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THE EFFECT OF USING INTERACTIVE LEARNING STRATEGY ON STUDENTS' WRITING ABILITY OF PROCEDURE TEXT AT THE EIGHTH-GRADE OF SMPN 4 PULAU MERBAU

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UIN SUSKA RIAU

BY

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Thesis
Submitted as partial fulfillment of the Requirements
for Bachelor's Degree of English Education
(S. Pd)

DEPARTMENT OF ENGLISH EDUCATION
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Pekanbaru, January 30th, 2025

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ABSTRACT

Nazri, (2025) : The Effect of Using Interactive Learning Strategy on Studens' Writing Ability of Procedure Text at the Eighth-Grade of SMPN 4 Pulau Merbau.

Most of students SMPN 4 Pulau Merbau have difficulty in writing procedure text due to lack of enthusiasm, difficulty in finding ideas, and lack of vocabulary. Using Intractive learning strategy has proven to be an effective method to improve students' writing ability. This study aims to determine the effect of using interactive learning strategy on students' writing ability of procedure text at the eighth-grade of SMPN 4 Pulau Merbau. This study used a quantitative reseach with a pre-experimental design. Data were collected a group of 16 students' in eighth-grade. This study found a significant difference in student' writing ability, with the average value increasing from 60.68 to 68. 87 after the intervention. Statistical analysis confirmed the effect of using interactive learning strategy with a sig value (2-tailed) of 0.000 indicating a significant difference in students' writing ability before and after implementation. This study concluded that the using interactive learning strategy can improve stuedents' writing ability, making the learning process more effective.

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ABSTRAK

Nazri (2025) : Penggaruh Penggunaan Strategi Pembelajaran Interaktif Terhadap Kemampuan Menulis Teks Prosedur Siswa Kelas Delapan di SMPN 4 Pulau Merbau.

Sebagian besar siswa SMPN 4 Pulau Merbau menggalami kesulitan dalam menulis teks prosedur karena kurangnya semangat, dan kesulitan menemukan ide, serta kurangnya kosakata yang dimiliki. Menggunakan strategi pembelajaran interaktif terbukti merupakan metode yang efektif untuk meningkatkan keterampilan menulis siswa. Penelitian ini bertujuan untuk menggetahui penggaruh penggunaaan strategi pembelajaran interaktif terhadap kemampuan menulis teks prosedur siswa kelas delapan di SMPN 4 Pulau Merbau. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pra-eksperimental. Data dikumpulkan dari sekelompok siswa kelas VIII yang berjumlah 16 siswa. Penelitian ini menemukan peningkatan yang signifikan pada kemampuan menulis siswa, dengan skor rata-rata meningkat dari 60, 68 menjadi 68,87 setelah intervensi. Analisis statistik mengkonfirmasi keefektifan penggunaan strategi pembelajaran interaktif, dengan nilai sig (2-tailed) sebesar 0.000 yang menunjukan adanya perbedaan yang signifikan pada kemampuan menulis siswa sebelum dan sesudah penerapan. Penelitian ini menyimpulkan bahwa penggunaan strategi pembelajaran interaktif dalam pengajaran bahasa inggris dapat meningkatkan keterampilan menulis siswa secara signifikan sehingga menjadikan proses pembelajaran lebih efektif.

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ملخص

نظري، (2025): تأثير استخدام استراتيجية التعليم التفاعلي على مهارة كتابة النصوص الإجرائية لدى طلاب الصف الثامن في المدرسة المتوسطة الحكومية 4 فولاو ميرباو

يواجه معظم المدرسة المتوسطة الحكومية 4 فولاو ميرباو صعوبات في كتابة النصوص الإجرائية بسبب الافتقار إلى الحماس وصعوبة العثور على الأفكار ونقص المفردات. لقد ثبت أن استخدام استراتيجية التعليم التفاعلي يعد أسلوبًا فعالًا لتحسين مهارة الكتابة لدى الطلاب. يهدف هذا البحث إلى تحديد تأثير استخدام استراتيجية التعليم التفاعلي على مهارة كتابة النصوص الإجرائية لدى طلاب الصف الثامن في المدرسة المتوسطة الحكومية 4 فولاو ميرباو. يعتمد هذا البحث على المنهج الكمي مع تصميم ما قبل التجريبي. تم جمع البيانات من مجموعة مكونة من 16 طالبًا في الصف الثامن. توصل هذا البحث إلى تحسن كبير في مهارة الكتابة لدى الطلاب، حيث ارتفع متوسط الدرجات من 60.68 إلى 68.87 بعد التدخل. وقد أكد التحليل الإحصائي فعالية استخدام استراتيجية التعليم التفاعلي، حيث بلغت قيمة الدلالة (ثنائية الذيل) 0.000، مما يشير إلى وجود فرق كبير في مهارة الكتابة لدى الطلاب قبل وبعد التطبيق. وخلص هذا البحث إلى أن استخدام استراتيجية التعليم التفاعلي في تعليم اللغة الإنجليزية يمكن أن يحسن بشكل كبير مهارة الكتابة لدى الطلاب، مما يجعل عملية التعليم أكثر فعالية.

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CHAPTER 1
INTRODUCTION

A. Background of the Research

Writing is one of the most important skills in educational success. Writing is very important for them when they should take notes from their teachers, make a report, and finish assignments from their teachers. Writing is the representation of ideas and thoughts into a written language which functions as documenting and maintaining information, thoughts, and experiences. Harmer (1998), argues that "writing essentially needs to be learned because it was as a language skill. Writing is also used as reinforcement, language development, and learning style".

Additionally, "students must possess the grammar and vocabulary necessary to convey their thoughts in writing" Fitriani et al., (2019). There are only five written texts to study in the middle school English program they are narrative text, descriptive text, procedural text, and report text. In this study, the researcher chose procedural text as one of the learning materials at the junior high school level.

Procedure text is a text that contains steps to do something. According to Derewianka (2004), procedure text is a text that contains instructions on how to make something, game rules, recipes, manual steps, and directions that are oftenused in everyday life. In general, difficulty in writing procedure texts can be interpreted as a condition in the learning process which is characterized by low scores of student learning outcomes.

SMPN 4 Pulau Merbau is a junior high school located in Batang Meranti Village, Meranti Islands district. As one of the formal institutions in the local community, the curriculum used at this school is the 2013 curriculum. Of course this will be an important aspect for students to be able to understand English, the number of students sitting in class VIII is 16 people.

At this school, English learning uses the 2013 curriculum. The 2013 curriculum is the national curriculum that has been implemented in Indonesia

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since 2013. This curriculum was implemented with the aim of improving the quality of education in Indonesia by improving the existing learning system. The 2013 curriculum emphasizes more active, creative and fun learning, so it is hoped that students will be more enthusiastic and interested in the learning process.The Minimum Criteria Mastery (*Kriteria Ketuntasan Minimum* (KKM)) which is used in that school for the eight classis 73.

Based on an initial interview with an English teacher at SMPN 4 Pulau Merbau that many learning strategies have been implemented to improve students' writing results at SMP 4 Pulau Merbau by English teachers, the method that teacher have used in teaching english at SMPN 4 pulau Merabau is PBL (Problem Based Learning), according to Barrows (1986) Problem Baesd Learning is a learning approach that uses real problem as a context for learning, meanwhile according to Dolmans and Schmidt (2006) Problem Based Learning is a learning approach that focuses on problem solving and developing critical thingking skills, as well as integrating knowledge and skills, But there are still many students who are not active. many students have difficulties in writing skills. Students have difficulty making sentences with good and correct grammar and students also have difficulty developing ideas into writing. This is due to the limited vocabulary that students have so it is difficult to pour their ideas into writing so that writing always backfires for students in achieving English language skills.

There are previous studies related usingi nteractive learning strategy on students' writing ability was conducted by Annisa Putri Cahyani (2023) and Rizky Putri Aninda (2018). The similarities of the research is examine the effect of using interactive learning strategyon students’ writing ability. The result of the research is shows that using interactive learning strategyhas significant effect on students’ writing ability. Therefore, the reason of the researcher interested to using this topic, based on the previous study the results of the research there was significant difference after usinginteractive learning strategy on students' writing ability. So, the researcher interested to usinginteractive learning strategy on students' writing ability . Then, the

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difference of this research and the previous study is the design of the research. Where, this research only use one class.

However, Based on previous research, suitable strategy that can help students in English writing activities are interactive learning strategy. Based on research from Rizky (2018) in improving students' writing achievement, researcher used interactive learning strategy as an approach or technique to train students to write and make them better understand texts in writing and be interested in learning to write English. Therefore, the teacher must be creative in determining the right approach to be applied in class. Teachers should give students new techniques to make it fun, easy, and memorable about material especially in writing achievement and also that can help students in developing their writing achievement.

From these problems, students and teachers can master the material in teaching and learning English, especially in writing procedural texts. So, an attractive and better strategy should be used. That is interactive learning. Interactive learning is lesson plans and pre-writing approaches that can help students brainstorm before writing procedures. It is also possible with active learning interactive strategy can be created and used to engage students in critical or creative thinking, express ideas through writing, explore personal attitudes and values, give and receive feedback, and reflect on the learning process.

Based on the explanation above, the reseacher conducted research with the title “The Effect Of Using Interactive Learning Strategy On Students’ Writing Ability Of Procedure Text At SMPN 4 Pulau Merbau.”. This study aims to find out whether using this learning strategy can improve students’ ability to write procedure text after using interactive learning strategy and which aspects of writing improve the most after using these strategy.

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B. Problem of the research

1. Indentification of the Problem

Based on the background above, the reseacher identifies several problems that will be used as material for problems that need to be answered.

a. Why students' have difficulty making sentences with good and correct grammar ?
b. Why students'have difficulty developing ideas into written form.?
c. Why students' have difficult to express their ideas in written form ?
d. Why students'have difficult to connect one sentence with another sentence.?

2. Limitation of the Problem

Based on the problems, researcher found that there are several problems in this research. Therefore, the researcher focused on effect of using interactive learning strategy to improve Students'writing ability in procedure text at SMPN 4 Pulau Merbau.

3. Formulation of the Problem

Based on limitation of the problem above, thus problem of this research can be formulated the following questions:

1. How is students' writing ability of procedure text before using interactive learning strategyof the eighth grade at SMPN 4 Pulau Merbau?
2. How is students' writing ability of procedure text after using interactive learning strategy of the eighth grade at SMPN 4 Pulau Merbau?
3. Is there any significant different before and after using interactive learning strategy on students' writing ability of procedure text in eighth grade at SMPN 4 Pulau Merbau?

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C. The Objective and Significance of the Research

1. The objective of the Research

From the formulation of the problem, the reseacher carried out this research for several objectives as follows:

1. To describe Students' writing ability of procedure text before using interactive learning strategy of the eighth grade at SMPN 4 Pulau Merbau.
2. To describe Students' writing ability of procedure text after using interactive learning strategy of the eighth grade at SMPN 4 Pulau Merbau.
3. To examine whether there is any significant difference before and after using interactive learning strategy on students' writing ability of procedure text of the eighth grade at SMPN 4 Pulau Merbau.

2. The Significance of the Research

This research has theoretically and practically significance. Theoritically, This research can be used as the references for someone who wants to do a research of the effect of using interactive learning strategy as medium in teaching english at junior high school and this research can help teachers solve students' writing achievement of procedure text problems by using interactive learning strategy. Inpractically, This research is expected to influence for students' writing achievement of procedure text to learning english by interactive learning strategy, so that it becomes better in the future.

D. The Definition of Term

1. Writing

According to Brown (2001), "Writing is the result of thinking, combining, and revising, which requires special knowledge of how to generate ideas, organize them coherently, insert discourse markers and rhetorical conventions in written texts, and revise texts for clarity, edit and copy for clarity, correct grammar and make final product". So, "writing"

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refers to the act, process, or skill of expressing thoughts, ideas, or information through the use of symbols or written language.

2. Procedure Text

According to Derewianka (2004), procedure text is a text that provides instructions for making something, in the rules of the game, in recipes, manual steps, and directions that are often used in everyday life. A procedure is a text that gives instructions to do something (Anderson et al., 1997). In This type of text is a text that is used to tell the reader how to do something or steps that are arranged sequentially. Ordinances can be found in food recipes, electronic manuals, sports and training, first aid, science, arts and crafts, etc.

3. Interactive Learning Strategy

According to Seaman and Fellenz (1989) interactive learning strategy refer to a form of discussion and sharing that will provide opportunities for students to react or respond to the ideas, experiences, views and knowledge of the teacher or group, as well as looking for alternatives in thinking.

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CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoritical Framework

1. Writing

a. Definition of Writing

Writing is one of the skills that must be mastered in learning English. Writing is an important aspect of learning English. Writing in one paragraph consists of several sentences that are formed from words that are arranged regularly according to certain formations (Creme and Lea, 2003 quoted in Nurul, 2016). According to Hammad (2013) writing is a thinking process which demands intellectual effort, and it involves generating ideas, planning, goal setting, monitoring, evaluating what is going to be written as well as what has been written, and using language for expressing exact meanings. In addition, writing presents the writer's concept understanding issue which is shown to the public. It requires the integration of idea systematically written.

According to Stubbs in Herlina (2011, p.6), writing is aphysical act, it requires material and energy. And like mostphysical acts, to be performed fully, to bring pleasure, to bothperformer and audience, it requires practice. By writing someone can expressed his or her through, ideas, and feelings. Then, itprovides the information for his or her readers. So, in writing wehas to give ideas, feeling, and opinions and created our own thinking to make readers understand.

In critical thinking skills, writing is one of the skills that can help students develop English language skills (Suprihatin, 2018). The reseacher knows how ideas are created through the thought process in the right form of writing. From this, the reseacher will pay attention to the thought process and improve his writing in order to form good writing. Writing must have special skills that are not instant. Brown (2001) said that the writing process as a result of thinking, compiling, and revising

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required special skills. The process is very important so that it is not separated from achieving the purpose of writing.

Wallace (2004), states that writing is the final product after they learn several stages of writing separately. Writing is very important for them when they should take notes from their teachers, make a report, and finish assignments from their teachers. Writing is the representation of ideas and thoughts into a written language which functions as documenting and maintaining information, thoughts, and experiences.

From the opinions of the experts above, the reseacher concludes that writing skills come from the main ideas, which are then compiled in written form by payingattention to linguistic elements. There are several processes to produce writing, namely the way the writer communicates with the reader through good writing. It is applied so that the reader is able to understand the contents of the article. Writers are required to be able to master these skills so that the content of the writing is conveyed to the reader.

b. Purpose of Writing

Teaching writing in the classroom is not an activity without reasons. Thus, there are some purposes that prompted writing in helping students learning. According to Penny Ur (2003, p.162). "The purpose of writing in the principle is the expression of ideas, the conveying of messages to the reader; so the idea themselves should arguably be seen as the most important aspect in writing". In other word, the purposes of writing are to express the idea into the concrete or visible and convey the message through the consideration written in order to make the reader understand. Robert and James (2017, p.3) stated that there are four general writing purposes. They are to inform the reader about something, to persuade someone to do something, toentertain someone with the story and to express our thoughts or minds.

Furthermore, another expert Harmer (2004, p.16) said that the purpose of writing is depends on the kind, genre, type and writer itself.

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The purpose of writing based on its kind, for example, writing a memo or personal letter is to tell or convey the message to other people. Besides that, it also purposes to ask or command someone to do something later, and etc.

Moreover, the types of writing have their own goals. First, For example, descriptive text purposes to describe something or giving information about specific object. Second, Narrative text purposes to entertain or amuse the reader with the story such as fable, legend, fairy tale etc. Third, Recount text purposes to retell to the reader about the past experience in which they happened in choronological order. The last but not least is procedure text. This text will be more intend to be discussed in this chapter. Procedure text purposes to describe how something is achieved through sequene of action or step.

To be concluded, the purpose of writing rely on how the writer express their meaning and what the text is. Thus, different people will have different aims in writing. Different form in writing such as descriptive, narrative, recount, procedure, etc also has each own goal. Generally, people will write based on their need and goal. So, it is important to know both reader and writer purpose. Why the reader wants to read that writing and what the purpose of the writer that write that writing.

c. The Process of Writing

In writing, there are some important things that a researcher has to consider when the researcher will write. About Harmer (2004, p.4-5) states that the process of writing has four main elements. Those are planning, drafting, editing, and final version.

1. Planning

   The writer has to think about three main issues:

   a. The purpose of their writing skill will influence (among other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include.

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b. The audience they are writing for will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.) but also the choice of language.
c. The content structure of the piece is how best to sequence the facts, ideas, or arguments that they have decided or included.

2. Drafting

One can refer to the first version of a piece of writing as a draft. Several drafts may be produced on the way to the final version.

3. Editing (reflecting and revising)

After writers produce a draft, they usually read what the result of the draft is to see where it works and where it does not. Perhaps, the order of the information is not clear. Perhaps, the way something is written is ambiguous or confusing. Reflecting and revising are often helped by other readers (or editors) who moment and make suggestions. Another reader's reaction to a piece of writing will help the writer to make appropriate revisions.

4. Final report

After the writer edits their draft, it may be different from the original plan and the draft because they make the changes that they consider to be necessary. However, in the final version, the writer is now ready to send the written text to the intended audience.

d. Component of writing

There are some aspects of writing that should be considered by the writers. These aspects will determine whether our writing product is good or not. That is why it is very crucial to understand well the aspects of writing. Jacobs (1981) stated that there are five components of writing as follows:

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1. Content

   Writers need to think creatively what they are going to discuss in their writing. The description of content is knowledgeable, substantive, and relevant ideas.

2. Organization

   Organization refers to the ability of writers in organizing their sentences into a coherent and cohesive ideas. Besides, it refers to the fluent expression, clearly supported ideas, well organized, and cohesive.

3. Vocabulary

   It is necessary for writers to become conscious of words, to consider their meanings, to enjoy their sounds and to respect theirimportance. Mastering vocabulary means the writers are able to select effective idioms, word choices and appropriate registers in their writing.

4. Language Use

   Language use refers to the effective complex constructions, agreement, tense, number, word order, articles, pronouns and prepositions. Are sentences well-formed and complete? is there basic agreement between sentence elements: auxiliary and verb? subject and verb? adjective and noun?. Then, other questions will appear asking the components of language use above.

5. Mechanics

   Spelling, punctuation, and capitalization are included in mechanics. Spelling is important because it is the aspect that can make meaningful writing. Misspelling is always making a confusion of meaning. The meaning will change if a word is misspelled and the whole meaning of writing may be touched by a change.

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According to Halim (2004, p.23), Indicators of writing ability, namely:

1. Ability to choose ideas to be presented,
2. The ability to organize or organize their chosen ideas systematically,
3. The ability to use language according to general rules and language usage habits,
4. The ability to use language style, namely the choice of structure and vocabulary to provide tone or meaning to the essay,
5. The ability to regulate writing mechanisms, namely the pro
6. cedures for writing written language symbols (spelling) displayed in that language.

Based on expert opinions, it can be concluded that the essence of writing skills is a person's ability and skill in expressing thoughts, ideas and feelings through written language in accordance with linguistic provisions and can be understood by other people.

2. Procedure Text

a. Definition of Procedure Text

Procedure is a text that show a process on order. Its socialfunction is to describe how something is completely done through a sequence of series and explains or helps us how to make or use something. According to Syafi'i, et.al (2007.p,24) states a very common of process or procedure of explanation is when one describes how to do something or how something work. It can refer, procedure text begins with the goal of the task. Procedure text such as instructions like recipes and directions to telling someone how to do something. In other words, " procedure" guides the readers to do something, or to reach certain objectives.

A text can be seen from two keys perspectives. They are a thing that can be recorded, analyzed and discussed and a process that is the outcome of a socially produced occasion (Knapp, 2005, p.13). One of the text which is learned by the Junior High School is procedure text. According to Mark and Kathy Anderson in Knapp (2005, p.13), a

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procedure is a piece of text that gives us instructions for doing something. From that statement, can be understood that procedure text gives us the direction or the ways to do something.

Meanwhile, Knapp (2005, p.13), the procedure text explain the way or steps to do or to make something, it also consists of what tools or ingredients should be prepared. Mark and Kathy Anderson added that the examples of procedure text are recipes, itineraries, instruction manuals, and direction. Knapp and Watkins (2005, p.157) said that procedure text is concerned with showing information to someone how to do something. Fromthis statement, the procedure text generally organize with the goal, materials/ equipment and steps.

According to Kosasih (2014, p.67), text procedure is a text that explains the steps completely, clearly and in detail on how to do something. Based on its function, procedure text is classified as exposition text, the text aims to provide an explanation of procedures do something clearly. According to Mahsun (2014, p.30), procedure text is one type of text which is included in the factual genre, procedural subgenre. In KBBI (2008, p.360) it is explained that "a procedure is a stage of activity to complete an activity, a definite step-by-step method for solving a problem."

In short, procedure text is a text that contains different steps from the beginning until the goal of something is achieved. These steps make it easier for the reader to understand the content of the text, which is arranged regularly following the exemplary aspects of writing.

b. The purpose of procedure text

As we know, every text has their own purpose and it is different each other. Beard (2003, p.25) mentions four purposes of the texts which are to persuade, to instruct or advise, to entertain and to inform. In writing a procedure text, it is required to think about the audience and

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consider the following in order to achieve the purpose which is to construct or advise the audience to do something (Keir, 2009, p.14).

According to Keir (2009, p.14), each categorized of audience will need different kind of procedure based on their need or purpose. Here is the consideration of procedure text:

1. The age of audience

   The consideration of age is the text is suitable for whom. If the procedure text is purposed for the kids, the instructions or steps should suitable for the kids with the simple sentences. Meanwhile, if the procedure text is purposed for adults, it should consists of more complex steps because it should adjust with their background knowledge.

2. Whether the audience has any previous experience of the procedure

   The second consideration still relate to the first consideration. It should consider the previous knowldege of the reader because the process will be successful based on their understanding about the steps or instruction. So, the writer should make sure that the reader can understand about the procedure.

3. Whether the audience will need special instruction about the equipment needed or about the steps to be done

In summary procedure text includes in the category of texts that has a purpose to instruct or advise and to inform the reader how to make, to operate, to create, to do something in sequence steps. Besides that, it also provides an instruction to the reader what they should do to achieve the goal.

c. Writing procedure text

According toAnderson (1998, p.84) Writing procedure text is an objectives in languange learning for high school especially in Junior High School. The students asked to create their own procedure text by following the generic structures. In writing procedure text, students should set a goal or decide the aim. For example, how to make a fried

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rice or how to be healthy, and so on. Then, students should mention the materials used or needed in reaching the goal. They can make list things used, equipment needed, substances required or object being investigated to achieve the goal set. The last but not least, the students should explain the steps to achieve the goal. In this part, they should mention the actions necessary, listed in order, to complete the complete the experiment or procedure. Steps are written on a separate lines and each of them is written as a command.

d. Generic Structure of Procedure Text

In writing procedure text, there is a main part structure, according to Anderson et al. (1997), namely :

1. The purpose of making procedure text
2. Title of procedure text
3. Introductory paragraph (this section contain an explanation for making or doing something that wil be made.
4. Materials to complete the procedure

List of materials or tools that used in the procedure of doing something .

1. Order the steps in the correct order
2. How things need to be done in the manufacturing process
3. The order of each important step is structured to make it easier for all readers to follow the idea.

The three components must be in the correct order so that the contents of the procedure text are conveyed to the reader.

e. Language feature of procedure text

According to Anderson et al. (1997), the following language features can beutilized to describe the method text:

1. The simple present tense is used in writing.
2. Using command sentences and imperatives (cut the cucumber, put it intothe bowl).

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3. Sometimes using, sequencers at every stage (first, next, then, after that,and finally).

The procedure text must be written with language features in the requirements above.

f. Example of procedure text

Figure II. 1

HOW TO MAKE AN ICE CREAM

Goal : How to Make an Ice Cream

Ingredient :

1. 2 cups heavy cream
2. 1 cup whole milk
3. 2/3 cup sugar
4. 1 teaspoon vanilla extract

Step

1. First, mix the ingredients
2. Second, heat until the sugar is dissolved
3. Third, Chill the mixture in the refrigerator
4. Next, Freeze the ice cream in an ice cream maker
5. After that, Add chopped chocolate bar
6. Finally, Finish freezing the ice cream

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There are another example of procedure text

How to Make Infused Water

Ingredients :

1. Fresh fruits (e.g., berries, citrus slices, watermelon)
2. Fresh herbs (e.g., mint, basil)
3. Ice cubes (optional)
4. Water

Equipment :

1. Pitcher
2. Wooden spoon or muddler
3. Strainer of infuser bottle (optional)

Procedure :

1. Make sure you have all the fresh fruits, herbs, and equipment listed above.
2. Wash the fruit and herbs thoroughly. Cut larger fruits into slices or chunks, and bruise the herbs slightly to release their flavors.
3. Place the prepared fruits and herbs into the pitcher. Feel free to get creative with combinations, such as strawberry and mint or cucumber and lime.
4. If you want a more intense flavor, use a wooden spoon or muddler to gently press and twist the fruits and herbs in the pitcher. This helps release their natural juices and flavors.
5. Pour cold water into the pitcher, covering the fruits and herbs completely. You can use tap watre, filtered water, or sparkling water for a fizzy variation.
6. Use a wooden spoon to give the ingredients a gentle stir. Place the pitcher in the refrigerator and let it chill for at least 1-2 hours to allow the flavors to infuse.

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7. If you prefer a clear drink, use a strainer to remove the fruits and herbs when serving. Alternatively, you can leave them in the pitcher for a more visually appealing presentation.
8. Before serving, you can add ice cubes to the infused water for a refreshing touch.
9. Pour a glass of the infused water and savor the refreshing and natural flavors. You can also garnish with a fresh slices of fruits or herb for a decorative touch.

3. Interactive learning strategy

a. Definition of Interactive learning strategy

According to Seaman and Fellenz (1989) interactive learning strategy refer to a form of discussion and sharing that will provide opportunities for students to react or respond to the ideas, experiences, views and knowledge of the teacher or group, as well as looking for alternatives in thinking. The teacher has a very important role in implementing the strategy, therefore the teacher must be able to create a comfortable and enjoyable classroom atmosphere, help and encourage students to express their opinions or interact with their friends, provide teaching materials, guide children to use the teaching materials, and explain the objectives study.

According to Muhammad Ali (2022), an interactive learning strategy is a discussion process to achieve learning outcomes through interaction between students and teachers, students and students, interactions between students and the material being studied and between students and the environment.

According to Margaretha in Abdul Majid (2013), interactive learning strategy focus on questions asked by students as their central characteristic by exploring the questions asked by students. Meanwhile, according to Suparman in Tarhuri, an interactive learning strategy is a

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process that allows students to actively involve themselves in the entire learning process, both mentally and physically.

From the explanations of the experts above, what is meant by an interactive learning strategy is learning in which there is a process of discussion or interaction between teachers and students, students and students, and students and the environment. In the interactive learning process, all parties involved interact with each other, making the learning process more lively.

b. Benefits of Interactive Learning Strategy

Komarudin (2022, p.36) Every strategy used in the learning process certainly has benefits, including interactive learning strategy. The following are the benefits of interactive learning strategy;

a. Students' learning motivation will increase with interesting and innovative learning provided by the teacher
b. The learning strategy used more varied, so that students do not feel bored in the learning process
c. There are more learning activities but they are fun for students, because they can learn by doing activities
d. The teaching material will be clearly illustrated and easy for students to understand because it is based on students' previous experiences
e. The material presented is concrete and not just words
f. Students' thinking patterns become more formed and structured, so that students are more critical and able to solve problems given by the teacher in the learning process provided

According to Majid (2013) the benefit of interactive learning strategy is that students learn to ask questions and try to formulate questions. One of the benefits of interactive learning strategy is that students learn to ask questions, try to formulate questions, and find answers to their own questions by observing, in this way students be critical in thinking and active in learning.

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The benefits that can be obtained by using interactive learning strategy can be seen from two angles, namely teachers and students. If you look at it from the teacher, the interactive learning strategy means that the teacher does not really explain the learning material from A to Z, but the teacher can organize the learning material being taught so that with the available tools and aids he is able to provide direction to students to better understand the learning material. If seen from students, interactive learning strategy provide students with understanding to be able to create, organize and apply concepts and strategy and provide conclusions on the learning material studied.

c. Characteristics of Interactive Learning Strategy

Each learning strategy has its own characteristics. Every learning process carried out in the classroom will involve interaction between the teacher and students, or between students. So as a result of this interaction, students will be given a stimulus to provide responses in the form of questions. The questions asked by students can be used by teachers to find out the students' abilities before continuing with the core learning by utilizing the students' initial knowledge.

Characteristics of the interactive learning strategy according to Rivers (1987), the characteristics of interactive learning are:

1. The classroom is changed to serve as a space where these difficulties can be encountered and overcome with the assistance of the teacher and the cooperation of other students.
2. Understanding other people and self-expression go hand in hand with interaction.
3. Whether physical or experimental, interaction is always understood in context, with nonverbal cues extending the verbal cues' meaning.

d. Interactive Learning Strategy Requirements

According to Sabriin Komarudin (2022) the conditions that teachers must pay attention to when using interactive learning strategy are:

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a. The learning model used must be able to arouse students' motivation, interest or desire to learn
b. The learning model used must be able to foster students' desire to learn more optimally, for example interacting with teachers and other students
c. The learning model must be able to provide space for students to provide responses to the material presented
d. The learning model must be able to guarantee the development of students' personalities
e. The learning model used must be able to educate students in how to learn on their own and how to gain knowledge through their own efforts
f. The model used must be able to foster and develop students' values and attitudes in everyday life.

Drost, SJin Abdul Majid (2013, p.86-87) believes that the learning process runs well and smoothly if there is a human relationship between teachers and students, a brotherly relationship between students, a situation of mutual assistance, work discipline, responsibility, partners in learning, helping, close cooperation, sharing experiences, and reflective dialogue between students.

e. Steps for Implementing Interactive Learning Strategy

There are the procedure of interactive learning strategy by Faire Cosgrove in Harnen, W., (1996).

1. Preparation

   In the initial activity stage of this interactive learning, the preparation of teachers and students look for background topics that will be discussed in learning activities.

2. Before View

   At the initial knowledge stage, the teacher explores the students' initial knowledge about the things that students already know about the topic to be studied.

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3. Exploratory

The activities carried out in these third stage display activities that provoke students' curiosity. Furthermore, students are encouraged to ask questions related to the topic of the activity in question.

4. After Review

After carrying out exploration activities through various demonstration activities or phenomena, at this stage, each student is given the opportunity to make questions in his group. Then students read the questions made in the group.

5. Children Question

In the process of investigation, there will be interactions between students and teachers, students with students, students with media, and students with tools. At this stage, students are given the opportunity to find concepts by collecting, organizing, and analyzing data in an activity that the teacher has designed.

6. Investigation

At the final knowledge stage, students read the results they obtained.

7. Reflection

The final stage is reflection, namely the activity of thinking about what has just happened or has just been learned.

According to Mulyanta and Marlon Leong (2009, p.4) the steps in implementing interactive learning strategies are:

1. Initial activity

The first step that must be taken by the teacher as facilitator, namely learning to prepare students' conditions and learning environment so that all students are in ready and motivated condition, so that when learning all students can follow the learning well so that learning outcomes will be determined quality.

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2. Core activities

The core activity is a learning process for achieve basic competencies carried out interactively, inspirational, fun, challenging,motivates students to participate actively, and provides sufficientspace for students initiative, creativity and independence according to talent, students' interests and physical and psychological development.

3. End activities

The final learning activity is to make a reflection and conclusions on the material studied. Before that, choose one or several students as group representatives for presents the answer, while the other group is asked provide feedback.

f. Advantages of Interactive Learning Strategy

A strategy definitely has advantages and disadvantages in the process of sustainability of the strategy used. Moreover, the learning strategies used in the classroom are carried out by the teacher. Because the students they face are very diverse in nature and the handling of the learning process is also definitely different. So strategy are needed that are more capable of improving learning that can provide comfort and enjoyment for students in the learning process provided by the teacher in the classroom.

According to Renny (2016) in Abdul Majid, the advantages of interactive learning are:

a. Students are given more opportunities to involve their desires in the objects to be studied
b. Train students to express curiosity through questions asked by a teacher
c. Providing playing suggestions for students through exploration and investigation
d. Teachers as facilitators, motivators and designers of learning activities
e. Placing students as active learning subjects

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f. Learning outcomes are more meaningful

There are several advantages to using interactive learning strategy, namely:

a. Students become more active and critical, because this model encourages students to ask questions, try to formulate questions, and try to find answers to their own questions by carrying out activities.
b. Structur
c. ed steps encourage students to take questions and follow up seriously.

4. The Effect of Using Interactive Learning Strategyin Writing Ability

Beverly Derewianka (1990) in her work "Genre Based Pedagogy" emphasizes the importance of interactive learning strategy in understanding text structure. The effect of using interactive learning strategy in writing are increasing understanding of text structure, improving effective writing ability and building self-confidence in communicating. So using interactive learning strategy has an influence in improving students' writing ability.

B. Relevant Research

According to Syafi'i (2018), relevant research is required to observe some previous research conducted by other research in which they are relevant to our research. Some previous writers have relevance to this research:

A research from Annisa Putri Cahyani (2023) ‘’The Implementation Of Interactive Learning Strategies To Improve Students’ Writing Achievement Of Procedure Text At SMP Negeri 1 Dente Teladas”This research was conducted at Junior High School/ SMP Negeri 1 Dente Teladas and In this study, the researcher took one class as the sample and it was IX F which consisted of 30 students.The instrument used in this final assignment is a test. in the data collection, the author used pre-tests and post-tests. Before doing the post-test, the author provides treatment. After obtaining sufficient data, the researcher calculated the data using the t-test.

The research by Rizky Putri Aninda (2018)"The Use Of Interactive Learning Approach To Improve The Students Writing Descriptive Text Ability At The Eight Grade Of SMPN 10 Metro". This research is a Classroom Action

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Research conducted using pre-tests post testdesign. This research used two cycles that consistedof four stages: planning, acting, observing and reflecting. The population of this research was class eighth graderswhich consisted of 28 students.To collect samples using purposive sampling. The instrument used in this thesis was testing (pretest-posttest). In collecting the data, the writer used pre-tests and post-tests, observation, documentationand Field Note.

The reseach from Nety Ariyani (2008) " The Effectiveness of Interactive Learning in Teaching the Present Continous Tense (An experemental study at the first grade students of SMK Islam Al-Fajar, Kedang, Pamulang). This reseach used library reseach and field reseach, the population of this reseach was class first grade, the first grade at this school consists of two classes, class X ap consists of 23 students and X pj consists of 28 students, in collecting the data, the writer used observation, teacing and test. The instrument of this tesis was testing (pre-test and post-test.

Reseach from Rini Purnawati (2017) "Development of Interactive Learning Module in Computer Accounting Subject to Improve Student Motivation of Class XI AK 1 in SMK N 1 Yogyakarta, this reseach used methode of reseach and development (R & D), the data collection technique in this reseach using quistionaries, the subject and population of this reseach is a class XI AK 1, there are 32 students.

Reseach from Yanti Karmila Ningsih (2022) "The Implementation of Interactive Learning Strategy to Formulating Learning Objectives in Package C Program". The methodology used in this study was quantitative descriptive by using questionnaire for data collection, the finding of this study that the implementation of interactive learning strategy by tutor in package C Binuang Sakti Group is successful in assisting Learner to to formulate their learning objective.

In conclusion, the similarity of this research which several relevant research above is that both find out the effect of using Interactive LearningStrategy on studentsWriting Ability. This research was conducted in junior high school.Then this research was carried out in the Meranti Islands

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district, while other relevant research was carried out in other regions. In addition, the research subject, objectives, and research design also have differences in the relevance of the research above.

C. The Operational Concept

According to Syafi'i (2017) operational concept are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in academic writing research paper.In the title of this research there are two variables, namely the independent variable (X) namely Interactive Learning Strategy (Y) Writing skills the indicators for each variable are:

1. Procedures of interactive learning strategy
   a. Preparation
      1. The teacher looks for the background of the topic that will be discussed in learning activities on writing material
      2. The teacher uses the resources that will be used in learning activities, such as books and mass media on writing material
      3. Teachers provide opportunities for students to express what he has learned in writing material
   b. Initial Knowledge Stage
      1. The teacher explores students' initial knowledge regarding the topic to be discussed studied on writing material
      2. The teacher asks students' opinions on the topic problem have been studied in writing material
   c. Activity step
      1. The Teachers stimulate students' curiosity about writing material
      2. The teacher encourages students to ask questions related to topics about writing material
      3. The teacher carries out activities to arouse curiosity students like questions, showing phenomena through video or images about writing materials

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4. The teacher asks students to tell and ask questions their opinion regarding what they have seen about writing material

d. Children Question stage
   1. The teacher asks the students to read the questions made in his group about writing material
   2. The teacher directs students to choose related questions with topics about writing materials
   3. The teacher writes students' questions on the board about writing material
   4. The teacher provides motivation and stimulates students to want toask about writing materials
   5. The teacher invites students to select the questions they have asked written on the blackboard about writing material

e. Investigation
   1. Teachers provide opportunities for students to discover concepts through collecting, organizing, and analyzing data in an activity regarding writing material
   2. The teacher helps students to find answers to questions they ask about writing material
   3. The teacher asks students in groups to do it investigation through observation or observations about writing material

f. Final Activity Stage
   1. The teacher asks students to read the results they obtained about writing material
   2. The teacher directs students to conduct class discussions about writing material
   3. The teacher collects students' answers and compares them prior knowledge before conducting an investigation about writing material
   4. The teacher asks students to compare what now they know what they used to know about writing materials

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g. Reflection Stage
   1. The teacher asks students to express their opinions about what has been obtained after the learning processabout writing material
   2. The teacher gives students the opportunity to submitfollow-up questions if there is something you don't understand about the writing material
   3. The teacher provides reinforcement as well as things that are still wrong about writing material.

2. Indicator of writing ability

There are some aspects of writing that should be considered by the writers. These aspects will determine whether our writing product is good or not. That is why it is very crucial to understand well the aspects of writing. Jacobs (1981) stated that there are five components of writing as follows:

1. Content

   Writers need to think creatively what they are going to discuss in their writing. The description of content is knowledgeable, substantive, and relevant ideas.

2. Text Organization

   Organization refers to the ability of writers in organizing their sentences into a coherent and cohesive ideas. Besides, it refers to the fluent expression, clearly supported ideas, well organized, and cohesive.

3. Vocabulary

   It is necessary for writers to become conscious of words, to consider their meanings, to enjoy their sounds and to respect theirimportance. Mastering vocabulary means the writers are able to select effective idioms, word choices and appropriate registers in their writing.

4. Language Use

   Language use refers to the effective complex constructions, agreement, tense, number, word order, articles, pronouns and prepositions.

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5. Mechanics

Spelling, punctuation, and capitalization are included in mechanics. Spelling is important because it is the aspect that can make meaningful writing. Misspelling is always making a confusion of meaning.

a. Assumptions and Hypothesis

1. Assumption

From the above theories, it is believed that using interactive learning strategy is the correct method for improving students' writing achievement in procedural texts. The teacher's ability to write students is improved through an active classroom atmosphere, through students with discussion groups. This strategy is meaningful, clear, and attractive. The concepts and ideas of students become active, critical, and creative so that they can be clear in writing down a number of steps in the procedure text. In the teaching and learning process, interactive has helped motivate students to be active in the classroom.

In addition, they have carried out all stages of the writing process well. Several important things were noted from the development of questions made by students in class during discussions to be further developed in the form of a coherent procedure text in accordance with linguistic characteristics and generic structures. The results showed an increase when viewed from the student's final writing test. So, the researcher concluded that the students' writing results were better than before using interactive learning strategy.

2. Hypothesis

Based on the assumptions above, this research hypothesis can be proposed as follows:

a. Null Hypothesis (Ho): There is no significant difference between before and after the use of interactive learning strategy on the students' writing ability in eighth grade at SMPN 4 Pulau Merbau.

b. Alternative Hypothesis (Ha): There is a significantdifference between before and after the use interactive learning strategyof on the students' writing ability in eighth grade at SMPN 4 Pulau Merbau.

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CHAPTER III
RESEARCH METHOD

A. Research Design

This research aim to find out the significant difference between students' writing ability beforeand after using interactive learning strategy. in this researcher used an experimental research. Gay et al., (2012) in an experimental study, the researcher manipulates at least one independent variable, controls other relevant variables, and observes the effect on one or more dependent variables.

In this research the researcher used pre-experimental design one group pre-test and post-test. Gay et al., (2012), The onegroup pretest–posttest design involves a single group that is pre-tested (O), exposed to a treatment (X), and then post tested(O). The researcher use pre-experimental design one group pre-test and post-test because the researcher want to know the effect of interactive learning strategyto improve students' writing ability on one class.

The research design could be presented as follows :

Table III.1

$0_1 X\ 0_2$

(Illustrated by Gay et al., (2012)

Note :

O_1 : Pre-test (Was given before the researcher taught using interactive learning strategy to measure students' writing ability before being given treatment)

X: Treatment (was given researchers teach using interactive learning strategy on writing procedure text).

O_2 : Post-test (Was given after the researcher taught using interactive learning strategy to measure students' writing ability after being given treatment).

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B. Time and Location of the Research

This research conducted in August of the academic year of 2024/2025.The location of the research was at SMPN 4 Pulau Merbau, which is located on Batang Meranti Street, Pulau Merbau District, Meranti Islands Regency, Riau Province

C. Subject and Object of the Research

The subject of this research is eighth-grade students' SMPN 4 Pulau Merbau. The object of the research is the use of interactive learning strategy on students' writing ability of procedure text.

D. Population and Sample of the Research

1. Population of the research

The population of this research is the eighth grade students at SMP N 4 Pulau Merbau. According to Creswell (2012) stated that population is a group of individuals who have the same characteristic. The total population of the eighth grade students is 16 students from one classes. Meanwhile, Sugiyono (2013, p.61), defines that population as the general area that contains an object or subject that has certain characteristics and qualities that are established by the researcher to be studied and then to be concluded. In an ideal situation, we can select a sample of individuals who are representative of the entire population.

2. Sample of the Research

In this research, the researcher used purposive sampling as the technique to choose the sample of population.According to Sugiyono (2013), Purposive sampling is a technique for collecting data sources by determining samples with certain considerations. This means that sampling is not based on strata, random or regional, but is based on the research objectives. Based on the explanation above, the school only has one eighth grade class, so that class is the sample in this study and the total sample was 16 students as the sample in this research.

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Table III.2

Sample of the Reseach

No	Class	Sample
1	VIII	16

E. The Technique of Data Collecting

Data collecting is one of the most important parts of research. To get the data needed to complete this study, researcher used test.

1. Test

According to Brown (2007, p.3) "the test means a method to measure a person's ability, knowledge, or performance in a particular domain". To find out students' writing skills in proceduretext, a test was carried out which included:

Pre-test

To collect data, the researcher conducted a pretest in the experimental class. Pre-test was given to determine students' writing ability. It is provided at the first appointment, before treatment. The test is in the form of an order to make one paragraph of procedure text, and students are given 35 minutes to write the paragraph that the researcher gives on the question sheet. At first, the researcher introduced himself and explained the purpose of his research to the students. Then the researcher gave a pretest.

Posttest

After treatment, a post-test was given to students who experienced the same questions as the initial test. It aims to determine whether there is an effect on student learning outcomes by using interactive learning strategy in learning to write. Students are given 35 minutes to write the paragraphs given on the answer sheet. The pre-test and post-test results were compared to determine the student's abilities before and after being applied using interactive learning strategy in learning to write.

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F. The Technique of Data Analysis

To find out whether there is a significant different or not of using interactive learning strategy on students' ability to write procedure text the data will analyzed statistically. To analyze the data the writer used a score of pre-test and pot-test, so the data analyzed used by Shapiro Signed Ranks Test in analyzing the data. The Wilcoxon Signed Ranks Test is a non-parametric statistical hypothesis test that is used when comparing two related samples to see the differences between paired samples. Pre-test and post-test experimental designs are examples of the types of situations in which the technique is appropriate. In addition, the data was calculated by using the application (SPSS) version 23.

The statistical hypotheses are:

1. **Ha** is accepted if the value in the sig. (2-tailed) less than 0.05, it means that there is a significant difference on students' writing ability between before and after usinginteractive learning strategyat the eighth grade of SMPN 4 Pulau Merbau.
2. **Ho** is accepted if the value in the sig. (2-tailed) more than 0.05, it means that there is no significant difference on students' writing ability between before and after using interactive learning strategyat the eighth grade of SMPN 4 Pulau Merbau.

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CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

This study employed a pre-experimental design to determine the significant different before and after of using interactive learning strategy on students writing ability at Eight Grade of SMPN 4 Pulau Merbau. The analysis and interpretation of the data were based on the findings presented in Chapter IV. The SPSS program is used to analyze the data in order to obtain descriptive statistics and a hypothesis test result that can support the theories and earlier research that were discussed in the previous chapter.

The findings of this research showed that the mean score of post-tes from pre-experimental class showed is higher than the mean score of pre-test from control class 68.00 > 62.50. It means that the the students writing ability taught by using interactive learning strategy at eight grade students of SMPN 4 Pulau Merbau was at good category. And, the mean score of students‘ writing ability taught without using interactive learning strategy at eight grade students of SMPN 4 Pulau Merbau was Enough category. Futhermore, based on the ttes showed the sig. (2 tailed) value was 0.000. it can be stated that 0.000<0.05. it means that null hypothesis (Ho) is rejected, while the alternative hypothesis (Ha) is accepted. This means that there is significantdifferent of using interactive learning strategy on students’writing ability at eight grade of SMPN 4 Pulau Merbau.

B. Suggestion

Based on the result of this research, the researcher has some suggestion as follows:

1. Suggestion for teacher For teachers to use this learning strategy to develop similar learning strategy to make learning more varied and interesting so that students are interested in the learning process in class.
2. Suggestion for Students So that students can pay attention to the teacher and listen to the explanation of the teacher as well as possible so that they

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can receive the knowledge provided and with this learning strategy it is hoped that students will be more active and happier to learn English.

3. Suggestion for the next researcher The researcher expected that there will be research on other learning strategy carried out to be able to be used to students in order to create a new atmosphere of the learning process and with the renewal of methods students will be more interested in the teaching and learning process in the classroom and the achievement of good learning goals.

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LESSON PLAN Bahasa Inggris SMPN 4 Pulau Merbau

A. Informasi Umum

Mata Pelajaran	Bhs Inggris
Penyusun/Tahun	(Nazri)/2024
Kelas	VIII
Elemen/Topik	Menyimak – Berbicara Membaca – Memirsa Menulis – Mempresentasikan/Teks Prosedur
AlokasiWaktu	90 menit (2 Jam Pelajaran)
PertemuanKe-	1-4
Sarana Prasarana	Buku, Spidol, PapanTulis
Model Pembelajaran	Discovery Learning
Pendekatan	Pendekatan Scientific

B. Komponen Inti

TujuanPembelajaran

1. Peserta didik dapat mengidentifikasi sebuah teks prosedur.
2. Peserta didik dapat memahami pengertian, struktur umum, dan unsur kebahasaan dari teks prosedur.
3. Peserta didik dapat mengolah, menginterpretasikan, dan mengevaluasi informasi dari beberapa contoh teks prosedur.
4. Peserta didik dapat mengidentifikasi dan menjelaskan makna kosakata baru dan yang jarang digunakan dalam teks prosedur.
5. Peserta didik dapat mempresentasikan ide-ide dalam bentuk presentasi dan diskusi dalam kelas.
6. Peserta didik dapat memahami *simple present tense* dalam teks prosedur.

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Pertanyaan Pemantik

1. *Have you ever written procedure text before? Is it easy to explain your thoughts/opinions in words? Let's figure it out!*

Persiapan Pembelajaran

1. Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran.
2. Guru menyiapkan bahan ajar berupa buku.

Materi Pembelajaran

1. *Procedure Text*
2. *Simple present tense*

Langkah Pembelajaran

Pertemuan

Kegiatan awal

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar. (5')
- Memberikan Pertanyaan Pemantik terkait gambar yang ada di buku.
    - *What do you see in the pictures?*
    - *What is your opinion having seen the picture?*
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti

- Mengidentifikasi dan menyimak kosa kata *unfamiliar* dari buku yang berkaitan dengan teks prosedur.
- Mengidentifikasi dan memahami isi dari teks prosedur dengan topik "How to Make a Ice Cream.
- Secara klasikal mendiskusikan manfaat apa yang di dapat dari teks tersebut
- Setelah itu setiap siswa memberikan tanggapan terhadap hasil pekerjaan siswa lainnya.

Kegiatan Penutup

- Melakukan refleksi pembelajaran
- Memberi tugas mengeksplorasi beragam teks prosedur
- Menyampaikan agenda pertemuan berikutnya

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Pertemuan 2

Kegiatan awal

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).
- Memberikan Pertanyaan Pemantik terkait beberapa teks prosedur
    - *Have you read the prosedure text about How to Make a Ice Cream?*
    - *What do you think about the text?*
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti

- Siswa membaca sebuah teks prosedur " how to make a ice cream".
- Mengidentifikasi dan menganalisis isi teks tersebut
- Menganalis isi dan mendiskusikan isi teks prosedur secara klasikal berdasarkan materi tentang pengertian, struktur umum, dan unsur kebahasaan dari teks prosedur
- Setelah itu, secara berkelompok siswa menulis pertanyaan tentang apa yang kurang mereka pahami tentang teks prosedur.
- Guru membantu siswa menjawab pertanyaan yang sudah ditulis

Kegiatan Penutup

- Melakukan refleksi pembelajaran
- Menyampaikan agenda pertemuan berikutnya

Pertemuan 3

Kegiatan awal

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumberbelajar).
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti

- Mempersilakan siswa untuk melihat gamabar teks prosedur dengan topik " how to make a pencil box"
    - What can you learn from the text?
    - What do you think about the text?

- Mengidentifikasi dan menyimak kosa kata *unfamiliar* dari teks prosedur denga topik yang berbeda.
- Secara berkelompok, siswa mengidentifikasi, dan menganalisis teks prosedur yang terdapat di buku.
- Secara klasikal mendiskusikan manfaat apa yang di dapat dari teks tersebut
- Setelah itu setiap siswa memberikan tanggapan terhadap hasil pekerjaan siswa lainnya.

KegiatanPenutup

- Melakukan refleksi pembelajaran
- Menyampaikan agenda pertemuan berikutnya

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Pertemuan ke 4

Kegiatan awal

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar.
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti

- Menunjuk siswa secara bergantian untuk membacakan teks prosedur dengan lantang
- Secara berkelompok guru meminta siswa untuk menulis pertanyaan yang kurang di pahami tentang teks prosedur dengan topik “how to make a pencil box”
- Meminta peserta didik membaca pertanyaan yang telah di diskusikan bersama kelompok.
- Guru menulis pertanyaan siswa di papan tulis
- Guru mengajak siswa memilih pertanyaan yang akan dijawab terlebih dahulu di papan tulis
- Guru membantu siswa untuk menemukan jawaban atas pertanyaan yang diajukan di papan tulis
- Meminta siswa membandingkan apa yang sekarang mereka ketahui dengan apa yang dulu mereka ketahui tentang teks prosedur.

KegiatanPenutup (10’)

- Melakukan refleksi pembelajaran
- Menyampaikan agenda pertemuan berikutnya

Mengetahui

Guru Mata Pelajaran

Rohana S.Pd

Peneliti

Nazri
11910412986

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Rubric assesment writing procedure text at SMPN 4 Pulau Merbau

Score	Very good (90-100)	Good (80-89)	Enough (70-79)	Not enough (60-69)
Diction	In accordance with the context or title	Something is appropiate with context or title	There something to suit context or title but there are still words which is not quite right the writing	Something is appropriate with context or title but still lost of words less precise the writing
Text Organization	It's visible text arrangement his organization and usage language features	It's visible text arrangement his organization however feature usage language which not appropriate	Text arrangemement the organization does not appropriate however use of language features in accordance	Text arrangement the organization does not appropriate and feature usage inappropriate language
Mechanic	It's visible correct use capital letters in place and punctuation (period, comma etc) less precise	It's visible use of letters capital on the place and punctuatiton (dots, comma etc) however less precise	It's visible use of letters capital in place and punctuation (dots, comma etc) but only just a few sentences	Not visible yet use of letters capital on place and sign read (period, comma etc)

No	Student name	Diction	Text organization	mechanic	Score= $\frac{\text{Total score}}{5}$
1					

Pretest

B. Inggris

Step by Step (gorang tahu)

Material =
- oil
- tahu
- salt
- Royco
- spoon
- plate
- wajan
- spatula

Manner :
- to enter oil fully
- to pass to enter tahu fully
- to enter salt and Royco
- to pass to enter tahu in within wajah
- to pass to enter in within plate

Diction 65

Tex organization 60

Mechanic 60

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Post tes

No.
Date.

Nama SYAHRIL

How to make milk tea

One:
Prepare AEA AND milk

Second: ~~tet~~ the water is Hot

Third: Prepare the glass AND ADD the Sugar AND PUT the tea in the glas then pour the water into the glass

Four: mix teh milk with the tea then stir until evenli mixed

Five: milk tea is ready to drink

Diction 75
Text organization 70
Mechanic 65

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WRITING ABILITY SCORE

Pre Test

No	Student	Diction	Text Organization	Mechanics	Average
1	Student 1	65	60	60	61
2	Student 2	60	60	60	60
3	Student 3	60	60	60	60
4	Student 4	60	60	60	60
5	Student 5	60	60	60	60
6	Student 6	60	60	60	60
7	Student 7	60	60	60	60
8	Student 8	60	60	60	60
9	Student 9	60	60	60	60
10	Student 10	60	60	60	60
11	Student 11	70	70	70	70
12	Student 12	60	60	60	60
13	Student 13	65	60	65	63
14	Student 14	60	60	60	60
15	Student 15	60	60	60	60
16	Student 16	60	60	60	60

Rater,

Kurnia Budiyanti, S.Pd., M.Pd.

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WRITING ABILITY SCORE

Pre Test

No	Student	DICTTION				TEXT ORGANIZATION				MECHANICS				AVERAGE
		60 - 69	70 - 79	80 - 89	90 - 100	60 - 69	70 - 79	80 - 89	90 - 100	60 - 69	70 - 79	80 - 89	90 - 100	
1	File IMG20241105134408	63				62				61				62.00
2	File IMG20241105134428	63				65				62				63.33
3	File IMG20241105134456	61				61				61				61.00
4	File IMG20241105134518	60				60				61				60.33
5	File IMG20241105134537	60				60				60				60.00
6	File IMG20241105134608	61				60				61				60.67
7	File IMG20241105135021	63				61				61				61.67
8	File IMG20241105135043	62				61				61				61.33
9	File IMG20241105135100	63				62				62				62.33
10	File IMG20241105135121	60				60				60				60.00
11	File IMG20241105135153	60				60				60				60.00
12	File IMG20241105135209	62				62				61				61.67
13	File IMG20241105135224	61				61				61				61.00
14	File IMG20241105135241	61				60				60				60.33
15	File IMG20241105135419	62				62				62				62.00
16	File IMG20241105135134	60				60				60				60.00

Rater

Rizky Gushendra, M.Ed.

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WRITING ABILITY SCORE

Post Test

No	Student	Diction	Text Organization	Mechanics	Average
1	Student 1	75	70	65	70
2	Student 2	80	80	80	80
3	Student 3	80	75	75	76
4	Student 4	80	70	70	73
5	Student 5	70	65	65	66
6	Student 6	70	60	60	63
7	Student 7	70	75	70	71
8	Student 8	80	75	70	75
9	Student 9	70	80	75	75
10	Student 10	70	70	70	70
11	Student 11	65	65	65	65
12	Student 12	80	80	80	80
13	Student 13	65	65	60	63
14	Student 14	85	80	80	82
15	Student 15	85	85	80	83
16	Student 16	70	70	70	70

Rater,

Yowi

Kurnia Budiyanti, S.Pd., M.Pd.

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WRITING ABILITY SCORE

Post Test

No	Student	DICTTION				TEXT ORGANIZATION				MECHANICS				AVERAGE
		60-69	70-79	80-89	90-100	60-69	70-79	80-89	90-100	60-69	70-79	80-89	90-100	
1	File IMG20241105131007		71			68				65				68.00
2	File IMG20241105131101		76				72				70			72.67
3	File IMG20241105131313	65				65				63				64.33
4	File IMG20241105131507		71				70				70			70.33
5	File IMG20241105131609		73				73				72			72.67
6	File IMG20241105131646	68				65				63				65.33
7	File IMG20241105131728	63				63				61				62.33
8	File IMG20241105131811	65				65				63				64.33
9	File IMG20241105131852	65				65				62				64.00
10	File IMG20241105131949	64				63				62				63.00
11	File IMG20241105132124	66				65				63				64.67
12	File IMG20241105132159	63				63				62				62.67
13	File IMG20241105132249	63				62				62				62.33
14	File IMG20241105132315	63				62				62				62.33
15	File IMG20241105135419	62				62				62				62.00
16	File IMG20241105135231		70				70				70			70.00

Rater,

RizkyGushendra,M.Ed.

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ENGLISH LANGUAGE STUDY PROGRAM

DISPOSISI
INDEKS BERKAS
KODE : 002

NOMOR : 41

HAL : pengajuan Pembimbing

TANGGAL : 30 April 2024

ASAL : **Nazri**

NIM : 11910412986

TANGGAL PENYELESAIAN:

SIFAT: Biasa

- INFORMASI

The Effecttiveness Of The Implementation Of Interactive Instruction Strategies In Growing Student Activeness In Learning English At SMP N 4 Pulau Merbau

Posen Pembimbing:
Mardiana, M.Pd

Kajur PBI
30/4/24

DITERUSKAN KEPADA:

1. Kajur PBI
2.
3.
4.

*) 1. Kepada bawahan "Instruksi" atau "Informasi"
2. Kepada atasan "Informasi" coret "Instruksi"

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Pekanbaru 2 Mei 2024

Lampiran : 4 lembar

Kepada

Yth Dekan

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Fakultas Tarbiyah dan Keguruan

Di Pekanbaru

Assalamualaikum warahmatullahi wa barakatuh

Dengan Hormat,

Saya yang bertanda tangan di bawah ini :

Nama. : Nazri

Nim : 119100412986

Semester. : 10 / 2024

Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak ibu permohonan SK pembimbing dengan judul: "THE EFECTIVENESS OF THE IMPLEMENTATION OF INTERACTIVE INSTRUCTION STRATEGIES IN GROWING STUDENT ACTIVENESS IN LEARNING ENGLISH AT SMPN 4 PULAU MERBAU." Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Nurdiana , M.Pd.

Dengan ini saya melampirkan sebagai persyaratan :

1. Fotokopi Kartu Mahasiswa
2. Fotokopi Kartu Rencana Studi
3. Fotokopi Kartu Hasil Studi
4. Sinopsis

Dengan demikian permohonan ini saya sampaikan sekiranya bpk/ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

MENGETAHUI

ketua jurusan

Dr.Faurina Anastasia, S.S., M.Hum
NIP. 198106112008012017

Hormat Saya

Nazri
Nim: 1191104112986

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Pekanbaru 10 Juni 2024

Hal : pergantian judul

Lampiran

Kepada

Yth. Dekan

Fakultas Tarbiyah dan

UIN SUSKA RIAU

Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat

Saya yang bertanda tangan dibawah ini :

Nama	: Nazri
Nim	: 11910412986
Tempat/tanggal lahir	: Centai 15 Juni 2000
Semester	: sepuluh (10)
Jurusan	: Pendidikan Bahasa Inggris
Dosen pembimbing	: Nurdiana, S.pd.I.,M.Pd

Berdasarkan rekomendasi dari dosen pembimbing dengan ini saya mengajukan kepada bapak/ibu permohonan Pergantian judul **dari " THE EFECTIVENESS OF THE IMPLEMENTATION OF INTERACTIVE INSTRUCTION STRATEGIES IN GROWING STUDENT ACTIVENESS IN LEARNING ENGLISH AT SMPN 4 PULAU MERBAU" menjadi The Efectivenes of Using Interactive Learning Strategis To Growing Students Activeness In Learning At SMP N 4 Pulau Merbau "** Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ibu dapat mempertimbangkan. Atas perhatian saya ucapkan terima kasih.

MENGETAHUI

Ketua Jurusan

Dr. Faurina Anastasia, S.S., M.Hum

NIP. 198106112008012017

Hormat Saya

Nazri

NIM. 11910412986

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Pekanbaru 2 Juli 2024

Hal : pergantian judul
Lampiran
Kepada
Yth.Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru
Assalamualaikum Wr. Wb.
Dengan Hormat
Saya yang bertanda tangan dibawah ini :

Nama : Nazri
Nim : 11910412986
Tempat/tgl lahir : Centai 15 Juni 2000
Semester : Sepuluh (10)
Jurusan : Pendidikan Bahasa Inggris
Dosen pembimbing : Nurdiana, S.pd.I.,M.Pd

Berdasarkan rekomendasi dari dosen pembimbing dengan ini saya mengajukan kepada bapak/ibu permohonan Pergantian judul dari " THE EFECTIVENES OF THE IMPLEMENTATION OF INTERACTIVE INSTRUCTION STRATEGIES IN GROWING STUDENT ACTIVENESS IN LEARNING ENGLISH AT SMPN 4 PULAU MERBAU" menjadi THE EFECTIVENES OF USING INTERACTIVE LEARNING STRATEGIES TO INCREASE STUDENT'S LEARNING ACTIVITIES IN ENGLISH SUBJECT AT SMPN 4 PULAU MERBAU " Dengan demikian surat permohonan ini saya sampaikan sekiranya bpk/ibu dapat mempertimbangkan. Atas perhatian saya ucapkan terima kasih.

MENGETAHUI
Ketua jurusan

Dr. Faurina Anastasia, S.S., M.Hum
NIP. 198106112008012017

Hormat saya

Nazri
NIM. 11910412986

UIN SUSKA RIAU

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UIN SUSKA RIAU

Pekanbaru 26 Juli 2024

Hal : pergantian judul
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Kepada
Yth.Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru
Assalamualaikum Wr. Wb.
Dengan Hormat
Saya yang bertanda tangan dibawah ini :

Nama	: Nazri
Nim	: 11910412986
Tempat/tgl lahir	: Centai 15 Juni 2000
Semester	: Sepuluh (10)
Jurusan	: Pendidikan Bahasa Inggris
Dosen pembimbing	: Nurdiana, S.pd.I.,M.Pd

Berdasarkan rekomendasi dari dosen pembimbing dengan ini saya mengajukan kepada bapak/ibu permohonan Pergantian judul dari " THE EFECTIVENES OF USING INTERACTIVE LEARNING STRATEGIES TO INCREASE STUDENT'S LEARNING ACTIVITIES IN ENGLISH SUBJECT AT SMPN 4 PULAU MERBAU " menjadi " THE EFFECT OF USING INTERACTIVE LEARNING STRATEGY TOWARD STUDENTS' WRITING ABILITY OF PROCEDURE TEXT AT THE EIGHT-GRADE OF SMPN 4 PULAU MERBAU" Dengan demikian surat permohonan ini saya sampaikan sekiranya bpk/ibu dapat mempertimbangkan. Atas perhatian saya ucapkan terima kasih.

MENGETAHUI
Ketua jurusan

Dr. Fauzna Anastasia, S.S., M.Hum
NIP. 198106112008012017

Hormat saya

Nazri
NIM. 11910412986

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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Nomor: Un.04/F.II.4/PP.00.9/8121/2024 Pekanbaru,07 Mei 2024
Sifat : Biasa
Lamp. : -
Hal : ***Pembimbing Skripsi***

Kepada
Yth. Nurdiana,S.Pd.I.,M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama :NAZRI
NIM :11910412986
Jurusan :Pendidikan Bahasa Inggris
Judul :THE EFECTIVENESS OF THE IMPLEMENTATION OF INTERACTIVE INSTRUCTION STRATEGIES IN GROWING STUDENT ACTIVENESS IN LEARNING ENGLISH AT SMPN 4 PULAU MERBAU."
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

W a s s a l a m
an. Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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LAMPIRAN BERITA ACARA
UJIAN PROPOSAL

Nama : NAZRI
Nomor Induk Mahasiswa : 11910417986
Hari/ Tanggal : Selasa / 6 Agustus 2024
Judul Proposal Penelitian : The Effect OF using interactive learning strategy toward student's writing ability OF procedure text at the eight grade OF SMPN 4 pulau Merbau.

NO	URAIAN PERBAIKAN
1.	Title
2.	Learning strategy / teaching strategy ?
3.	Reseach Problem
4.	Reseach Questions Point 4
5	Theory → interactive learning strategy
6	Operational concept → indicator OF writing
7.	Hipothesis
8.	Analisis

Pekanbaru, 06 Agustus 2024

Penguji I

Dr. Bukhori, M.Pd.

Penguji II

Dedy Wahyudi, M.Pd.

Note:
Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki

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KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

I.	Jenis yang dibimbing	: Skripsi
a.	Seminar usul Penelitian	: The Effect of Using Interactive Learning Strategy on Students' Writing Ability of Procedure Text at the Eight-Grade of SMPN 4 Pulau Merbau.
b.	Penulisan Laporan Penelitian	:
1.	Nama Pembimbing	: Nurdiana,S.Pd.I.,M.Pd
	a. Nomor Induk Pegawai (NIP)	: 19810822 201411 2 003
2.	Nama Mahasiswa	: Nazri
3.	Nomor Induk Mahasiswa	: 11910412986
4.	Kegiatan	: Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	25-11-2024	Bab II definition		
2	25-12-2024	Bab V conclusion add suggst.		
3	27-12-2024	Checking all chapters		
4.	27-12-2024	Approved		

Pekanbaru,25 Desember 2024
Pembimbing,

Nurdiana, M.Pd.
NIP. 19810822 201411 2 003

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Nomor : Un.04/F.II.4/PP.00.9/13643/2024 Pekanbaru, 26 Juli 2024
Sifat : Biasa
Lamp. : -
Hal : ***Mohon Izin Melakukan PraRiset***

Kepada
Yth. Kepala Sekolah
SMPN 4 Pulau Merbau
di
Tempat

Assalamu'alaikum warhmatullahi wabarakatuh

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

Nama	: Nazri
NIM	: 11910412986
Semester/Tahun	: X (Sepuluh)/ 2024
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset 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.

Wassalam
a.n. Dekan
Wakil Dekan III

Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001

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Nomor : Un.04/F.II/PP.00.9/18653/2024 Pekanbaru,15 Agustus 2024 M
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : ***Mohon Izin Melakukan Riset***

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	: Nazri
NIM	: 11910412986
Semester/Tahun	: XI (Sebelas)/ 2024
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 Interactive Learning Strategy On Students' Writing Ability Of Procedure Text At The Eight Grade Of SMPN 4 Pulau Merbau
Lokasi Penelitian : Desa Batang Meranti, kec. Pulau Merbau, kab. Kepulauan Meranti
Waktu Penelitian : 3 Bulan (26 Agustus 2024 s.d 23 September 2024)

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

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam
a.n. Rektor
Dekan

Dr. H. Kadar, M.Ag.
NIP.19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau

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PEMERINTAH KABUPATEN KEPULAUAN MERANTI
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 4 PULAU MERBAU
Jalan Saka Tengah Desa Batang Meranti Kecamatan Pulau Merbau
Kabupaten Kepulauan Meranti Provinsi Riau
NSS : 20.2.09.02.05.003 – NPSN : 10495305 – Akreditasi C
No. Telepon/No.HP. 0813-6571-2111 E-mail : smpn04pulaumerbau@gmail.com Kode Pos :28750

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SURAT KETERANGAN

Nomor: 421.3/SMPN4-PM/SKet/IX/2024-

Yang bertanda tangan di bawah ini Kepala SMP Negeri 4 Pulau Merbau:

Nama	: **Abdul Karim,S.Pd.I**
Jabatan	: Kepala Sekolah
Unit Kerja	: SMP Negeri 4 Pulau Merbau
Alamat Unit Kerja	: Jl.Saka Tengah RT.001 RW.003 Desa Batang Meranti

Memberikan Keterangan kepada:

Nama	: **NAZRI**
NIM	: 11910412986
Semester/Tahun	: XI (Sebelas)/ 2024
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan

Telah menyelesaikan Penelitian/Riset di SMP Negeri 4 Pulau Merbau mulai tanggal 19 Agustus sampai dengan 25 September 2024, dalam rangka penulisan skripsi berjudul **"THE EFFECT OF USING INTERACTIVE LEARNING STRATEGY ON STUDENTS' WRITING ABILITY OF PROCEDURE TEXT AT THE EIGHT-GRADE OF SMPN 4 PULAU MERBAU"**

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagai mana mestinya.

Batang Meranti, 25 September 2024
Plt. Kepala Sekolah,

Abdul Karim,S.Pd.I
NIP.19800102 201001 1 021

PEMERINTAH KABUPATEN KEPULAUAN MERANTI
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 4 PULAU MERBAU
Jalan Saka Tengah Desa Batang Meranti Kecamatan Pulau Merbau
Kabupaten Kepulauan Meranti Provinsi Riau
NSS : 20.2.09.02.05.003 – NPSN : 10495305 – Akreditasi C
No. Telepon/No.HP. 0813-6571-2111 E-mail : smpn04pulaumerbau@gmail.com Kode Pos :28750

Batang Meranti, 13 Agustus 2024

Nomor : 423.4/SMPN4-PM/Ud/VIII/2024
Sifat : Penting
Lampiran : -
Perihal : **Balasan Izin Riset**

Kepada:
Yth. **Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA RIAU**
Di
Tempat

Dengan Hormat,

Sehubungan dengan surat dari Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau Nomor: Un.04/F.II.4/PP.00.9/13643/2024 Tanggal 26 Juli 2024 Perihal Mohon Izin melakukan Pra Riset, atas nama:

Nama : **NAZRI**

NIM : 11910412986

Semester/Tahun : X (sepuluh)/ 2024

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Keguruan

Pada dasarnya kami bersedia dan memberikan izin melakukan pra riset kepada nama yang tersebut diatas.

Adapun hasil Pra Riset tersebut semata-mata untuk kepentingan akademisi/atas melengkapi persyaratan perkuliahan saja.

Demikian yang dapat kami sampaikan, atas perhatian kami ucapkan terima kasih.

Plt. Kepala Sekolah

Abdul Karim,S.Pd.I
NIP.19800102 201001 1 021

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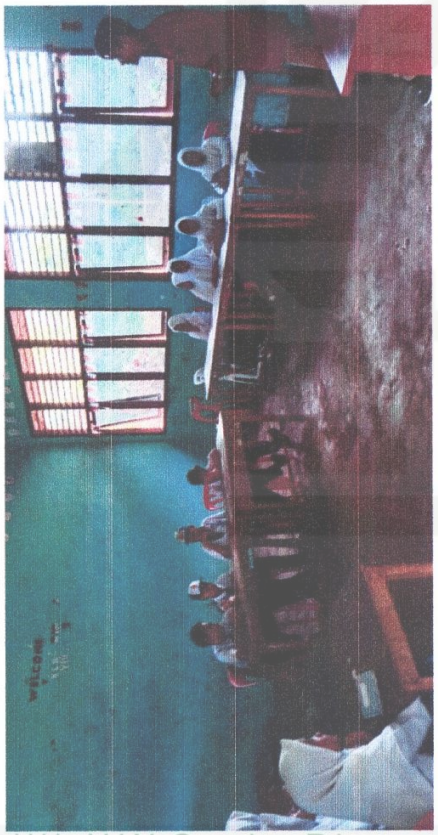
Documentations



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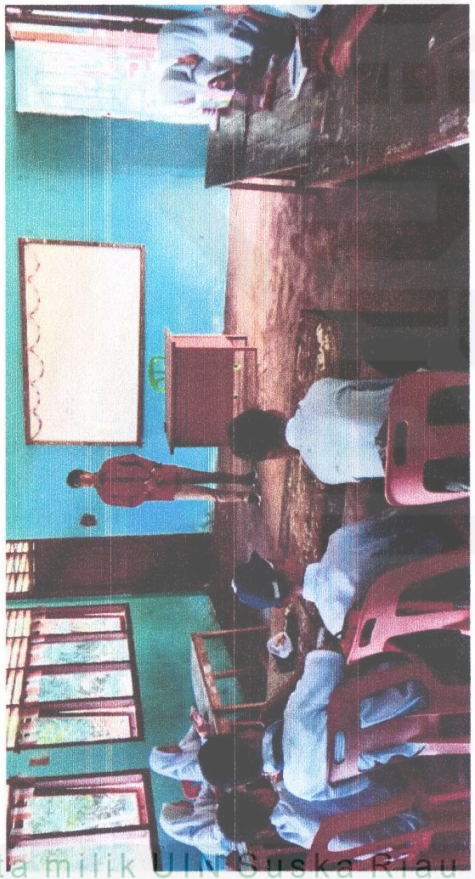

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CURRICULUM VITAE

Nazri was born on juny 15, 2000 in Batang Meranti, Centai Village. He is the last brother from M. Najim and Mrs. Nur Haida. He has two sister, namely Eci Julianis and Nadia. He live at Batang Meranti Village.

The writer had finished his study in SDN 40 Batang Meranti (2007-2013), then he continued his study in MTS Hidayatul Mubtadi'in Semukut (2013-2016), and he continued his study in MA Hidayatul Rahmah Centai (2016-2019). Then the writer was accepted as one of the students in Department of English Education, Facullty of Education and Teacher Training in State Islamic University of Sultan Syarif Kasim Riau in 2019. On july 2022 he was did Kuliah Kerja Nyata (KKN) in Teluk Belitung village, Merbau. Then he was did pre-service Teacher Practice (PPL) program in SMK Muhammadiyah Pekanbaru on October 2022. Finally, he passed thesis examination for his undergraduate program entitled "The Effect of Using Interactive Learning Strategy on Students' Writing Ability of Procedure Text at the Eighth-Grade of SMPN 4 Pulau Merbau".

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