguistic elements of oral and written procedure text, very short and simple, in the form of recipes and manuals.	4.4.1 Understanding text structure of procedure text. 4.4.2 Write a text procedure, short and simple, in the form of recipes and manual correctly.

**C. Learning Objective**

- At the end, the students are expected able to:
1. Students are able to identify main topic of procedure text.
  2. Students are able to identify generic structure of procedure text.
  3. Students are able to identify language feature of procedure text.
  4. Students are able to understanding text structure of procedure text.
  5. Students are able to write a text procedure, short and simple, recipes and manually shaped correctly.

**D. Learning Material**

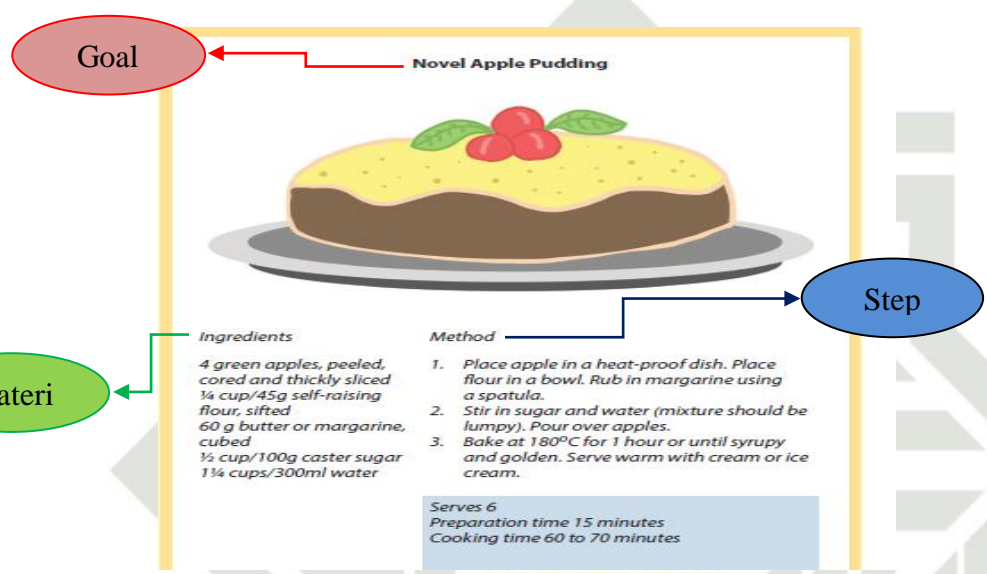
**Procedure Text**

Procedure is a piece of text that gives us instructions for doing something. Procedures are found in the written text in science field, art and skill, food preparation (recipe), manual book of electronics, sport and training, a first aid and so on. The purpose of procedure text is to explain how something can be done.

1. Social Function  
To describe how something is done through a sequence of actions or steps.
2. Text Organization/Generic Structure
  - a. An introductory statement giving the aim or goal
    - 1) This may be the title of the text, or
    - 2) An introductory paragraph
  - b. Materials needed for completing the procedure
    - 1) This may be a list
    - 2) This may be a paragraph, or
    - 3) This step may be left out in some procedures
  - c. A sequence of steps in the correct order
    - 1) Outline what or how things need to be done
    - 2) The order is usually important
3. Language Features

Materi

- a. It is usually written in the simple present tense or using imperatives (do this, do that)
  - b. Sentences that begin with verbs and are stated as commands (add, stir, push).
  - c. The use of time words or numbers that tell the order (now, next, then, first, second, third)
  - d. The use of adverbs to tell how the action should be done (carefully, smoothly, quickly, well, and so on).
4. Example



**Novel Apple Pudding**

**Ingredients**

4 green apples, peeled, cored and thickly sliced  
 ¼ cup/45g self-raising flour, sifted  
 60 g butter or margarine, cubed  
 ½ cup/100g caster sugar  
 1¼ cups/300ml water

**Method**

1. Place apple in a heat-proof dish. Place flour in a bowl. Rub in margarine using a spatula.
2. Stir in sugar and water (mixture should be lumpy). Pour over apples.
3. Bake at 180°C for 1 hour or until syrupy and golden. Serve warm with cream or ice cream.

Serves 6  
 Preparation time 15 minutes  
 Cooking time 60 to 70 minutes

5. The teacher give a goal/ title of procedure text  
**How to Make Sambal Korek**

1. **the Ingredient/ tools :**
  - Seven pieces of red chili
  - Two cloves of garlic
  - One tablespoon of salt
  - Seven cloves of onion
  - spoon
  - Some/ little of water
  - Small bowl
  - lime
2. **Steps :**
  - The first is you have to wash the chili.
  - Then, you peel and wash the garlic, onion.
  - Put all the ingredients into blender, including the salt.
  - Add a little of water.
  - After that, you can blend them all in two minutes, don't blend them too creamy.

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- The last, put the “Sambal” into the small bowl and add slice of lime.
- It is really good if served with hot rice and fried fish.

**E. Learning Method**

Conventional way

**F. Media and Tool**

**Media**

- Whiteboard
- Worksheet

**Tool**

- Spidol
- Tools to make Sambal Korek
- Etc.

**G. Sources**

English Teacher’s Book “Think Globally Act Locally” for SMP/MTs class IX Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2018, around school/ house and internet.

**H. Learning Activities**

Activity	Description	Time Allocation
<b>Pre- Activity</b>	<ol style="list-style-type: none"> <li>1) The teacher greets the students.</li> <li>2) The teacher checks the students’ attendance list.</li> <li>3) The teacher observes students being ready and leads them to pray first.</li> <li>4) The teacher provides some questions related to the topic that going to learn.</li> <li>5) The teacher mentions learning objective to the students.</li> <li>6) The teacher tells the topic that going to learn.</li> </ol>	10 minutes.
<b>Whilst-Activity</b>	<ol style="list-style-type: none"> <li>1) The teacher explain to students about procedure text include generic structures, language features and examples of procedure text.</li> <li>2) After give example of procedure text, the teacher gives a new goal/ title of procedure text.</li> <li>3) Then, the teacher asks the students to make a procedure text based on title</li> </ol>	60 minutes.

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Activity	Description	Time Allocation
	<p>that given by teacher.</p> <ol style="list-style-type: none"> <li>4) The teacher asks the students to write it in the worksheet and allowed to use dictionary.</li> <li>5) The teacher collects the students' task.</li> <li>6) The teacher asks some students to present their written in front of the class.</li> <li>7) Then, the teacher showing the correct text on whiteboard.</li> <li>8) Identifying together about generic structure and language feature of procedure text that explain by teacher.</li> </ol>	
<b>Post- Activity</b>	<ol style="list-style-type: none"> <li>1) Teacher asks students about their difficulties during learning process.</li> <li>2) The teacher gives conclusion to students about material that students have learned.</li> <li>3) The teacher thanks and closes the meeting by praying than says the parting to the students.</li> </ol>	10 minutes.

**I. Assessment**

**Assessment Aspects of Writing Procedure Text**

Aspect	Range	Criteria
Content	30-27	Excellent to Very Good
	26-22	Good to Average
	21-17	Fair to Poor
	16-13	Very Poor
Organization	20-18	Excellent to Very Good
	17-14	Good to Average
	13-10	Fair to Poor
	9-7	Very Poor
Vocabulary	20-18	Excellent to Very Good
	17-14	Good to Average
	13-10	Fair to Poor
	9-7	Very Poor
Language Use	25-22	Excellent to Very Good



Mechanics	21-18	Good to Average
	17-11	Fair to Poor
	10-5	Very Poor
	5	Excellent to Very Good
	4	Good to Average
	3	Fair to Poor
	2	Very Poor

**Total Score = 100**

**J. Assessment Method**

- Test ( written test)

**Known by**

**Kampa, 7 November 2019**

**The English Teacher**

**Researcher**

**Meldawati, S.Pd**  
**NIP. 19610620 198403 2 006**

**Rosa Hasliana**  
**NIM. 11314200333**

**Headmaster of SMP Negeri 1 Kampa**



**Sartunis, S.Pd**  
**NIP. 19650517 199001 1 001**

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## LESSON PLAN

**School** : SMP Negeri 1 Kampa  
**Subject** : English  
**Class/ Semester** : IX/ 1  
**Topic** : Procedure Text  
**Meeting** : 2<sup>nd</sup>  
**Time Allocation** : 2 x 40 minutes

### A. Kompetensi Inti

- KI 1: Appreciate and comprehend their religion.
- KI 2: Appreciate and comprehend honest behavior, discipline, responsibility, care (tolerance, cooperate), polite, confidence, in interact effectively with social environment and nature in society scope and it existence.
- KI 3: Understand and apply the knowledge (factual, conceptual, procedural) based on the curiosity about knowledge, technology, art, culture relate with the phenomenon and factual event.
- KI 4: Process, provide, and associate something concrete (using, description, string up, modification, and create), and something abstract (writing, reading, counting, drawing, and string) based on the material which learned in the school and other resources that same in the point of view/theory.

### B. Basic Competences and Indicators

Basic Competences	Indicators
3.4 Comparing social functions, text	3.4.1 Identify main topic of

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structures, and linguistic elements of several oral and written procedure texts by giving and requesting information related to food/ beverage recipes and manuals, short and simple, in accordance with the context of their use.	3.4.2 Identify generic structure of procedure text	procedure text.
	3.4.3 Identify language feature of procedure text	
4.4 Capturing contextual meaning related to social function, text structure, and linguistic elements of oral and written procedure text, very short and simple, in the form recipes and manuals.	4.4.1 Understanding text structure of procedure text.	
	4.4.2 Write a text procedure, short and simple, in the form recipes and manuals correctly.	

**C. Learning Objective**

At the end, the students are expected able to:

1. Students are able to identify main topic of procedure text.
2. Students are able to identify generic structure of procedure text.
3. Students are able to identify language feature of procedure text.
4. Students are able to understanding text structure of procedure text.
5. Students are able to write a text procedure, short and simple, in the form recipes and manuals correctly

**D. Learning Material**

1. The teacher give a title of procedure text

**How to Make Maries Biscuit Chocolate Balls**

**1. Ingredient/ tools:**

- 10 pieces of maries biscuit
- 2 sachets of condensed milk
- Chocolate sprinkle ( meses)
- Some sheets of plastic
- A spoon
- A plate
- 2 bowls

**2. Steps :**

- The first, you enter the Maries biscuit into a plastic.
- Then, mash the biscuit smoothly.
- After that, pour the biscuit into a bowl.
- Enter 2 sachets of condensed milk and combine well to form an smooth dough.
- Next, roll into small balls using plastics hand.
- After that, sowing the biscuit ball with chocolate sprinkle (meses).
- Now, put the biscuit ball to a plate.
- Finally, the Maries Biscuit Chocolate Balls is ready to serve.



**Hak Cipta Dilindungi Undang-Undang**

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**E. Learning Method**

Conventional way

**F. Media and Tool**

**Media**

- Whiteboard
- Worksheet

**Tool**

- Spidol
- Tools to make Maries Biscuit Chocolate Balls
- Etc.

**G. Sources**

English Teacher’s Book “Think Globally Act Locally” for SMP/MTs class IX Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2018, around school/ house and internet.

**H. Learning Activities**

Activity	Description	Time Allocation
<b>Pre-Activity</b>	<ol style="list-style-type: none"> <li>1) The teacher greets the students.</li> <li>2) The teacher checks the students’ attendance list.</li> <li>3) The teacher observes students being ready and leads them to pray first.</li> <li>4) The teacher reviews student’s knowledge about previous lesson.</li> <li>5) The teacher mentions learning objective to the students.</li> <li>6) The teacher tells the topic that going to learn.</li> </ol>	10 minutes.
<b>Whilst-Activity</b>	<ol style="list-style-type: none"> <li>1) The teacher gives a new goal/ title of procedure text.</li> <li>2) Then, the teacher asks the students to make a procedure text based on title that given by teacher.</li> <li>3) The teacher asks the students to write it in the worksheet and allowed to use dictionary.</li> <li>4) The teacher collects the students’ task.</li> <li>5) The teacher asks some students to present their written in front of the class.</li> <li>6) Then, the teacher showing the correct text on whiteboard.</li> </ol>	60 mintues.

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Activity	Description	Time Allocation
	7) Identifying together about generic structure and language feature of procedure text that explain by teacher.	
<b>Post- Activity</b>	1) The teacher collects the students' task. 2) Teacher asks students about their difficulties during learning process. 3) The teacher gives conclusion to students about material that students have learned. 4) The last, the teacher thanks and closes the meeting by praying than says the parting to the students.	10 minutes.

**I. Assessment**

**Assessment Aspects of Writing Procedure Text**

Aspect	Range	Criteria
Content	30-27	Excelent to Very Good
	26-22	Good to Average
	21-17	Fair to Poor
	16-13	Very Poor
Organization	20-18	Excellent to Very Good
	17-14	Good to Average
	13-10	Fair to Poor
	9-7	Very Poor
Vocabulary	20-18	Excellent to Very Good
	17-14	Good to Average
	13-10	Fair to Poor
	9-7	Very Poor
Language Use	25-22	Excellent to Very Good
	21-18	Good to Average
	17-11	Fair to Poor
	10-5	Very Poor
Mechanics	5	Excellent to Very Good
	4	Good to Average
	3	Fair to Poor
	2	Very Poor

**Total Score = 100**

**J. Assessment Method**

- Test ( written test)

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Known by****The English Teacher**

**Meldawati, S.Pd**  
NIP. 19610620 198403 2 006

**Kampa, 13 November 2019****Researcher**

**Rosa Hasliana**  
NIM. 11314200333

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NIP. 19650517 199001 1 001





## LESSON PLAN

**School** : SMP Negeri 1 Kampa  
**Subject** : English  
**Class/ Semester** : IX/ 1  
**Topic** : Procedure Text  
**Meeting** : 3<sup>rd</sup>  
**Time Allocation** : 2 x 40 minutes

### K. Kompetensi Inti

- KI 1: Appreciate and comprehend their religion.
- KI 2: Appreciate and comprehend honest behavior, discipline, responsibility, care (tolerance, cooperate), polite, confidence, in interact effectively with social environment and nature in society scope and it existence.
- KI 3: Understand and apply the knowledge (factual, conceptual, procedural) based on the curiosity about knowledge, technology, art, culture relate with the phenomenon and factual event.
- KI 4: Process, provide, and associate something concrete (using, description, string up, modification, and create), and something abstract (writing, reading, counting, drawing, and string) based on the material which learned in the school and other resources that same in the point of view/theory.

### L. Basic Competences and Indicators

Basic Competences	Indicators
3.4 Comparing social functions,	3.4.4 Identify main topic of procedure

- Hak Cipta Dilindungi Undang-Undang**
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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- Hak Cipta Dilindungi Undang-Undang**
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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text structures, and linguistic elements of several oral and written procedure texts by giving and requesting information related to food/ beverage recipes and manuals, short and simple, in accordance with the context of their use.	<p>text.</p> <p>3.4.5 Identify generic structure of procedure text</p> <p>3.4.6 Identify language feature of procedure text</p>
4.4 Capturing contextual meaning related to social function, text structure, and linguistic elements of oral and written procedure text, very short and simple, in the form recipes and manuals.	<p>4.4.3 Understanding text structure of procedure text.</p> <p>4.4.4 Write a text procedure, short and simple, in the form recipes and manuals correctly.</p>

**M. Learning Objective**

At the end, the students are expected able to:

6. Students are able to identify main topic of procedure text.
7. Students are able to identify generic structure of procedure text.
8. Students are able to identify language feature of procedure text.
9. Students are able to understanding text structure of procedure text.
10. Students are able to write a text procedure, short and simple, in the form recipes and manuals correctly.

**N. Material**

1. The teacher gives a title of procedure text.

**How to Use a Printer**

**1. Tool:**

- A printer

**2. Steps :**

- Make sure that the printer device software has been installed in your computer.
- Prepare the printer by checking the amount of paper and ink.
- To begin with, plug in the printer and connect it to your computer.
- Turn on your printer.
- Open the document you'd like to print and press CTRL = P buttons on your computer keyboard.
- Klik "Ok" at the bottom of the pop-up screen to print.
- Your document will begin printing.

**O. Learning Method**

Conventional way

**P. Media and Tool**

State Islamic University of Sultan Syarif Kasim Riau

**Q. Sources**

English Teacher’s Book “Think Globally Act Locally” for SMP/MTs class IX Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2018, around school/ house and internet.

**R. Learning Activities**

Activity	Description	Time Allocation
<b>Pre- Activity</b>	7) The teacher greets the students. 8) The teacher checks the students’ attendance list. 9) The teacher observes students being ready and leads them to pray first. 10) The teacher reviews student’s knowledge about previous lesson. 11) The teacher mentions learning objective to the students. 12) The teacher tells the topic that going to learn.	10 minutes.
<b>Whilst-Activity</b>	8) The teacher gives a new goal/ title of procedure text. 9) Then, the teacher asks the students to make a procedure text based on title that given by teacher. 10) The teacher asks the students to write it in the worksheet and allowed to use dictionary. 11) The teacher collects the students’ task. 12) The teacher asks some students to present their written in front of the class. 13) Then, the teacher showing the correct text on whiteboard. 14) Identifying together about generic structure and language feature of procedure text that explain by teacher.	60 mintues.
<b>Post- Activity</b>	5) The teacher collects the students’ task.	10 minutes.

**Hak Cipta Dilindungi Undang-Undang**

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Activity	Description	Time Allocation
	6) The teacher gives conclusion to students about material that students have learned.	
	7) The last, the teacher thanks and closes the meeting by praying than says the parting to the students.	

**S. Assessment**

**Assessment Aspects of Writing Procedure Text**

Aspect	Range	Criteria
Content	30-27	Excelent to Very Good
	26-22	Good to Average
	21-17	Fair to Poor
	16-13	Very Poor
Organization	20-18	Excellent to Very Good
	17-14	Good to Average
	13-10	Fair to Poor
	9-7	Very Poor
Vocabulary	20-18	Excellent to Very Good
	17-14	Good to Average
	13-10	Fair to Poor
	9-7	Very Poor
Language Use	25-22	Excellent to Very Good
	21-18	Good to Average
	17-11	Fair to Poor
	10-5	Very Poor
Mechanics	5	Excellent to Very Good
	4	Good to Average
	3	Fair to Poor
	2	Very Poor

**Total Score = 100**

**T. Assessment Method**

Test ( written test)



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Known by**

**The English Teacher**

**Meldawati, S.Pd**  
**NIP. 19610620 198403 2 006**

**Kampa, 14 November 2019**

**Researcher**

**Rosa Hasliana**  
**NIM. 11314200333**

**Headmaster of SMP Negeri 1 Kampa**



**Sartunis, S.Pd**  
**NIP. 19650517 199001 1 001**

UIN SUSKA RIAU



## LESSON PLAN

**School** : SMP Negeri 1 Kampa  
**Subject** : English  
**Class/ Semester** : IX/ 1  
**Topic** : Procedure Text  
**Meeting** : 4<sup>th</sup>  
**Time Allocation** : 2 x 40 minutes

### U. Kompetensi Inti

- KI 1: Appreciate and comprehend their religion.
- KI 2: Appreciate and comprehend honest behavior, discipline, responsibility, care (tolerance, cooperate), polite, confidence, in interact effectively with social environment and nature in society scope and it existence.
- KI 3: Understand and apply the knowledge (factual, conceptual, procedural) based on the curiosity about knowledge, technology, art, culture relate with the phenomenon and factual event.
- KI 4: Process, provide, and associate something concrete (using, description, string up, modification, and create), and something abstract (writing, reading, counting, drawing, and string) based on the material which learned in the school and other resources that same in the point of view/theory.

### V. Basic Competences and Indicators

Basic Competences	Indicators
3.4 Comparing social functions,	3.4.7 Identify main topic of procedure

- Hak Cipta Dilindungi Undang-Undang**
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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    - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
  2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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text structures, and linguistic elements of several oral and written procedure texts by giving and requesting information related to food/ beverage recipes and manuals, short and simple, in accordance with the context of their use.	<p>text.</p> <p>3.4.8 Identify generic structure of procedure text</p> <p>3.4.9 Identify language feature of procedure text</p>
4.4 Capturing contextual meaning related to social function, text structure, and linguistic elements of oral and written procedure text, very short and simple, in the form recipes and manuals.	<p>4.4.5 Understanding text structure of procedure text.</p> <p>4.4.6 Write a text procedure, short and simple, in the form recipes and manuals correctly.</p>

**Learning Objective**

At the end, the students are expected able to:

11. Students are able to identify main topic of procedure text.
12. Students are able to identify generic structure of procedure text.
13. Students are able to identify language feature of procedure text.
14. Students are able to understanding text structure of procedure text.
15. Students are able to write a text procedure, short and simple, in the form recipes and manuals correctly.

**X. Learning Material**

1. The teacher gives a little of procedure text.

**How to Use Electronic Iron**

1. **Tools :**

- A Electronic Iron
- The clothes
- A place mat

2. **Steps :**

- Prepare the iron, the clothes, a place mat or any flat surface board, some clothing hanger.
- Secondly, plug iron cable into an electricity socket and wait until the iron get warmer.
- Next, apply the iron on the clothes surface evenly.
- Flip the clothes and apply the iron on the other side of the clothes evenly.
- Then, put the clothes on the clothing hanger.
- Last, continue with another clothes.

**Y. Learning Method**

Conventional way



**Hak Cipta Dilindungi Undang-Undang**

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Z. Media and Tool**

**Media**

- Whiteboard
- Worksheet

**Tool**

- Spidol
- Tools to Use an Electronic Iron
- Etc.

**AA. Sources**

English Teacher’s Book “Think Globally Act Locally” for SMP/MTs class IX  
Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2018, around  
school/ house and internet.

**BB. Learning Activities**

Activity	Description	Time Allocation
<b>Pre- Activity</b>	13) The teacher greets the students. 14) The teacher checks the students’ attendance list. 15) The teacher observes students being ready and leads them to pray first. 16) The teacher reviews student’s knowledge about previous lesson. 17) The teacher mentions learning objective to the students. 18) The teacher tells the topic that going to learn.	10 minutes.
<b>Whilst-Activity</b>	15) The teacher gives a new goal/ title of procedure text. 16) Then, the teacher asks the students to make a procedure text based on title that given by teacher. 17) The teacher asks the students to write it in the worksheet. 18) The teacher collects the students’ task. 19) The teacher asks some students to present their written in front of the class. 20) Then, the teacher showing the correct text on whiteboard. 21) Identifying together about generic structure and language feature of procedure text that explain by teacher.	60 mintues.



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Activity	Description	Time Allocation
Post- Activity	8) The teacher collects the students' task. 9) The teacher gives conclusion to students about material that students have learned. 10) The last, the teacher thanks and closes the meeting by praying than says the parting to the students.	10 minutes.

**Assessment**

**Assessment Aspects of Writing Procedure Text**

Aspect	Range	Criteria
Content	30-27	Excelent to Very Good
	26-22	Good to Average
	21-17	Fair to Poor
	16-13	Very Poor
Organization	20-18	Excellent to Very Good
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	17-11	Fair to Poor
	10-5	Very Poor
Mechanics	5	Excellent to Very Good
	4	Good to Average
	3	Fair to Poor
	2	Very Poor

**Total Score = 100**

**Assessment Method**

Test ( written test)



**Hak Cipta Dilindungi Undang-Undang**

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Known by**

**The English Teacher**

**Meldawati, S.Pd**  
**NIP. 19610620 198403 2 006**

**Kampa, 20 November 2019**

**Researcher**

**Rosa Hasliana**  
**NIM. 11314200333**

**Headmaster of SMP Negeri 1 Kampa**



**Sartunis, S.Pd**  
**NIP. 19650517 199001 1 001**

UIN SUSKA RIAU



## LESSON PLAN

**School** : SMP Negeri 1 Kampa  
**Subject** : English  
**Class/ Semester** : IX/ 1  
**Topic** : Procedure Text  
**Meeting** : 5<sup>th</sup>  
**Time Allocation** : 2 x 40 minutes

**EF Kompetensi Inti**

- KI 1: Appreciate and comprehend their religion.
- KI 2: Appreciate and comprehend honest behavior, discipline, responsibility, care (tolerance, cooperate), polite, confidence, in interact effectively with social environment and nature in society scope and it existence.
- KI 3: Understand and apply the knowledge (factual, conceptual, procedural) based on the curiosity about knowledge, technology, art, culture relate with the phenomenon and factual event.
- KI 4: Process, provide, and associate something concrete (using, description, string up, modification, and create), and something abstract (writing, reading, counting, drawing, and string)based on the material which learned in the school and other resources that same in the point of view/theory.

**EF Basic Competence and Indicator**

Basic Competences	Indicators
3.4 Comparing social functions,	3.4.10 Identify main topic of procedure

- Hak Cipta Dilindungi Undang-Undang**
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
    - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
    - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
  2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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text structures, and linguistic elements of several oral and written procedure texts by giving and requesting information related to food/ beverage recipes and manuals, short and simple, in accordance with the context of their use.	text. 3.4.11 Identify generic structure of procedure text 3.4.12 Identify language feature of procedure text
4.4 Capturing contextual meaning related to social function, text structure, and linguistic elements of oral and written procedure text, very short and simple, in the form recipes and manuals.	4.4.7 Understanding text structure of procedure text. 4.4.8 Write a text procedure, short and simple, in the form recipes and manuals correctly.

**GG. Learning Objective**

At the end, the students are expected able to:

16. Students are able to identify main topic of procedure text.
17. Students are able to identify generic structure of procedure text.
18. Students are able to identify language feature of procedure text.
19. Students are able to understanding text structure of procedure text.
20. Students are able to write a text procedure, short and simple, in the form recipes and manuals correctly

**HH. Learning Material**

1. The teacher gives a little of procedure text

**How to Use Glue Gun**

1. **Tools :**
  - A Glue Gun
  - A glue stick
  - A sheet of paper
2. **Steps :**
  - Check and clean the glue gun from any old glue clogging in the nozzle.
  - Then, Put the glue stick in to the gun nozzle.
  - Insert the plug into the electricity socket.
  - After that, prepare a sheet of paper and put the glue gun on it.
  - Wait until the gun gets the warmer.
  - Next, squeeze the trigger gently to check if the glue stick has changed into liquid form.
  - Finally, you can apply it on any surface that you want to stick by using glue gun

**II. Learning Method**

Conventional way



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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**Media and Tool**

**Media**

- Whiteboard
- Worksheet

**Tool**

- Spidol
- Tools to use Glue gun
- Etc.

**Sources**

English Teacher’s Book “Think Globally Act Locally” for SMP/MTs class IX  
Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2018, around  
school/ house and internet.

**Learning Activities**

Activity	Description	Time Allocation
<b>Pre- Activity</b>	19) The teacher greets the students. 20) The teacher checks the students’ attendance list. 21) The teacher observes students being ready and leads them to pray first. 22) The teacher reviews student’s knowledge about previous lesson. 23) The teacher mentions learning objective to the students. 24) The teacher tells the topic that going to learn.	10 minutes.
<b>Whilst-Activity</b>	22) The teacher gives a new goal/ title of procedure text. 23) Then, the teacher asks the students to make a procedure text based on title that given by teacher. 24) The teacher asks the students to write it in the worksheet and allowed to use dictionary. 25) The teacher helps the students who get difficult in vocabulary. 26) The teacher collects the students’ task. 27) The teacher asks some students to present their written in front of the class. 28) Then, the teacher showing the correct text on whiteboard.	60 mintues.

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Activity	Description	Time Allocation
	29) Identifying together about generic structure and language feature of procedure text that explain by teacher.	
<b>Post- Activity</b>	11) The teacher collects the students' task. 12) The teacher gives conclusion to students about material that students have learned. 13) The last, the teacher thanks and closes the meeting by praying than says the parting to the students.	10 minutes.

**MM. Assessment**

**Assessment Aspects of Writing Procedure Text**

Aspect	Range	Criteria
Content	30-27	Excelent to Very Good
	26-22	Good to Average
	21-17	Fair to Poor
	16-13	Very Poor
Organization	20-18	Excellent to Very Good
	17-14	Good to Average
	13-10	Fair to Poor
	9-7	Very Poor
Vocabulary	20-18	Excellent to Very Good
	17-14	Good to Average
	13-10	Fair to Poor
	9-7	Very Poor
Language Use	25-22	Excellent to Very Good
	21-18	Good to Average
	17-11	Fair to Poor
	10-5	Very Poor
Mechanics	5	Excellent to Very Good
	4	Good to Average
	3	Fair to Poor
	2	Very Poor

**Total Score = 100**



Known by

The English Teacher

**Meldawati, S.Pd**  
 NIP. 19610620 198403 2 006

Kampa, 21 November 2019

Researcher

**Rosa Hasliana**  
 NIM. 11314200333

Headmaster of SMP Negeri 1 Kampa



**Sartunis, S.Pd**  
 NIP. 19650517 199001 1 001

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## LESSON PLAN

**School** : SMP Negeri 1 Kampa  
**Subject** : English  
**Class/ Semester** : IX/ 1  
**Topic** : Procedure Text  
**Meeting** : 6<sup>th</sup>  
**Time Allocation** : 2 x 40 minutes

**OO. Kompetensi Inti**

- KI 1: Appreciate and comprehend their religion.
- KI 2: Appreciate and comprehend honest behavior, discipline, responsibility, care (tolerance, cooperate), polite, confidence, in interact effectively with social environment and nature in society scope and it existence.
- KI 3: Understand and apply the knowledge (factual, conceptual, procedural) based on the curiosity about knowledge, technology, art, culture relate with the phenomenon and factual event.
- KI 4: Process, provide, and associate something concrete (using, description, string up, modification, and create), and something abstract (writing, reading, counting, drawing, and string)based on the material which learned in the school and other resources that same in the point of view/theory.

**PP Basic Competences and Indicators**

Basic Competences	Indicators
3.4 Comparing social functions,	3.4.13 Identify main topic of procedure

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text structures, and linguistic elements of several oral and written procedure texts by giving and requesting information related to food/ beverage recipes and manuals, short and simple, in accordance with the context of their use.	text. 3.4.14 Identify generic structure of procedure text 3.4.15 Identify language feature of procedure text
4.4 Capturing contextual meaning related to social function, text structure, and linguistic elements of oral and written procedure text, very short and simple, in the form recipes and manuals.	4.4.9 Understanding text structure of procedure text. 4.4.10 Write a text procedure, short and simple, in the form recipes and manuals correctly.

**Learning Objective**

At the end, the students are expected able to:

21. Students are able to identify main topic of procedure text.
22. Students are able to identify generic structure of procedure text.
23. Students are able to identify language feature of procedure text.
24. Students are able to understanding text structure of procedure text.
25. Students are able to write a text procedure, short and simple, in the form recipes and manuals correctly.

**Learning Material**

2. The teacher gives a title of procedure text.

**How to Make Pregedel Tempe**

**3. Ingredient/ Tools :**

- 150 g tempe
- 1 tbs flour
- 1 egg
- ¼ tbs Royco
- 1 cup vegetable oil for frying
- Bowl
- A fork

**4. Steps :**

- First, mash the tempe with a fork.
- Then, put the mashed tempe in a bowl and mix with the flour and Royco, followed by an egg.
- Third, shape the tempe into the size of a golf ball and flatten a little with a fork.
- After that, heat the vegetable oil in a medium flame. When the oil is hot, drop the tempe into the oil, five or six at a time.



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- The last, fry until golden brown on both sides, drain on absorbent paper and serve with chili or sauce.
- And Pregedel tempe is ready to serve.

**SS. Learning Method**  
Conventional way

**TT. Media and Tool**

**9. Media**

- Whiteboard
- Worksheet

**10. Tool**

- Spidol
- Tools to make Maries Biscuit Chocolate Balls
- Etc.

**UU. Sources**

English Teacher’s Book “Think Globally Act Locally” for SMP/MTs class IX Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2018, around school/ house and internet.

**VV. Learning Activities**

Activity	Description	Time Allocation
<b>Pre- Activity</b>	25) The teacher greets the students. 26) The teacher checks the students’ attendance list. 27) The teacher observes students being ready and leads them to pray first. 28) The teacher reviews student’s knowledge about previous lesson. 29) The teacher mentions learning objective to the students. 30) The teacher tells the topic that going to learn.	10 minutes.
<b>Whilst-Activity</b>	30) The teacher gives a new goal/ title of procedure text. 31) Then, the teacher asks the students to make a procedure text based on title that given by teacher. 32) The teacher asks the students to write it in the worksheet. 33) The teacher collects the students’ task. 34) The teacher asks some students to	60 mintues.

Activity	Description	Time Allocation
	<p>present their written in front of the class.</p> <p>35) Then, the teacher showing the correct text on whiteboard.</p> <p>36) Identifying together about generic structure and language feature of procedure text that explain by teacher.</p>	
<b>Post- Activity</b>	<p>14) The teacher collects the students' task.</p> <p>15) The teacher gives conclusion to students about material that students have learned.</p> <p>16) The last, the teacher thanks and closes the meeting by praying than says the parting to the students.</p>	10 minutes.

## WW. Assessment

### Assessment Aspects of Writing Procedure Text

Aspect	Range	Criteria
Content	30-27	Excelet to Very Good
	26-22	Good to Average
	21-17	Fair to Poor
	16-13	Very Poor
Organization	20-18	Excellent to Very Good
	17-14	Good to Average
	13-10	Fair to Poor
	9-7	Very Poor
Vocabulary	20-18	Excellent to Very Good
	17-14	Good to Average
	13-10	Fair to Poor
	9-7	Very Poor
Language Use	25-22	Excellent to Very Good
	21-18	Good to Average
	17-11	Fair to Poor
	10-5	Very Poor
Mechanics	5	Excellent to Very Good
	4	Good to Average
	3	Fair to Poor

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	2	Very Poor
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**Total Score = 100**

**XX. Assessment Method**  
 • Test ( written test)

**Known by**

**Kampa, 27 November 2019**

**The English Teacher**

**Researcher**

**Meldawati, S.Pd**  
**NIP. 19610620 198403 2 006**

**Rosa Hasliana**  
**NIM. 11314200333**

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## APPENDIX 4

### The Instrument of The Research

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## PRE-TEST RESEARCH INSTRUMENT WRITING

### PROCEDURE TEXT

Respondent : The ninth grade students of SMP Negeri 1 Kampa

#### Directions:

1. This test is for a scientific research only.
2. There is no effect on your score in English subject.
3. You should spend about 40 minutes on this test.

#### Instructions :

1. Write your name in the spaces at the top of your paper.
2. Choose one topic from the topics below:
  - a. How to make mango juice
  - b. How to cook rice
  - c. How to operate TV
3. Write a procedure text which consists of goal, material or ingredient and step.
4. Write clearly in pen or pencil and make sure your work is easy to read.
5. Thank you for participation in doing this test.



**POST-TEST RESEARCH INSTRUMENT WRITING**

**PROCEDURE TEXT**

Respondent : The ninth grade students of SMP Negeri 1 Kampa

**Directions:**

1. This test is for a scientific research only.
2. There is no effect on your score in English subject.
3. You should spend about 40 minutes on this test.

**Instructions :**

1. Write your name in the spaces at the top of your paper.
2. Choose one topic from the topics below:
  - a. How to create a Facebook account
  - b. How to make an omelet
  - c. How to operate the microwave
3. Write a procedure text which consists of goal, material or ingredient and step.
4. Write clearly in pen or pencil and make sure your work is easy to read.
5. Thank you for participation in doing this test.



## APPENDIX 5

### Observation Checklist

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**OBSERVATION CHECKLIST**

Date : Tuesday, November 5<sup>th</sup> 2019

Topic : Procedure Text

Instruction : Give the score by signing (√) to the suitable column.

Item Observed	Yes	No
The teacher asks question related to the Silent Demonstration.		
The teacher explains about the definition of Procedure Text.		
The teacher explains about the generic structure of procedure Text.		
The teacher asks students to see and identify the Silent Demonstration.		
The teacher asks the students to do writing activity.		

Observer

Meldawati, S.Pd

NIP. 19619620 198403 2 006

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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## APPENDIX 6

### Students' Writing Score from Two Raters

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THE DRAW SCORE OF PRE-TEST (EXPERIMENT CLASS)

List of Students	Aspect of Writing					Final Score
	Content	Organization	Vocabulary	Language Use	Mechanic	
Student 1	18	13	9	5	2	47
Student 2	17	14	9	5	2	47
Student 3	17	13	9	5	2	46
Student 4	18	10	9	10	2	49
Student 5	17	13	7	5	2	44
Student 6	17	13	9	5	2	46
Student 7	17	13	7	5	2	44
Student 8	17	13	9	10	2	51
Student 9	18	13	10	10	2	53
Student 10	17	13	9	5	2	46
Student 11	17	13	9	5	2	46
Student 12	17	13	9	5	2	46
Student 13	17	13	7	5	2	44
Student 14	20	15	13	7	3	58
Student 15	17	14	7	5	2	45
Student 16	17	13	7	5	2	44
Student 17	17	13	7	5	2	44
Student 18	17	13	8	5	2	45
Student 19	17	13	7	5	2	44
Student 20	17	14	9	5	2	47

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THE DRAW SCORE OF POST-TEST (EXPERIMENT CLASS)

List of Students	Aspect of Writing					Final Score
	Content	Organization	Vocabulary	Language Use	Mechanic	
Student 1	20	18	17	20	3	78
Student 2	26	18	18	20	4	86
Student 3	26	18	14	17	3	78
Student 4	26	18	14	20	2	80
Student 5	26	18	14	17	4	79
Student 6	20	18	18	20	3	79
Student 7	26	18	18	20	4	86
Student 8	26	18	13	12	3	72
Student 9	26	18	14	16	3	77
Student 10	20	18	17	20	3	78
Student 11	22	17	15	15	3	72
Student 12	26	18	13	12	3	72
Student 13	26	18	13	13	3	73
Student 14	20	18	17	20	3	78
Student 15	20	18	17	20	4	79
Student 16	22	17	13	12	2	66
Student 17	26	18	14	17	4	79
Student 18	26	18	14	17	3	78
Student 19	26	18	14	17	3	78
Student 20	26	17	17	20	3	83

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UIN SUSKA RIAU

Rater 1

*Kurnia Budiyanti*  
**Kurnia Budiyanti, M.Pd**



THE DRAW SCORE OF PRE-TEST (CONTROL CLASS)

List of Students	Aspect of Writing					Final Score
	Content	Organization	Vocabulary	Language Use	Mechanic	
Student 1	16	10	9	6	2	43
Student 2	16	11	9	5	2	43
Student 3	17	13	13	12	3	58
Student 4	17	14	9	5	2	47
Student 5	16	11	9	5	2	43
Student 6	16	10	9	5	2	42
Student 7	16	10	10	5	2	43
Student 8	16	10	10	5	2	43
Student 9	16	10	9	5	2	42
Student 10	16	10	9	5	2	42
Student 11	13	9	9	10	2	43
Student 12	16	10	9	5	2	42
Student 13	17	13	13	12	2	57
Student 14	16	10	9	5	2	42
Student 15	16	10	9	5	2	42
Student 16	16	10	9	5	2	42
Student 17	16	10	9	5	2	42
Student 18	16	10	9	5	2	42
Student 19	16	10	9	5	2	42
Student 20	16	10	7	5	2	40
Student 21	16	10	9	5	2	42

1. Dilarang menyalin atau menjiplak sebagian atau seluruhnya karya tulis yang diterbitkan, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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UIN SUSKA RIAU

Rater 1

*Kurnia Budiyanti*  
**Kurnia Budiyanti, M.Pd**

THE DRAW SCORE OF POST-TEST (CONTROL CLASS)

List of Students	Aspect of Writing					Final Score
	Content	Organization	Vocabulary	Language Use	Mechanic	
Student 1	23	15	10	12	3	63
Student 2	22	13	10	13	3	61
Student 3	23	15	13	12	3	66
Student 4	20	13	13	12	3	61
Student 5	18	10	9	10	2	49
Student 6	20	15	13	12	3	63
Student 7	23	15	13	12	3	66
Student 8	20	13	10	12	2	57
Student 9	22	15	10	12	3	62
Student 10	22	15	10	12	3	62
Student 11	22	15	14	17	3	71
Student 12	22	13	13	12	3	63
Student 13	22	14	9	10	2	57
Student 14	22	13	10	12	2	59
Student 15	22	15	14	15	4	70
Student 16	22	15	10	12	3	62
Student 17	22	15	13	12	3	65
Student 18	22	14	13	12	3	64
Student 19	22	15	15	18	3	73
Student 20	16	10	9	5	2	42
Student 21	27	18	17	20	4	86

1. Dilarang menyalin atau menjiplak sebagian atau seluruh isi karya tulis ini tanpa izin UIN Suska Riau.
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## THE DRAW SCORE OF PRE-TEST (EXPERIMENT CLASS)

List of Students	Aspect of Writing					Final Score
	Content	Organization	Vocabulary	Language Use	Mechanic	
Student 1	22	14	10	17	4	67
Student 2	17	10	9	10	3	49
Student 3	17	13	10	11	3	54
Student 4	21	13	13	17	3	67
Student 5	17	13	10	11	3	54
Student 6	17	11	10	11	3	52
Student 7	18	11	11	11	3	54
Student 8	20	12	12	14	3	61
Student 9	21	13	13	17	3	67
Student 10	17	12	12	12	3	56
Student 11	17	11	10	11	3	52
Student 12	17	11	10	11	3	52
Student 13	18	10	10	11	3	52
Student 14	26	17	17	18	4	82
Student 15	17	10	9	10	3	49
Student 16	17	11	10	11	3	52
Student 17	17	12	12	12	3	56
Student 18	17	10	10	11	3	51
Student 19	18	10	10	11	3	52
Student 20	17	10	9	10	3	49

1. Dilarang menyalin atau menjiplak sebagian atau seluruh isi karya tulis yang diterbitkan, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



THE DRAW SCORE OF POST-TEST (EXPERIMENT CLASS)

List of Students	Aspect of Writing					Final Score
	Content	Organization	Vocabulary	Language Use	Mechanic	
Student 1	27	18	18	22	5	90
Student 2	27	18	18	22	5	90
Student 3	27	18	18	22	5	90
Student 4	27	18	17	22	4	88
Student 5	27	18	18	22	4	89
Student 6	27	18	18	25	5	93
Student 7	27	18	18	22	5	90
Student 8	26	17	17	21	5	86
Student 9	27	18	18	22	4	89
Student 10	27	18	18	22	5	90
Student 11	26	17	17	21	5	86
Student 12	25	16	16	21	4	82
Student 13	27	18	18	22	4	89
Student 14	27	18	18	22	5	90
Student 15	28	18	18	22	5	91
Student 16	26	17	17	18	4	82
Student 17	26	17	14	21	5	83
Student 18	27	18	18	22	5	90
Student 19	27	18	18	22	5	90
Student 20	28	17	17	18	5	85

1. Dilarang menyalin atau menjiplak sebagian atau seluruhnya karya atau tulisan yang diterbitkan, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





THE DRAW SCORE OF PRE-TEST (CONTROL CLASS)

List of Students	Aspect of Writing					Final Score
	Content	Organization	Vocabulary	Language Use	Mechanic	
Student 1	20	13	13	11	4	61
Student 2	22	14	13	17	3	69
Student 3	27	18	18	20	5	88
Student 4	22	14	14	17	4	71
Student 5	20	13	13	15	4	65
Student 6	22	14	13	15	4	68
Student 7	20	13	13	17	4	67
Student 8	17	10	10	11	3	51
Student 9	21	13	13	15	4	66
Student 10	17	13	13	13	4	60
Student 11	21	13	13	18	4	69
Student 12	20	13	13	16	4	66
Student 13	23	14	14	18	4	73
Student 14	21	13	13	15	4	66
Student 15	23	17	17	18	5	80
Student 16	20	13	13	15	3	64
Student 17	18	10	10	11	3	52
Student 18	20	14	13	17	4	68
Student 19	21	13	13	17	4	68
Student 20	17	10	10	11	4	52
Student 21	17	12	12	12	3	56

- 1. Dilarang menyalin sebagian atau seluruhnya karya tulis yang diterbitkan, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
- 2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



THE DRAW SCORE OF POST-TEST (CONTROL CLASS)

List of Students	Aspect of Writing					Final Score
	Content	Organization	Vocabulary	Language Use	Mechanic	
Student 1	27	18	18	22	4	89
Student 2	27	18	14	20	4	83
Student 3	27	18	17	22	4	88
Student 4	27	18	16	22	4	87
Student 5	22	18	14	10	3	67
Student 6	26	17	14	21	5	83
Student 7	27	18	17	22	4	88
Student 8	26	16	14	21	4	81
Student 9	28	18	16	21	5	88
Student 10	27	18	17	22	4	88
Student 11	27	18	17	22	5	89
Student 12	27	18	18	22	4	89
Student 13	26	17	14	18	4	79
Student 14	27	18	17	20	5	87
Student 15	27	18	16	20	5	86
Student 16	26	17	17	20	4	84
Student 17	26	17	16	22	4	85
Student 18	26	18	14	21	5	84
Student 19	27	18	16	23	5	89
Student 20	26	17	17	18	4	82
Student 21	27	18	18	23	4	90

- 1. Dilarang menyalin atau menjiplak sebagian atau seluruhnya karya atau tulisan yang diterbitkan, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
- 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

State Islamic University of Sultan Syarif Kasim Riau

UIN SUSKA RIAU

Rater 2

Rizky Amelia, M.Pd



THE DRAW OF PRE-TEST AND POST-TEST OF (EXPERIMENT CLASS)

Students	Experiment Class					
	Pre Test			Post Test		
	Rater 1	Rater 2	Final Score	Rater 1	Rater 2	Final Score
S1	47	67	57	78	90	84
S2	47	49	48	86	90	88
S3	46	54	50	78	90	84
S4	49	67	58	80	88	84
S5	44	54	49	79	89	84
S6	46	52	49	79	93	86
S7	44	54	49	86	90	88
S8	51	61	56	72	86	79
S9	53	67	60	77	89	83
S10	46	56	51	78	90	84
S11	46	52	49	72	86	79
S12	46	52	49	72	82	77
S13	44	52	48	73	89	81
S14	58	82	70	78	90	84
S15	45	49	47	79	91	85
S16	44	52	48	66	82	74
S17	44	56	50	79	83	81
S18	45	51	48	78	90	84
S19	44	52	48	78	90	84
S20	47	49	48	83	85	84
<b>Total Score</b>	<b>936</b>	<b>1128</b>	<b>1032</b>	<b>1551</b>	<b>1763</b>	<b>1657</b>
<b>Mean</b>			<b>51.6</b>			<b>82.85</b>

Rater 1

*Kurnia Budianti*  
Kurnia Budianti, M.Pd

Rater 2

*Rizky Amelia*  
Rizky Amelia, M.Pd

- Hak Cipta Dilindungi Undang-Undang
- Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - Dilarang mengutip hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
  - Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## THE DRAW OF PRE-TEST AND POST-TEST OF (CONTROL CLASS)

No	Students	Control Class					
		Pre Test			Post Test		
		Rater 1	Rater 2	Final Score	Rater 1	Rater 2	Final Score
1	S1	43	61	52	63	89	76
2	S2	43	69	56	61	83	72
3	S3	58	88	73	66	88	77
4	S4	47	71	59	61	87	74
5	S5	43	65	54	49	67	58
6	S6	42	68	55	63	83	73
7	S7	43	67	55	66	88	77
8	S8	43	51	47	57	81	69
9	S9	42	66	54	62	88	75
10	S10	42	60	51	62	88	75
11	S11	43	69	56	71	89	80
12	S12	42	66	54	63	89	76
13	S13	57	73	65	57	79	68
14	S14	42	66	54	59	87	73
15	S15	42	80	61	70	86	78
16	S16	42	64	53	62	84	73
17	S17	42	52	47	65	85	75
18	S18	42	68	55	64	84	74
19	S19	42	68	55	73	89	81
20	S20	40	52	46	42	82	62
21	S21	42	56	49	86	90	88
<b>Total Score</b>		<b>922</b>	<b>1380</b>	<b>1151</b>	<b>1322</b>	<b>1786</b>	<b>1554</b>
<b>Mean Score</b>				<b>54.80952</b>			<b>74</b>


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  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Rater 1

  
Kurnia Budianti, M.Pd

Rater 2

  
Rizky Amelia, M.Pd



**THE DRAW SCORE OF PRE-TEST AND POS-TEST (EXPERIMENTAL CLASS AND CONTROL CLASS)**

No	Students	Experimental class			Control class		
		Pre-test	Post-test	Gain	Pre-test	Post-test	Gain
1	S1	57	84	27	52	76	24
2	S2	48	88	40	56	72	16
3	S3	50	84	34	73	77	4
4	S4	58	84	26	59	74	15
5	S5	49	84	35	54	58	4
6	S6	49	86	37	55	73	18
7	S7	49	88	39	55	77	22
8	S8	56	79	23	47	69	22
9	S9	60	83	23	54	75	21
10	S10	51	84	33	51	75	24
11	S11	49	79	30	56	80	24
12	S12	49	77	28	54	76	22
13	S13	48	81	33	65	68	3
14	S14	70	84	14	54	73	19
15	S15	47	85	38	61	78	17
16	S16	48	74	26	53	73	20
17	S17	50	81	31	47	75	28
18	S18	48	84	36	55	74	19
19	S19	48	84	36	55	81	26
20	S20	48	84	36	46	62	16
21	S21				49	88	39
<b>Total</b>		<b>1032</b>	<b>1657</b>	<b>625</b>	<b>1151</b>	<b>1554</b>	<b>364</b>
<b>Mean</b>		<b>51.6</b>	<b>82.85</b>	<b>31.25</b>	<b>54.80952</b>	<b>74</b>	<b>19.1905</b>

- Hak Cipta Dilindungi Undang-Undang
- © Hak cipta milik UIN Suska Riau
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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    - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
  2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

State Islamic University of Sultan Syarif Kasim Riau

Rater 1

Kurnia Budianti, M.Pd

Rater 2

Rizky Amelia, M.Pd

**APPENDIX 7**  
**Students' Writing Script**

Name : Mannisa Naila Safitri  
class : IX'

~~Subject : English~~

---

### "How to make mango juice"

- Materials :
- 1 buah mango
  - Blender
  - 3 spoon of sugar
  - cutter / Pisau
  - glass
  - 1 ~~glass~~ glass water
  - Ice batu
  - Milk

- Steps :
- kupas kulit mango menggunakan cutter / Pisau
  - iris mango menggunakan cutter / Pisau in the blender
  - in sugar 3 spoon and milk secukupnya
  - ~~ambit~~ spoon in blender and in mango the glass
  - next mango bisa diminum / drink

17

13

9

5

2

---

46

Post-test

Name : Mannisa Naila Safitri  
Class : IX

### How to operate the microwave

Materials :

- a microwave
- Food to heat

Steps

- First, open the microwave
- After that, you place the food container inside the microwave
- Then, close the microwave and set cook time
- After that, wait till <sup>hot</sup>
- Next, Remove from <sup>microwave</sup> ~~oven~~ to plate
- and finally <sup>food</sup> is ready to serve

20

18

18

20

3

---

79



No. \_\_\_\_\_

Date: \_\_\_\_\_

NAME = M. RAHYA ARDIANSYA

~~CLASS~~ = 1X1

### How TO make mango juice

#### MATERIALS :

- mango
- ice
- water
- glass
- sugar
- sendok
- blender
- milk

C = 17  
D = 11  
E = 10  
F = 11  
G = 3  
-----  
S2

#### STEPS :

1. masukkan mango TO BLENDER
  2. masukkan water TO BLENDER sebanyak 2,5 ~~water~~ glass
  3. Beri 3 sendok sugar ~~and~~ 2 sendok milk lalu masukkan ice
  4. lalu Di BLENDER hingga merata
  5. AFTER ~~that~~ masukkan IN glass lalu minum ~~set~~
- Selesai



UIN SUSKA RIAU

**LAMPIRAN BERITA ACARA  
 UJIAN PROPOSAL**

Nama : ROSA HASLIANA  
 Nomor Induk Mahasiswa : 11314200333  
 Hari/ Tanggal : KAMIS / 17 OKTOBER 2019  
 Judul Proposal Penelitian : THE EFFECT OF USING SILENT DEMONSTRATION STRATEGY ON THE STUDENTS' ABILITY IN WRITING PROCEDURE TEXT AT THE THIRD YEAR OF SMP NEGERI 1 KAMPA

NO	URAIAN PERBAIKAN
1.	Improve your background
2.	Improve the "relevant Reseach section"
3.	Revize the action verbs in "Objective of the Research".
4.	Teaching procedure provides the students with writing activities. "Operational concept".
5.	Revise the way make citation.

Penguji I

Pekanbaru, 8/11/2019  
 Penguji II

Dedy Wahyudi, M.Pd

Dedi Setiawan, M.Pd.



UIN SUSKA RIAU

KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**FAKULTAS TARBIYAH DAN KEGURUAN**

كلية التربية والتعليم

**FACULTY OF EDUCATION AND TEACHER TRAINING**

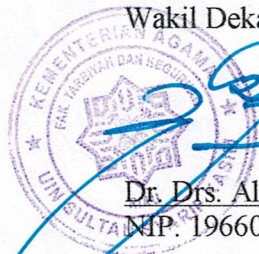
Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN  
UJIAN PROPOSAL**

Nama Mahasiswa : Rosa Hasliana  
Nomor Induk Mahasiswa : 11314200333  
Hari/Tanggal Ujian : Kamis/ 17 Oktober 2019  
Judul Proposal Ujian : The Effect of Using Silent Demonstration Strategy On  
The Students' Ability in Writing Procedure Text at The  
Third Year SMP Negeri 1 Kampa  
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang  
Dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dedy Wahyudi, M.Pd	PENGUJI I		
2.	Dadi Settiawan, Mpd	PENGUJI II		

Mengetahui  
a.n. Dekan  
Wakil Dekan I



Dr. Drs. Alimuddin, M.Ag  
NIP. 196609241995031002

Pekanbaru, 8 November 2019  
Peserta Ujian Proposal

Rosa Hasliana  
NIM. 11314200333



UIN SUSKA RIAU

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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/11983/2019  
Sifat : Biasa  
Lamp. : -  
Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 05 Agustus 2019

Kepada  
Yth. Kepala Sekolah  
SMPN 1 KAMPAR TIMUR  
di  
Tempat

*Assalamu'alaikum warahmatullahi wabarakatuh*


Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : ROSA HASLIANA  
NIM : 11314200333  
Semester/Tahun : XII (Dua Belas)/ 2019  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

an. Dekan  
Wakil Dekan III  
  
Dr. Drs. Nursalim, M.Pd H  
NIP. 19660410 199303 1 005



PEMERINTAH KABUPATEN KAMPAR  
DINAS PENDIDIKAN KEPEMUDAAN DAN OLAHRAGA  
SMP NEGERI 1 KAMPA



Alamat : Jln. Raya Pekanbaru-Bangkinang Km. 39 Desa Sawah Baru 28563

**REKOMENDASI**

Nomor : 422/SMPN.1.K/X/2019/325

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Pertama (SMP) Negeri 1 Kampa Kec. Kampa Kabupaten Kampar, dengan ini memberikan Rekomendasi izin kepada:

Nama : ROSA HASLIANA  
NPM : 11314200333  
Universitas : Universitas Islam Negeri Sultan Syarif Kasim Riau  
Program Study : Pendidikan Bahasa Inggris

Untuk melaksanakan kegiatan Riset / Pra Riset dan pengumpulan data untuk bahan Skripsi pada SMP Negeri 1 Kampa di Kecamatan Kampa Kabupaten Kampar.

Demikianlah Rekomendasi ini dibuat untuk dapat dipergunakan seperlunya, terima kasih.

Dibuat di : Kampa  
Pada tanggal : 15 Oktober 2019



Kepala Sekolah

SARTUNIS, S.Pd

NIP. 19650517 199001 1 001



**PEMERINTAH PROVINSI RIAU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**  
Email : [dpmptsp@riau.go.id](mailto:dpmptsp@riau.go.id)

**REKOMENDASI**

Nomor : 503/DPMPSTP/NON IZIN-RISET/28584  
TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET  
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

182010

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/17520/2019 Tanggal 2 Desember 2019**, dengan ini memberikan rekomendasi kepada:

- |                      |   |   |
|----------------------|---|---|
| 1. Nama              | : | <b>ROSA HASLIANA</b>  |
| 2. NIM / KTP         | : | 11314200333   |
| 3. Program Studi     | : | PENDIDIKAN BAHAS INGGRIS  |
| 4. Jenjang           | : | S1  |
| 5. Alamat            | : | PEKANBARU   |
| 6. Judul Penelitian  | : | <b>THE EFFECT OF USING SILENT DEMONSTRATION STRATEGY ON STUDENTS' ABILITY IN WRITING PROCEDURE TEXT AT THE THIRD YEAR OF SMP NEGERI 1 KAMPA</b> |
| 7. Lokasi Penelitian | : | SMP NEGERI 1 KAMPA  |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
Pada Tanggal : 9 Desember 2019



**Tembusan :**

**Disampaikan Kepada Yth :**

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Bupati Kampar  
Up. Kepala Kantor Kesatuan Bangsa dan Politik di Bangkinang
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



**PEMERINTAH KABUPATEN KAMPAR**  
**KANTOR KESATUAN BANGSA DAN POLITIK**

JALAN TUANKU TAMBUSAI TELP. (0762) 20146

BANGKINANG KOTA

Kode Pos : 28412

**REKOMENDASI**

Nomor : 070/KKBP/2019/1102

Tentang

**PELAKSANAAN KEGIATAN RISET/PRA RISET  
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

Kepala Kantor Kesatuan Bangsa dan Politik Kabupaten Kampar setelah membaca Surat Kepala Badan Pelayanan Perizinan Terpadu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISET/28584 tanggal 9 Desember 2019 dengan ini memberi Rekomendasi / Izin Penelitian kepada :

1. Nama : **ROSA HASLIANA**
2. NIM : 11314200333
3. Universitas : UIN SUSKA RIAU
4. Program Studi : PENDIDIKAN BAHASA INGGRIS
5. Jenjang : S1
6. Alamat : PEKANBARU
7. Judul Penelitian : **THE EFFECT OF USING SILENT DEMONSTRATION STRATEGY ON THE STUDENTS' ABILITY IN WRITING PROCEDURE TEXT AT THE THIRD YEAR OF SMP NEGERI 1 KAMPA**
8. Lokasi : SMP NEGERI 1 KAMPA

Dengan ketentuan sebagai berikut :

1. Tidak melakukan Penelitian yang menyimpang dari ketentuan dalam proposal yang telah ditetapkan atau yang tidak ada hubungannya dengan kegiatan riset/prariset dan pengumpulan data ini.
2. Pelaksanaan kegiatan penelitian/pengumpulan data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dikeluarkan.

Demikian rekomendasi ini diberikan, agar digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Riset ini dan terima kasih.

Dikeluarkan di Bangkinang  
pada tanggal 10 Desember 2019

a.n. **KEPALA KANTOR KESBANGPOL**  
Kasi Kesatuan Bangsa



Rekomendasi ini disampaikan Kepada Yth;

1. Kepala sekolah SMP Negeri 1 Kampa.
2. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru.
3. Yang Bersangkutan.



UIN SUSKA RIAU

KEMENTERIAN AGAMA  
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كلية التربية والتعليم  
FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647  
Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/17520/2019  
Sifat : Biasa  
Lamp. : 1 (Satu) Proposal  
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 02 Desember 2019 M

Kepada  
Yth. Gubernur Riau  
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
Satu Pintu  
Provinsi Riau  
Di Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : ROSA HASLIANA  
NIM : 11314200333  
Semester/Tahun : XIII (Tiga Belas)/ 2019  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Effect of Using Silent Demonstration Strategy on The Students' Ability in Writing Procedure Text at Third Year of SMP Negeri 1 Kampa  
Lokasi Penelitian : SMP Negeri 1 Kampa  
Waktu Penelitian : 3 Bulan (02 Desember 2019 s.d 02 Maret 2020)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor

Dekan



Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.  
NIP.19740704 199803 1 001

Tembusan :  
Rektor UIN Suska Riau





PEMERINTAH KABUPATEN KAMPAR  
DINAS PENDIDIKAN KEPEMUDAAN DAN OLAHRAGA  
SMP NEGERI 1 KAMPA

Alamat : Jln. Raya Pekanbaru – Bangkinang Km. 39 Desa Sawah Baru 28563



**SURAT KETERANGAN**

Nomor : 422/SMPN.1.K/II/2020/63

Yang bertanda tangan dibawah ini Kepala SMP Negeri 1 Kampa Kec. Kampa Kab. Kampar, dengan ini menerangkan bahwa :

Nama : ROSA HASLIANA  
NIM : 11314200333  
Universitas : Universitas Islam Negeri Sultan Syarif Kasim Riau  
Program Study : Pendidikan Bahasa Inggris  
Alamat : Pekanbaru

Benar telah melaksanakan Kegiatan Riset / Pra Riset dan Pengumpulan Data untuk bahan penyusunan Skripsi di SMPN 1 Kampa Kec. Kampa Kab. Kampar, dari tanggal 04 s/d 28 November 2019, yang berjudul :

***“THE EFFECT OF USING SILENT DEMONSTRATION STRATEGY ON THE STUDENTS’ ABILITY IN WRITING PROCEDURE TEXT AT SMP NEGERI 1 KAMPA ”.***

Demikianlah Surat Keterangan ini kami keluarkan dengan sebenarnya untuk dapat digunakan sebagaimana mestinya, terima kasih.



Kampa, 13 Februari 2020  
Kepala Sekolah

**SARTUNIS, S.Pd**

NIP.19650517 199001 1 001



UIN SUSKA RIAU

KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
FAKULTAS TARBİYAH DAN KEGURUAN

كلية التربية والتعاليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

KEGIATAN BIMBINGAN MAHASISWA  
SKRIPSI MAHASISWA

- 1. Jenis yang dibimbing : Proposal
- a. Seminar usul Penelitian :
- b. Penulisan Laporan Penelitian :
- 2. Nama Pembimbing : Drs. Samsi Hasan, M.H.Sc.
- a. Nomor Induk Pegawai (NIP) :
- 3. Nama Mahasiswa : Rosa Hasliana
- 4. Nomor Induk Mahasiswa : 11314200333
- 5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	7/10 2019	The Effect of Using Silent Demonstration Strategy on the students' Ability in Writing Procedur text at SMP Negeri 1 Kampar Timur		
2.	8/10 2019	Verbalki Fungsi Tujuan Penelitian dan Hipotesis		
3.	9/10 2019	Acc. for attending seminar session		

Pekanbaru, ..... 9/10 ..... 2019  
Pembimbing,

Drs. Samsi, M.H.Sc.  
NIP.



UIN SUSKA RIAU

KEMENTERIAN AGAMA  
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
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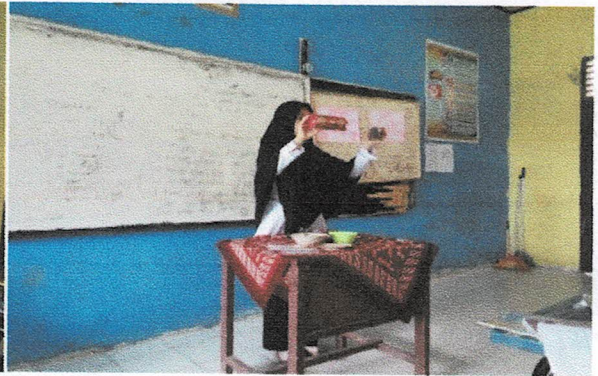
**KEGIATAN BIMBINGAN MAHASISWA  
 SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : Skripsi  
 a. Seminar usul Penelitian : -  
 b. Penulisan Laporan Penelitian : -  
 Nama Pembimbing : Drs. Samsi Hasan, M.H.Sc  
 a. Nomor Induk Pegawai (NIP) :  
 2. Nama Mahasiswa : Rosa Hasliana  
 3. Nomor Induk Mahasiswa : 11314200333  
 4. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	28/10 2019	Struktur keupak bag latar. karena instrument sli di dccc		
2.	1/11 2019	Revisi judul dan keupak bag bag latar "The Third Year of"		
3.	10/12 2019	Perbaiki Analysis data dgn menghilangkan rumus keupak bag kembali		
4.	17/12 2019	Cek and recheck kesempurnaan tulisan dan analisa data nya.		
5.	13/1 2020.	Acc - - -		

Pekanbaru, 13 - 1 - 2020  
 Pembimbing,

**DOCUMENTATION OF THE RESEARCH**







Penyasawan. In 2010, she finished her study at Islamic Junior High School (MTs) Muhammadiyah Penyasawan. She continued her study at State Senior High School (SMA N) 1 Kampar finished it in 2013.

In 2013, she was accepted become one of the students in English Education Department, Faculty of Education and Teaching Training of State Islamic University of Sultan Syarif Kasim Riau. On 2016, she was doing KKN (Kuliah Kerja Nyata) in Rokan IV Koto, Rokan Hulu Regency. She was doing Pre-Service Teacher Training Practice at The Vocational High School Telkom Pekanbaru, Riau.

Finally, she followed final examination of this thesis entitled “The Effect of Using Silent Demonstration Strategy on The Student Ability in Writing Procedure Text at SMP Negeri 1 Kampa” in 2020.

UIN SUSKA RIAU

#### Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.