# IMPROVING STUDENT WRITING SKILL ON PROCEDURE TEXT BY USING MAKE A MATCH AT IX C CLASS OF MTS DARUSSALAM JOMBANG

## JOURNAL THESIS



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# IMPROVING STUDENT WRITING SKILL ON PROCEDURE TEXT BY USING MAKE A MATCH AT IX C CLASS OF MTS DARUSSALAM JOMBANG

## THESIS

**Presented to**
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**In partial fulfillment of the requirement for the degree of *Sarjana* in English Language Education**

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**APPROVAL SHEET**

This is to certify that the Sarjana's Thesis of HasniKumkelo has been approved by the thesis advisor for further approval by the Board of Examiners.

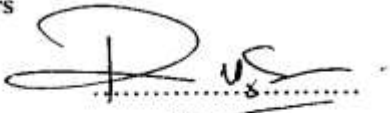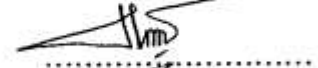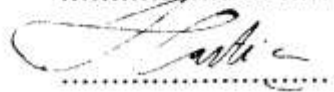Jombang, 18<sup>th</sup>January2019

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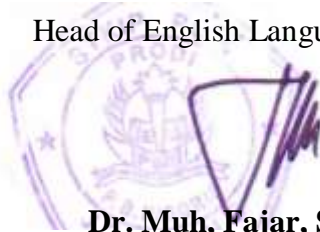
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Finally, the researcher realizes that this thesis has not been perfect yet, so the researcher hopes there will be some critics, comments and any suggestion about this thesis. Hopefully, the result of this study will be useful for the reader.

Jombang, 08 January 2019

Researcher

# MOTTO

**"Gagal bukan berarti akhir dari segalanya, maju dan terus berusaha adalah satu langkah yang akan mengubah segalanya"**

**"The Key to success is hard work"**

# DEDICATION

Thanks to Allah SWT who always give me a health to do this thesis. Alhamdulillah the researcher can finish this thesis. This thesis dedicate to:

1.  My beloved parents Abdul Samad Kumkelo SP.d and Nurainy Yapono SP.d) thanks for you pray, support me with love, and my beloved brother and sisters (Irwan Kumkelo S.H, Hasmia Kumkelo, Amina Kumkelo and Sulasni Kumkelo) who always encourage to do the thesis.
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# ABSTRACT

Kumkelo, Hasni, 2019. Improving Student Writing Skill On Procedure Text By Using Make a Match at ix c Class of MTs Darussalam Jombang. Advisor : Hartia Novianti M.Pd

Keyword      : Writing, Procedure text, Make a match

This research aims to determine the increase of  the students learning interest, active participation in learning, and the ability of students to compose procedures in the form of text. The researcher used make a match method, students in the class would get interest in learning. Students can move around the class to find out their group.

This research method used in classroom action research, in this research the researcher collaborated with an English teacher. The subjects in this study were students in class IX C Mts Darussalam NgesongJombang. The criteria success is 70% KKM, the research used to instruments are tests, questionnaires, and observation checklist. Test is find out students achievement. Questionnaire is used to know the students' opinion then observation checklist is to find out the student's participation.

This research was conducted in one cycle, that consisted of planning, implementation, observation and reflection. The result showed, all students got grade above KKM, because of the result of the first cycle had been good. It can be concluded that 100% of students have achieved success criteria in participation so the researcher stopped this research. Based on the implementation the results the researcher can conclude that one cycle make a match can improve students skill in writing procedure text and participation of students in class IX C class MTs Darussalam Ngesong Jombang.

# ABSTRAK

Kumkelo, Hasni, 2019. Meningkatkan keterampilan menulis pada teks prosedur dengan menggunakan metode Make a match di kelas ix c MTs Darussalam Ngesong Jombang. Advisor : Hartia Novianti, M.Pd.

Kata Kunci     :   Menulis, Prosedur teks, Membuat pertandingan

Penelitian ini bertujuan untuk mengetahui peningkatan minat belajar siswa, partisipasi aktif siswa dalam pembelajaran, dan kemampuan siswa menyusun teks berbentuk prosedur. Peneliti menggunakan metode make a match, siswa di kelas akan mendapatkan pembelajaran yang menarik. Siswa dapat bergerak di sekitar kelas untuk mengetahui kelompok mereka.

Pelitian ini menggunakan penelitian tindakan kelas, dalam penelitian ini adalah penelitian kolaborasi dengan guru Bahasa Inggris. Subjek dalam penelitian ini adalah siswa di kelas IX C Mts Darussalam Ngesong Jombang. Kriteria sukses keberhasilan adalah KKM 70%, instrument penelitian ini adalah test, angket, dan obserasi cheklist. Tes untuk mengetahui prestasi siswa, angket digunakan untuk mengetahui pendapat siswa dan kemudian observasi checklist untuk mengetahui partisipasi siswa.

Penelitian ini dilakukan dalam satu siklus, yang terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Hasil penelitian menunjukkan, semua siswa mendapat nilai di atas KKM, karena hasil siklus satu skor siswa sangat baik. Dapat disimpulkan bahwa 100% siswa telah mencapai kriteria keberhasilan dalam partisipasi sehingga peneliti menghentikan penelitian ini. Berdasarkan implementasi hasil penelitian dapat disimpulkan bahwa satu siklus membuat kecocokan dapat meningkatkan siswa dalam menulis teks prosedur dan partisipasi siswa pada kelas IX C kelas MTs Darussalam Ngesong Jombang.

# TABLE OF CONTENTS

**CHAPTER 1 INTRODUCTION**

**CHAPTER II REVIEW OF RELATED LITERATURE**

## CHAPTER III RESEARCH OF METHODOLOGY

## CHAPTER IV FINDINGS AND DISCUSSION

## CHAPTER V CONCLUSION AND SUGGESTION

# LIST OF TABLE

# LIST OF APPENDIXES

Surat Permohonan Ijin Penelitian

Surat Balasan Ijin Penelitian

Pernyataan Keaslian Tulisan

Kartu Bimbingan Skripsi

# CHAPTER I

# INTRODUCTION

## A. Background of the study

According to Agusningtias (2011: 1) English is considered to be the first foreign language in Indonesia. Why? Because English become one of important subject and is taught as a compulsory subject at the secondary up to university level, and even as local load at elementary school. The teaching of English is also important because it is an international language. People all over in the world communicate each other in English. English is useful for establishing and maintaining the relationship with those people. Furthermore, it is also very useful to master. English plays an important role in absorbing and developing the scientific and technological knowledge as well as culture and art. English takes up very important position in business, commerce, the academic field and tourism.

In MTS Darussalam, English Lesson is very important for the students. Because, MTS Darussalam is the boarding school that is uses three languages, first Arabic language, second English and third Indonesia. Writing is one of the productive skill that students expert to achieve their communicate competence. It is one of the four language skills besides listening, speaking, reading and writing. Of the four skills, in this research the researcher used writing skill.

Writing belongs to an active or productive skill. It means that writing produce something.

According to Harmer, (2007: 112) said that writing is devided into two parts, they are writing for writing and writing for study. Writing for writing is write something to express the idea. If writing for study is writing for understanding lesson. In writing, there is product approach and process approach. In product the researcher focuses on the product or final result of writing. Whether process approach is focused on the proccess of writing. In writing for study, most of the teacher focus on proccess approach. In writing activities can be writing application, narrative writing, descriptive writing, writing procedure, etc.

Another idea about writing, according to Fachrurrazy (2012: 90) writing is productive skill which starts form the proccess until get the result of writing. In writing for study the teacher asks the students to do the proccess of writing as well in order to get the best product of writing. In other way writing is arranging words to be good sentences based on the rules. Making good sentences based on the rules is the basic term to sudy writing. When the students are able to make good sentences, it will be easy for teacher to teach the proccess of writing. Proccess of writing consists of several steps, they are finding a topic, outlining, drafting, revising and editing, writing final product.

Procedure text is defined as a genre of writing that explain the instruction or directions for completing a task with text types that include: experiment, how to and a recipe (Thommy, 2008: 9). Procedure text is a text which used to tell the steep to do something. Generally the structure of this text is formed by goal, materials and steps. In this text we are showed how to do or make something. It stated on the goal. Then in phase of material shows the material we need to do that. Finally the phase of step is explain the step one by one. In this research procedure text focuses on how to make something (food). Procedure text here is the way to make food and the way to creat thing.

Procedure text needs to be studied by students because it is a text which must be mastered according to the curriculum. Beside that this text is joyful students aint feel in making the text because they are feel enjoy to do the duty. It will glad to share their work to other students. In sharing, teacher shold know what technique which suitable to facilitate this activity.

From the result observation about English lesson on Saturday 25th and on monday 27th November 2017, where to get initial data, the researcher made observation at the time of learning as well as interview with the English teacher. The teacher said that the students have low ability in writing. The result of the quesionaire showed that writing is important to students but the students are difficult to write. It is caused by the method of teaching learning proccess is not interesting. In fact, many students are difficult to made good writing. The researcher join in IX C of MTS Darussalam to know writing ability in the class, the results is many students are not interested in writing.

Besides, the researcher interviews with the teacher, give questionnaire to the students. The researcher finds writing problem in IX C class. So the researcher wants to give new strategy in teaching learning proccess especially in writing. Make a match is one of cooperative learning, it is done in group. The role of make a match is the researcher prepares some cards. Every groups is given a card, and asked to find the groups. By using cooperative learning, it can make the students get new situation in teaching learning proccess. It can motivate the students to make good writing.

Make a match can motivate students to study. By using make a match students can be active in teaching learning proccess, because the students are not only silent and listen the researcher gives explanation but also the students can do physical activity to find the groups. The students can go around the class to find the group. After finding the group, the students should solve the problem that the students got from the researcher by doing discussion. Make a Match is the activity to find out the couple. It

means that the researcher prepares some cards in which there is the question and answer. The researcher gives a card that has the answer a question. The students should find out the couple. This strategy Make a Match or looking for the couple is developed by Lorna Curran (1994). According to Suprijono (2009: 94) things that need to be prepared if learning is develop with make a match are the cards containing questions and the other card containing the answer card of the question.

Previous Research by: (1) Pratiwiningsih (2014: 4) Make a match has some benefits, they are; it can increase student's learning activity for their cognitive and physic, it can increase students comprehension about the material, it can increase students motivation in learning, it can increase students score, and it can create fun learning because it is like a game. Based on the benefits above the researcher conduct the research to teach writing procedure text, because Make a match is good way to teach the students who are not interested in teaching learning proccess especially in writing procedure. The researcher choose to make a match as the strategy in teaching writing procedure because it can create joyfull learning. There are some previous studies related to the study, previous study that is done by Pratiwiningsih showed that the students who taugh by make a match got higher score, and it

was conducting in experimental research.

The second previous study, done by Chotimah (2013) showed that make a match is effective to teach reading a Madrasah Muallimin Muallimat 6 Tahun Tambak beras Jombang. In her research showed, the students who were taught by using make a match got higher score than the students who were not taught by using make a match students. The third previous study, that is done Hikmawati (2015) result from her research showed that learning through make a match learning model can improve student learning interest, and students' ability to form a text in the form of procedure. It was conducting in Classroom Action Reseacrh. The four previous study is done by Febriyanto. He under the title is make a match in the learning writing skill in V class of SD Negeri Cikoneng 2015/2016 academic year. The research design in this previous research is Classroom Action Reseacrh, and the instrumen was observation, interview, field note, worksheet and documentation. Data obtained, analyzed and re flected by using qualitative description method. It can be deduced that the use of make a match in learning writing has shown changes in learning outcomes in each cycle. Thus the use of make a match in learning writing can improve students' writing skill.

Based on the previous study above the researcher wants to conduct a study entitled

"Improving Student Writing Skill on Procedure Text By Using Make a Match at IX C class of MTS Darussalam Jombang.

## B. Statement of the problem

Based on the background of the study above, the researcher propose the statement of the problem as follow:

How can make a match improve students' writing procedure text at IX C class of MTS Darussalam Jombang.

## C. Objective of the study

The objective of the study in this research as follow:

How can make a match improve students' writing procedure text at IX C class of MTS Darussalam Jombang.

## D. Significance of the study

This reseacrh is conducted in order the result will give better contribution theoritically and practically.

1. Theoritically

This research was improve the quality of English language teaching, especially on how to improve students' writing procedure text by implementing strategy to solve writing problem in class.


2. Practically

a. The teacher

This research may give good contribution to the teacher. In this research the teacher can be more creative to teach English in the class especially in writing procedure. The teacher will create active class, means that the teacher will ask the students to do physical activity. The students will go around the class to find out their partner.

b. The next researcher

The researcher hopes that this study can stimulate the next researcher to investigate other strategies that are able to increase student's writing procedure text.

## E. Scope and Limitation

The scope of this study focused on teaching writing skill by using Make a match as the strategy in order to find out the suitable way to increase writing ability in procedure text to the students at IX C class of MTS Darussalam Jombang. The limition of this research is students at IX C class of MTS Darussalam Jombang.

## F. Definition of key term

1. **Writing Skill:**

Writing is helpful to make a distinction between writing-for-learning and writing-for-writing. In this case of the former, writing is used as an aidememoire or practice tool to help students practise and work with language the have been studying (Harmer, 2007: 112).

2. **Procedure text:**

procedure text is defined as a genre of writing that explain the instruction or directions for completing a task with text types that include; experiment, how to and a recipe (Thommy, 2008: 9).

3. **Make a Match:**

According to Curran, (1994) said that one of make a match profits is the students look for their partner while learning a topic in interesting situation. Make a match can creat interesting situation because, the students will not only silent and listening the teacher, but they can do physical event and move around the class to look for their partner.

# CHAPTER II

# REVIEW OF THE RELATED LITERATURE

## A. THEORETICAL BACKGROUND

### 1. Writing

According to Harmer, (2007: 112) writing is helpful to make a distinction between writing-for-learnind and writing-for-writing. In this case of the former, writing is used as an aidememoire or practice tool to help students practice and work with language they have been studying.

Writing is an articifial activity in a way that speech is not, while every normal being on this planet learns, eventually, to talk and listen, far fewer people become literate, able to read and write. Writing is learned, while speaking is acquired as part of growing up. And while most people who have been to school can write to some degree, it is the minority who write a lot or frequently.

Writing is far from being a simple matter of transcribing language into written signs. Further, in particular, writing is how construct linguistic messages for readers and how readers work on linguistic messages in order to understand those (Brown: 2003).

According to Renandyan, (2002: 315) writing is process as a private activity may be broadly seen as comprising four main stages: planning, drafting, revising and editing. The stages are neither sequential nor orderly . In fact, as research has suggested, 'many good researchers employ recursive, non-linear approach – writing of a draft may be interrupted by more planning, and revision may lead to reformulation, with a great deal of recycling to earlier stages'.

Another idea about writing, according to Nunan,(1999: 272) writing is one of the most controversial aspects of writing pedagogy has been the tension between process and product approachers to the teaching of writing. Product-oriented approaches focus on the final product, the coherent, error-free text. Process approaches, on the other hand, focus on the steps involved in drafting and redrafting a piece of work. Proponents of process writing recognize and accept the reality that there will never be the perfect text, but that one can get closer to perfection through producing, reflecting on discussing, and reworking successive drafts of text.

After the researcher knows the definition of writing above, the researcher make concludes that writing is devided into two parts they are the process or writing and the product of writing it self.

In this case writing functioned as writing for learning.

2. **The component of Writing**

According to Raimes (1990: 6) there are some elements that should be considered when producing a piece of writing.

1.1. Grammar

There are various definitions about what grammar are rules for verbs agreement, articles, pronouns, nouns, etc. Grammar is the central terms inn linguistic; it is a set of finite rules by which we construct infinite sentence.

1.2. Mechanic

Raimes in his book stated that the mechanic of writing deals with writing, spelling and punctuation. Handwriting is necessary and whispered, such as in exam writing. The students should be aware use different spelling in the same sound but different spelling. The students also should use punctuation correctly. That is important in writing.

1.3. Content

Content is substance of writing, It concludes researcher's ideas, the point of information, the organization, sequence, and the formal signals. It has to be clarity, relevance, and logic.

Based on this explanation, the students can give their information which is organized, relevance with the topic and logic.

1.4. Word choice

Writing, the students also should choose good words. If the researcher choose good words, the reader will not get miss understanding about the information. The students should have more vocabulary. Word choice deals with vocabulary and idiom.

1.5. Audience and purpose

Writing should have audience and purpose. Audiience here means that the reader. The reader will read the writing that made by the researcher or students. Purpose of writing is giving information. When the students write something they should have the purpose.

3. **Assessment Rubric**

Table 1. 2 Writing Rubric (Brown, 2007)

| No | DESCRIPTION | MARK |
|---|---|---|
| 1 | CONTENT | |
| | a.   Related ideas | 4 |
| | b.  Occasionally unrelated ideas | 3 |
| | c.  Very ofthen unrelated ideas | 2 |
| | d.  Irrelevent ideas | 1 |
| 2 | ORGANIZATION OF STORY (Goal, materials, and steps) Identification | |
| | a.  Effektive and well organization | 4 |
| | b.  Occasionally in effektive, weak transition in complete organization | 3 |
| | c.  Lack organization | 2 |
| | d.  Little or no organization | 1 |
| 3 | GRAMMAR (Use present tense and agreemeent) | |
| | a.  Grammatically correct | 4 |
| | b.  Mostly grammartically correct | 3 |
| | c.  Frequently error and grammar | 2 |
| | d.  Very ofthen error in grammar | 1 |
| 4 | VOCABULARY | |
| | a.  Efektive word choice | 4 |
| | b.  Mostly efektive or choice | 3 |
| | c.  Frequently error in word choice | 2 |
| | d.  Very ofthen error in word choice | 1 |
| 5 | MECHANICS | |
| | a.  It uses correct spelling, punctuation,and capitalization | 4 |
| | b.  It has occasional errors of spelling,punctuation,capitalization | 3 |
| | c.  It has frequent errors of spelling,punctuatian,capitalization | 2 |
| | d.  It his dominates by errors of spelling,punctuation, capitalization | 1 |
| SCORE | | |
| MAXIMUM SCORE | | **20** |

4. **Procedure Text**

According to Thommy (2008: 9) Procedure text is a text which used to tell the steep to do something. Generally the structure of this text is formed by goal, materials and steps. Without

procedure text, we will not know how the thing is made or how the thing is operate.

**a. Generic structure of Procedure Text**

Generic structure of procedure text is consist of goal, material, and steps. Goal: the title of procedure text. For example " How to make a cup of coffe". Materials: it consist of ingredients and tools. Steps: a series of steps oriented to achieve the goal.

**b. Language features of Procedure Text**

Use simple present, often in imperative form. The function of simple present is to express feeling, to express habitual activity, and general statement of fact. Imperative is used to ask, order or require somebody to do something. In procedure text we often use imperative form, for example "add a tea spoon of sugar". Use temporal conjuction. Temporal conjuction is word or phrase indicating time to connect two sentences.

Procedure text focuses on generalized human agents. Focus on generalized human agents are words or phrase indicating a general agent not spesific. For example, man, woman. Use material process. Use material process is verbs that show

activities which can be soon. For example, write, add, close, etc.

**c. Example Procedure Text**

1. HOW TO MAKE A CUP HOT TEA

Materiasl:

- A spoon
- A cup
- Hot water
- Sugar
- A tea bag

Steps:

- First, you must prepare all of the materials and tools.
- Second, put two spoon of sugar into the cup.
- Third, put the tea bag into the cup
- Then, pour hot water in it.
- After that, stir them well.
- Finally, a cup of hot tea is already to drink.

2. HOW TO MAKE FRIED RICE

Materials:

- 2 cloves of Garlic
- onions cut into small pieces
- 1 table spoon of vegetable oil
- A plate of rice
- Some salt

Steps:

- First, pound garlic and 2 pinches of salt.
- Second, heat vegetable oil on a frying pan.
- Third, put the pounded garlic and salt, and onions into the hot vegetable oil. Fry them a while.
- Fourth, put one plate of rice. Fry and mix them around 3 menit.
- Fifth, add two pinches of salt. Continue frying until the rice is hot enough.
- Finally, put the fried rice on a plate. Serve with a sunny-side up.

5. **Make a match strategy**

Make a match is one of teaching method that includes in cooperative learning (Lindayani, 2011: 117). According to Curran, (1994) said that one of make a match profits is the students look for their partner while learning a topic in interesting situation. Make a match can creat interesting situation because, the students will not be only silent and listening the teacher, but they can do physical event and move around the class to look for their partner.

According to Suprijono (2009: 94) things that need to be prepared if learning is develop with make a match are the cards containing questions and the other card containing the answer card of the question. Another idea about make a match, According to Pratiwiningsih, (2013: 18) "Make a match is interesting which used to review the material given before. But the new material can also be taught in this strategy with note, the students given exercise to study the topic that will be taught first, so when enter the class they have had knowledge."

Make a match is included in cooperative learning because in implementating make a match strategy the students will study in a group. The students will solve the problem with their friends. The students will disscuss about the lesson with their friends. Make a match is interesting strategy. By implementing make a match each of students will get a question card and they sould find out their friends who got answer card. After they have found out the card they will discuss the material on the card and present it in frount of the class.

6. **Cooperative learning**

Cooperative learning to defined as a generic term that refers to a variety of methods or techniques for organizing and conducting instruction. Cooperative learning is one of strategies that can be applied in teaching and learning process. According to Slavin (1995: 2) cooperative learning refers to a variety of teaching methods

in which students should work together to learn and responsible for their teammates' learning as well as their own.

Cooperative learning is developed to reach at least three purposes. The first purpose is to increase students' achievement. The second purpose is receiving the differences between their friends, it means that the students should receive their friends in a group, because the group is homogeneous. The third purposes is developing social skill. It means that the students should be able to do team work and colaboration. Another idea about cooperative, According to David Paul (2003: 30) stated thay many Asian EFL learners do not have the language ability to work or complex projects in groups, and many classroom do not have special areas where groups can work on tasks.

7. **Teaching writing procedure text by using make a match**

In teaching writing procedure text by using make a match, the teacher prepares some cards. According to Nirma (2015: 14) stated is in implementing make a match strategy the students get a card, there is question and answer cards, the students get question or answer card. Which on in the group there is there students, there were eight groups, where four groups got question cards and four groups got four answers cards. The groups who got question card should find out the groups whot get answer card. After the students find out their group, they get appreciation, in opposite when the students can not find out their group the students get punishment from the researcher. Then the researcher and the students make conclusion about material. The steps of teaching procedure text by using make a match:

1. The researcher prepared some cards, which on the cards there is uncomplete steps of procedure text, components of procedure text, and arrangement a random sentence, then the other cards is the answer.

2. The students get a card. Which on in the group there is three students. Then the students should understand the cards that they got from the researcher.

3. The students should found out their group based on the card that they got.

4. The students disscuss with their group about the material on the cards.

5. After finding their group and disscussing the students should in front of the class for write question and answer in the black board.

6. Then, after the students write the material in the black board. The researcher re-explain the material contained on the cards, and then the researcher gives students the homework of procedure text.

**B. Previous Study**

1. The first was done by Pratiwingsih. In her research, she under the title is make a match to teach reading comprehension report text. The research design in this previous research is quantitative especially quasi-experimental with non-randomized pretest-prosttest control group. The population in this research is the eleventh grade students of SMAN 1 Ngimbang Lamongan in the 2012/2013 academic year which is consist of 60 students, distributed in two classes. The instrument was multiple choice test. In this research showed that the gain of reading comprehension means scores of experimental group is significantly higher than the gain of reading comprehension means scores of control group. Therefore, Ho was rejected and Ha was accepted. The different in this research is using make a match to teach writing procedure text in IX C class of MTS Darussalam Jombang, and the research design is Classroom Action Research. The subject in this research is the students of IX C class of MTS Darussalam Jombang consist 26 students.

2. The second previous study is done by Febriyanto. He under the title is make a match in the learning writing skill in V class of SD Negeri Cikoneng 2015/2016 academic year. The research design in this previous research is Classroom Action Reseacrh, and the instrumen was observation, interview, field note, worksheet and documentation. Data obtained, analyzed and re flected by using qualitative description method. It can be deduced that the use of make a match in learning writing has shown changes in learning outcomes in each cycle. Thus the use of make a match in learning writing can improve students' writing skill. The different in this research is using make a match to teach writing procedure text in IX C class of MTS Darussalam Jombang, and the research design is Classroom Action Research. The subject in this research is the students of IX C class of MTS Darussalam Jombang consist of 26 students.

3. The third previous study is done by Hikmawati in her research she under the title is make a match to teach writing on the text procedure in SMP Negeri 2 Ulujami. The research design in this previous research is Classroom Action Reseacrh,

and the population in this research is at IX E class of SMP Negeri 2 Ulujami in the 2014/2015 academic year which is consist of 36 students. The instrument was questionnaire, observation and test. the results of this research showed that learning through make a match learning model can increase students' interest in learning, active student participation in learning and students' ability to compile text in the form of procedure. The different in this research is using make a match to teach writing procedure text in IX C class of MTS Darussalam Jombang, and the research design is Classroom Action Research. The subject in this research is the students of IX C class of MTS Darussalam Jombang consist of 26 students.

# CHAPTER III

# RESEARCH METHODOLOGY

## A. Research Design

Research design in this study is Classroom Action Research (CAR) which is focused on students' problem in the class. It means that, before conducting this research, the researcher has found the problem in the class and then the researcher gives the solution to solve the problem by giving new teaching method or using new media. Kemmis and McTaggart argues that action research involves a spiral of self-reflective spirals of: 1) planning 2) implementing, 3) observation, 4) reflection (Kemmis and Mc Taggart in Kasbolah, 1998: 14, Depdikbud, 1999: 6-8; Wiriaatmadja, 2006: 66-67).

From the explanation above, action research has some ways. The researcher find out the problem until the researcher do reflecting to know the problem has solves or not. Classroom Action research can be done by the teacher who has understood the problem of his/her class, the researcher that wanted to know the problem of the class and give the solution or collaboration between the teacher and the researcher , in which the researcher practiced the lesson plan and the teacher as observer was done collaboratively.

According to Donal Ary (2010: 512-514) say that "Action research is based on the premise that local conditions vary widely and that the solutions to many problems cannot be found in generalized truths that taken no account of local conditions. Action research is Collaborative and encourages working and talking together in empowering relationships, including educators as integral, participating members or students of the process.

According to Latief (2013: 143) Classroom Action Research is done in several cycles each of which is repeated in the following cycle if the result is not satisfactory yet with the better revised lesson plan. Each cycle begins with planning, implementing the plan, observing the implementing, and reflecting or evaluating the process and the result of the implementation. The result of the reflecting determines the following cycle. From the explanation above, action research has more than one cycle if the result is not satisfactory yet. In the first cycle, the researcher did the research by following the steps.

## B. Subjects of the Study

Subject of this research is IX C class in MTS Darussalam Jombang, which consists of 26 students, consists of 14 women and consists 12 men. The researcher choose this class based on the interview result with English teacher, which class IX C a class that has problems with writing skill. So the researcher gives new strategy to solve the problem.

## C. Research Procedure

Classroom Action Research (CAR) in this research existed interdependently and followed each other in a spiral or cycle. This first procedure is preliminary study. It is done before the beginning of the first cycle to analysis and identifies the problem preparation. After getting the data from the preliminary study, the researcher then to start the cycle of the action researcher that consist of four steps those are planning, implementing, observation and reflection. Figure 1 : The Action Research Spiral as illustrated below:
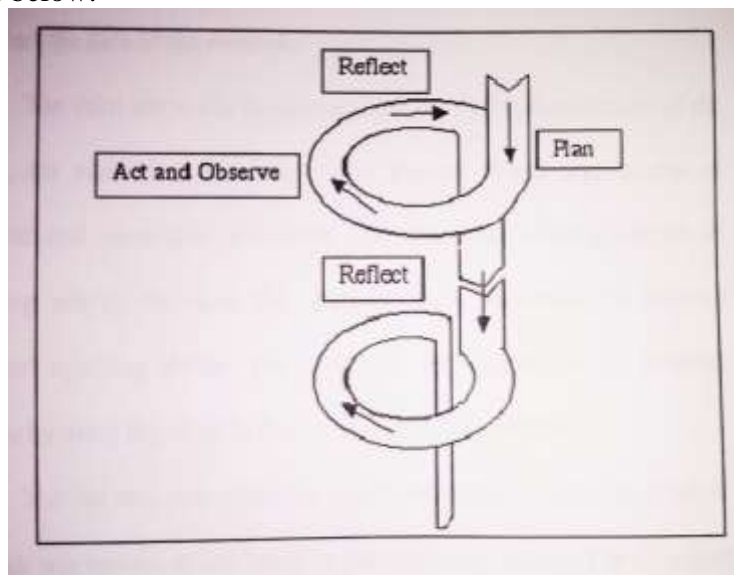


(Kemmis & McTaggert, 1988 and Koshy 2007: 7)

Table 2.3 The classroom action research procedure for neinth grade students of MTs Darussalam.

**Preliminary Study**
Identification of the problem:
    a. The researcher did interview with the teacher. Interview sheet, observation sheet checklist teacher and student. (See appendix 13 and 14)
    b. The researcher found the problem in the class.
    c. And than the researcher gave questionnaire to students. (See appendix 5 page 68)

**Planning of the action**
    a.   Preparing the teaching strategy that is Make a match.
    b.   Designing the lesson plan.
    c.   Preparing the instructional materials (Procedure text).
    d.   Determining the criteria of success (gettingg from students participants and students achievement.

**Observation**
    a.   The collaborator observed the teacher in the teaching writing by using Make a match.
    b.   Collecting the data using the following instrument: Test, questionnaire and Observation Check List.

**Implementing of the action**
    a. Researcher as the teacher implemented the teaching and learning process based on the lesson plan.
    b. The teacher as the observed.

FAILED

**Reflection**
Analyze the data, collect an the determine whether the action succes l or fail

SUCCESS

Conclusion and report

The procedure described at the figure 1 show that the plan is made by considering the fact findings from preliminary observation. Then, the teacher as the researcher follows all the stages in each cycle in implementing the make a match in teaching writing. The detail research description is explained as follows:

1. **Preliminary Study**
   The preliminary study is conducted prior to real classroom action research in order to obtain data about the students' problem in writing activity. CAR was conducted since there were problems appeared in the classroom and need to be solved. Basically, the problem coulds be categorized in two, learning problem and class management.
   In this research, the researcher observed the subject from November. During the observation, it is found that the students faced some problem in writing. The observation includes giving procedure text, interviewing the teacher and giving questionnare about

writing. The result in preliminary study as follows:

a. Interview

In preliminary study, the researcher does interview with the teacher (see appendix 4 page 63). The teacher says that the problem of nineth grade is complex, the students are not able to write in good way. Based on the interview the teacher says that the quality of the students is same as the previous class, there is no improvement. The teacher wants to improve the students' ability and the teacher also wants to motivate them to make good writing by using new method.

b. Questionnaire

The researcher gives questionnaire to students before conducting the research. The result of questionnaire to students is writting is important for them it was shown by the answer of them 85,00% of students said that is important, but they felt difficult to write sentences. When the teacher explains the lesson most of students are not interested, because the teacher use usual method and the method is boring. It is shown by the result of the students' opinions, there are 79% students said that the method was boring. Because the method in teaching learning proccess is not interesting, so the students felt difficult to understanding the lesson.

c. Observation

Besides doing interview with the teacher and giving questionnaire the researcher also does observation in the class. The result in observing the class was many of students were talking with their friends when the teacher explained the lesson, in fact the teacher gives task they could not do it well. It causes the teacher did not use interesting method. The teacher only explains the lesson use usual method, and the students only sitting and listening the explanation from the teacher.

2. **Planning the action**

After formulating the problems and the causes, the researcher the solution of the problem. The solution should be appropriate and based on relevant therios and also had to consider the feasibility the implementation. In this research, the researcher applies to make a match as a solution in teaching writing procedure text.

a. **Teaching Strategy**

In this research, the researcher applied make a match in writing. The researcher prepared

teaching strategy before teaching in the class. Based on the result in preliminary study, the researcher choosed make a match strategy to teach the class. In teaching learning proccess by using make a match, the researcher prepare different cards, which on the cards there is question and answer cards, and the question card there is uncomplete with steps of procedure text and the other cards is the answer of the question cards. Make a match strategy can creat students' motivation because the students will do physical event in the class, so the students will not only silent and listening teacher's explanation.

**b. Lesson plan**
Before conducting the research the researcher makes a lesson plan. In lesson plan, the researcher hopes that the students can complete procedure text, can make procedure text, and can write procedure text correctly. In teaching learning process, the teacher gives vocabularies related with procedure text, the explain about procedure text and the component of procedure text using make a match method. After that the students are asked to demonstrate making procedure text in front of

the class. And the researcher explains of procedure text, how to make fried rice, and the researcher explain steps by showing the picture from the first step to the end. The last is the students are asked to make the steps of procedure text in a group and the teacher reflects it.

**c. Developing Research Instrument**
In this research, the researcher used two intruments to collect the data.

1) Observation Chekclist
The first instruments is observation chekclist. Observation chekclist is was done to know the participation of students when they taught by the media to improve writing ability of students. The English teacher as observer will observing when teaching English learning process by using observation chekclist.

2) Test
The second instrument is test was done to know score that achievement by students in writing ablity by using the kind of test is essay, and the indicators of the test are the students can identify procedure test, make procedute text,

and write procedure text correctly. For the test, the researcher does try out other students in order to know the test valid or not. Besides, this research uses inter-rater to know the realiability of the test. This research uses four raters to get the score for one sample of students which the score would be calculated. The researcher analyzes the scoring rubric which consists of organization, content, grammar, vocabulary and mechanics.

**d.    Criteria of Success**

The indicators of success sets up to determine whether the action in the research was successfully completed or not. In line with this study, the indicators of success students' writing score could achieve the target of the Minimum Mastery Criterion, *Kriteria Ketuntasan Minimal (KKM)* of English (70.0) or above. And it is considered successful if ≥ 75 % of the students with individual score in writing procedure text achieve at least the same as or above 70.0. It is established on the basis of the scores of the students' writing analyzed by analytic scoring rubrics. There are two criteria to determine the research is successful or not. The criteria students' activeness (participation) and students score.

1)    Students' activeness (participation)

Teaching learning process is success if the students can reach the activeness 70% especially in using concept sentence method to improve student's writing ability in teaching procedure text.

2)    Student's Score

The student's score reach at least the same or more than 70 of the minimum criteria of achievement. It is indicated that 70% of the students could get the score of greather than equal 70 of the minimum criteria of achievement.

3. **Implementing of the Action**

The implementing of the action is focused on what has been proposed in the lesson plan. The researcher acts as a practitioner who carried out the make a match technique in teaching writing. The implementation of this strategy in every cycle were described as follows:

a. Pre-activity. In this activity the researcher gave opening and

explaining the lesson to the students. The students should understand and know what activity that they will do during learning process. Main activity in the first meeting, in this activity the researcher explained the lesson. The researcher explained more about procedure text and also give more vocabularies which are related to procedure text. After explaining more about procedure text the researcher asked the students to make a simple procedure text. Before it the researcher gave some questions to students about Present Tense to know the ability of students about Present Tense.

b. Post-activity. In this activity the researcher reflects the activities that have been done. Besides that the researcher asks the students to learn more about procedure text and vocabulary related to procedure text.

4. **Observation**

Observation is important part in any kind of data gathering and most action research project use this as an instrument. Observation is a natural process, we observes people and incidents all the time and based on the observations, we make judgements. Koshy Valsa (2005: 98).

Observation is activity that used to collect data. Observation is used to know the condition of students in teaching learning process. It also used to measure the understanding of students about the lesson. In observation, the reseacher exists research instrument. Instrument uses to collect the data in the research. The instruments that used in this research are test, questionnaire, observation checklist, and field note.

**a. Test**

Test is used to know the students' ability about writing. According to Arikunto (2014:193).

Test is a sequence of questions or exercise and another instrumen used to measure the skills, intelligence knowledge, and ability of the individual or group. After the researcher knew the problem of the students, the researcher made a strategy how to teach the students to solve the problem. After teaching, the researcher gave the student test to know the strategy can solve the problem or not. There is only a question in the test. The kind of test is essay, and the indicators of the test are the students can identify procedure test, make procedute text, and write procedure text correctly. For the test, the

researcher did try out other students in order to know the test valid or not. Besides, this research uses inter-rater to know the realiability of the test. This research uses four raters to get the score for one sample of students which the score would be calculated. The researcher analyzes the scoring rubric which consists of organization, content, grammar, vocabulary, and mechanics.

**b. Questionnaire**

This research uses questionnaire. It is used to know response from the students. According to Arikunto (2014: 194) questionnaire is a number of written question which are used to gained information from respondents about their knowledge, beliefs, etc. The questionnaire is used to describe the students' interest in learning writing. The indicators of questionnaire are student's opinion about writing, students' opinion about the way of teaching learning proccess, student's opinion about student's activity in the class, and students opinion about the technique which is used the teacher to teach in the class. The questionnaire gives to the students when they had a break, so it would not disturb their activity. By close questionnaire, the respondent only chose the options. The questionnaire is used to describe the students' interest in learning writing and to know the dominant factors that cause the students do not have interest in writing.

**c. Observation Check List**

Observation checklist is used to know the activity of teaching learning process in the class based on the lesson plan. In this research the observer observing teaching learning process about the implementation of using Make a match to improve student's writing ability. The observer checks the activity between teacher and students in the class. There are two kinds of observation checklist. The first is observation checklist for teacher, and the second is observation checklist for students. Observation checklist for teacher is used to check the teacher activity when implementing Make a match in the class. And observation checklist for students is used to check the student's activeness when teacher implementing Make a match on procedure text. Observation checklist is important part in this

research because can influence the success of the research.

5. **Reflection**

In reflection, the researcher reflect about the do in teaching learning process. All the data from implementation will be analysis to measure the research success or not. If the first cycle is success, the researcher can stop the research but if the first cycle is fail, so the researcher must continue to the next cycle.

# CHAPTER IV
# FINDINGS AND DISCUSSION

In this chapter, the researcher explains the result of the data and discusses covers the analysis on the students' improving student writing skill on procedure text by using make a match at ix c class of MTs Darussalam Jombang.

The research findings of the research are presented based on the result of testto know the students' achievement, questionnaire is used to know the students'opinion, and then observation checklist to know the students participation. The discussion covers the discussion on the improvement of students' writing ability and students' respond toward the implementing of the strategy.

A. **Research Findings in Cycle 1**

1. **Planning**

In this research, the researcher finds the problem in the class. It means that, before conducting this research, the researcher finds the problem in the class and tthe researcher gives the solution to solve the problem by giving new teaching method or using new media. Based on the problem so the researcher as a teacher and collaboratoras observer made planning with preparing the teaching strategy still relatted using make a match.

Designing lesson plan is made by researcheras a teacher, some teaching learning activities in lesson plan are changed, and in designing lesson plan some teaching learning activities are changed. Some teaching

learning activities makes with discuss with their group, implementating make a match strategy the students will study in a group. The students will solve the problem with their friends, the students will disscuss about the lesson with their friends. Make a match is interesting strategy. implementing make a match each of students will get a question card and they sould find out their friends who got answer card. After they have found out the card they will discuss the material on the card and present it in frount of the class.

Criteria of this success of this researchin cycle 1 for the first usesstudents' active 80because the researcher wants to know the students' active participation in the classroom when teaching learning process on procedure text by using make a match. Second, criteria of success students get score above KKM or 100% of students got score above 70 through test which the students' score reach at least same or more than 70, it is indicated that 70% of the students could get the score greater than equal to 70 (the minimum criteria of achievement).

**2. Implementing**
In implemention of the action focuses on using make a match to improve students' writing ability. The implemention of the action in cycle 1 consists of two meeting. This research will be done collaborative action research where the teacher practice the lesson plan that made by the researcher. While the teacher acts as observer, here the researcher observes teaching and learning process.

The schedule of the action research is presented at table:

**Table 4.3 The Schedule Of The Action Research**

| No | Activities | Time | | |
|----|-----------|------|------|------|
| | | Day | Date | Hour |
| 1. | Preliminary study | Tuesday | January 16, 2018 | 08.30 – 09.30 |
| 2. | Cycle 1 | Friday | January 19, 2018 | 09.00 – 10.00 |
| 3. | Questionnaire | Tuesday | January 23, 2018 | 08.30 – 09.30 |

In pre-activity, for the first teacher greeting to the students. After that teacher asks students to pray together and one students to be guide the pray. After pray together, teacher checks the students' attendance list. And then teacher gives stimullation to students by given illustration about material will be discussed.

In main activity, teacher showsto make a match media to the students, teacher explain

how to make it media of learning. Teacher explainsthe material about procedure text and fuction of procedure text, and how to make especially something by using make a match. Students to pay attention to the teacher' explanation. After that teacher explains function parts of procedure text. After that the teacher explains the from make a match and followed by:

In implementing make a match strategy the students get a card, there is question and answer cards, the students get question or answer card. Which on in the group there is there students, there are eight groups, where four groups get question cards and four groups get four answers cards. The groups who get question card should find out the groups whot get answer card. After the students find out their group, they get appreciation, in opposite when the students can not find out their group the students get punishment from the researcher. Then the researcher and the students make conclusion about material. The steps of teaching procedure text by using make a match:

First, the teacher prepares some cards, which on the cards there is uncomplete steps of procedure text, components of procedure text, and arrangement a random sentence, then the other cards is the answer. The students get a card. Which on in the group

there is fourt students. Then the students should understand the cards that they got from the researcher.

Second, the students should find out their group based on the card that they got.The students disscuss with their group about the material on the cards.After finding their group and disscussing the students should in front of the class for write question and answer in the black board.Then, after the students write the material in the black board, the teacher re-explain the material contained on the cards, and then the teacher gives students the homework of procedure text.

In post activities, English teacher asks students about the students' problem to understand the material. And the teacher give solution to students' problem. After that teacher give conclution about material. The last teacher closes the learning, the students activity and teacher activity can be seen in the lesson plan cycle 1 on the APPENDIX 13 and 14.

**3.     Observing**

Based on the result fron the observer about teaching learning process of using make a match to improve students' writing ability at first grade of MTS Darussalam Ngesong Jombang in cycle 1, researcher is still as teacher and collaborator as observer. In observing teachinglearning process the students are active in the class by using make a

match, and enthusiastic in receiving the material. In observing in cycle 1, this research is not apart from observation (observation checklist, test, and questionnaire).

The result of observation checklist for students in cycle 1 showed the result there are many students good response though crads, in practicing make a match strategy the students could find their partner when learning process in interesting situation. And many students are very active enthusiastic to look for their group. To know more teaching learning process it could be seen observation checklist. (see appendix 11 and 12)

The result of test in cycle 1 there are 25 students had reached KKM and there were 1 students didn't reach the minimum criteria of achiemevement which it was describe with percentage 80% of students had reached the minimum criteria of achievement. The result of students' score in cycle 1 improves become 5% because the result in cycle 1, the students do not reach KKM less 1 students. To know the percentage of students reaches the minimum criteria of achievement 70 as follow:

$$\frac{16}{20} X\ 100\% = 80\%$$

The result of students' score in cycle 1 was 80%. It means that 80% students could reach the minimum criteria of

achievement. (Can be seen appendix 11).

The researcher gives questionnaire to students, it was aimed to know the response about the strategy. Result of the questionnaire shows that the most of students are interested by using make a match in teaching learning process. There are of 89% of students very interesting and there were 100% students answer that they are very interesting with this strategy. It makes students enjoy to learn English.

**4. Reflecting**

In the reflecting stage, all relevant data from implementation are analyzed and reviewed to examine wheter the action is successful or not by matching the result of the observing stage with the criteria of success. The data obtained during this research are classifield and analyzed. It could be seen from students'active could reach 99% (see appendix 12) which has criteria of the success the students had to reach activeness 70%. And students are very good score in cycle 1, 99% students reaches the minimum criteria of achievement or KKM 70%. So the researcher stops this research beause most of the students could reach the minimum criteria of achievement 70.

## B. **Discussion**

The focud of discussion is : Pocedure text how to make a cup hot tea, how to make fried rice, how to avocado juice. How is the implementation of make a match to improve students' writing the students' achievement, implementing and result cycle 1.

Implementing make a match to improve the students writing in cycle 1on Friday, January 19, 2018. The researcher teaches learning process beside to lesson plan. And in cycle 1 the students are very active because supported cards content, and in cycle 1 some teaching learning activities are changed. The students could mention parts of kind procedure text with the generic structur and function. And students are very active in make a match strategy through discuss with their group. the students get a card, there is question and answer cards, the students get question or answer card. Which on in the group there is there students, there are eight groups, where four groups get question cards and four groups get four answers cards. The groups who get question card should find out the groups whot get answer card. After the students find out their group, they get appreciation, in opposite when the students can not find out their group the students get punishment from the researcher. Then the researcher and the students make conclusion about material. The students' observation checklist and teacher observation checklist in cycle 1 can be seen on the appendix 13 and 14.

From the result in cycle 1 the students feeling easy to express idea to the their writing in how make to something. Because the students score couldreachto the presentage of 80%. The researcher analyzes the students' score by using two criteria. There are students' participation and students score 99%. The students' partisipation of the implementation makes a match in cycle 1 can be reached 80%. And based on the result that mean this cycle 1 was successful.

To know improving student writing skill on procedure text by using make a match at ix c class of MTS Darussalam Ngesong Jombang.It could be seen in this table cycle 1. In cycle 1 99% students could reach the minimum criteria of achievement 70.

**Table 4.4 The improvement of the Students' score by using Make a Match**
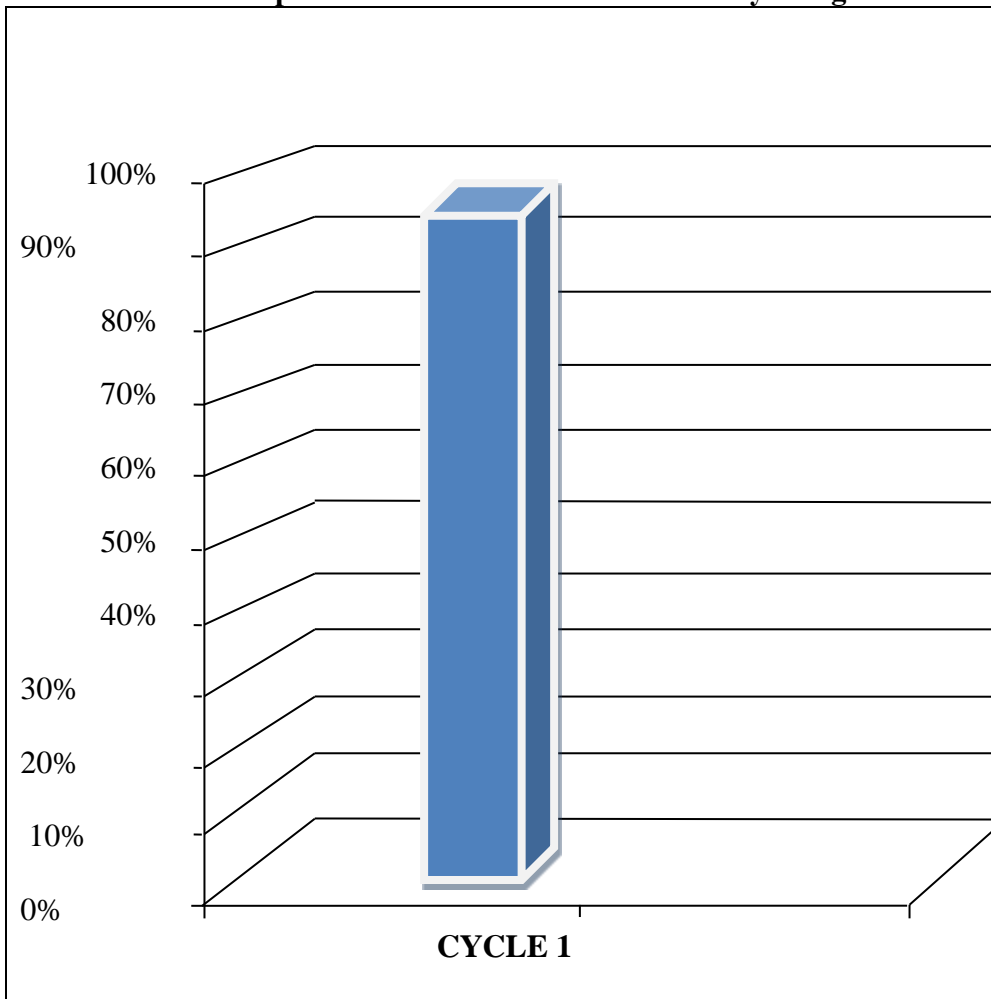


Based on the table above, there are showed that it the every action has improvement. In the cycle 1 there are successful. Because according to reflection in the cycle 1 the researcher attempts to more improve student writing ability by using make a match. And then, researcher as teacher gives stimulate for the first
.
before teaching learning process. It makes students to understand more about the material and can answer all question from teacher. So all of the students can reach criteria of success until 99%. And that's mean cycle 1 is success. So the researcher must be stoped the research

# CHAPTER V
# CONCLUSION AND
# SUGGESTION

## A. Conclusion

The researcher can make conclusion after conducting Classroom Action Research in teaching writing procedure by using Make a match in IX C class of MTs Darussalam Jombang, that Make a match strategy can improve students' writing procedure. It is proven by the analysis in the chapter. The students can write a procedure text with the and arrangement a random sentence and suitable vocabularies.

These were the steps in implementing the strategy. First, the researcher explained the material about procedure text and components of procedure text. Second, the researcher gave students a card, each group students got different card, and which on in the group there were four students. Third, the students should be out their group by looking couple of the card. Fourth, the students discussed the material in their group. Fifth, the students should be in front of the class for write question and answer in the black board and the teacher gave feed back and appreciation.

The result of research showed that students' achievement in writing procedure increased in cycle 1. In the first cycle 100% students got score above KKM, where the highest score was 100 and the lowest score was 65. So the researcher gave additinal assigments to this student, in order to achieve the criteria success, and this student after being assigned the assignment of his value which 65, hacincreased to a value 75. And the weakness of this research is the value the teacher practice. Almost of students in the class agreed that Make a match should be applied in the teaching learning process. It is shown on questionnaire after applying the strategy. And the percentage of students' participation or observation checklist is 99% its mean that the students' participation was good. *(see appendix 13 )*

## B. Suggestion

Based on the conclusion above, the researcher gives some suggestion as follows:

1. Suggestion for the teacher
For the teacher who have similar problem could apply this strategy as alternative solution when teaching writing. The teacher can used Make a match strategy for teaching English. The purpose Make a match was to improve the students' ability. The students are more interested and more understanding with the lesson.

2. Suggestion for the students
Make a match strategy designed for the students to learn English more effectively, because all of the students can be active in teaching learning process. Therefore the researcher gives suggestion to

the students to improve their English especially in writing.

3. Suggestion for the next researcher

It is advisable future researcher carry out other Classroom Action Research using Make a match strategy which involve students of different levels and also different English subject to improve the teaching learning process.

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# SILABUS

NamaSekolah               : MTS DARUSSALAM NGESONG JOMBANG

Kelas / Semester        : IX / Dua

Mata Pelajaran          : BahasaInggris

TahunPelajaran          : 2017 - 2018

| NO | STANDAR KOMPENTENSI | KOMPETENSI DASAR | MATERI | INDIKATOR | KEGIATAN PEMBELAJARAN | KARAKTER | PENILAIAN | ALOKASI WAKTU | SUMBER |
|----|---------------------|------------------|--------|-----------|----------------------|----------|-----------|---------------|--------|
| | 12. Menulis<br><br>Mengungkapkan makna teks tulis fungsional pendek dan esei pendek sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dalam konteks kehidupan sehari-hari. | 12.2Mengungkapkanmakna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk beriteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk **Procedure.** | Procedure<br><br>- How make a cup hot tea<br>- How to make fried rice<br>- How to avocado juice | 1. Mengidentifikasi procedure text<br>2. Memahami komponen-komponen procedure text<br>3. Mengungkapkankomponen-komponen dari procedure text<br>4. Menyusun procedure text secara acak dari guru<br>5. Menulis text berbuntuk procedure<br>• | • Menjelaskan tentang komponen-komponen dari *procedure text* seperti social, generic structure dan language feature kepada siswa<br>• Memberikan contoh *procedure text* dan meminta siswa mengidentifikasi komponen-komponen dari procedure text seperti social function, generic structure dan language feature<br>• Meminta siswa | • Dapat di percaya<br>• Rasa hormat dan perhatian<br>• Tekun<br>• Tanggung Jawab<br>• Berani | Tulis | 2x40 menit | *Indayanah, Nur., dkk. MEDALI MateriEsrnsialdan LatihanSoal* |

| | | | | | mengungkapkan kembali komponen-komponen dari procedure text. | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | • Membahas arti dari kosa kata yang berkaitan dengan procedure text | | | | |
| | | | | | • Menjelaskan langkah-langkah Make a match (terdapat dua bagian kartu yang terdiri dari kartu pertanyaan dan kartuj awaban) siswa diberikan kartu secara acak, kemudian siswa mencari pasangan dari kartu yang mereka dapatkan. | | | | |
| | | | | | • Memberikan kartu yang berisi soal dan jawaban tentang text procedure (Make a match) | | | | |
| | | | | | • Meminta siswa untuk maju kedepan kelas untuk menulis pertanyaan dan jawaban yang mereka dapatkan (Make a match) | | | | |
| | | | | | • Memberikan siswa soal tentang procedure text, how make to something | | | | |

| | | | | | • Merefleksi<br>jawaban dari siswa | | | | |
|---|---|---|---|---|---|---|---|---|---|

Guru Mata Pelajaran

Syifaa'ul Af'idah, S.Pd

Peneliti

Hasni Kumkelo
NIM.1271343

Mengetahui,
Kepala Sekolah MTS DARUSSALAM

Lilik Isnainiyah, S.Pd,
NIP : 19780102 2005 01 2002

**RENCANA PELAKSANAAN PEMBELAJARAN**
**(RPP)**

Nama Sekolah : MTS Darussalam

Mata Pelajaran : BahasaInggris

Kelas/Semester : IX (Sembilan) / 2

Standar Kompetensi : 12. Mengungkapkan makna dalam teks tulis fungsional dan esseypendek sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dalam konteks kehidupan sehari-hari

Kompetensi Dasar :12.2 Mengungkapkan makna dan langkah retorika dalam essay pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk *procedure*.

Jenisteks : Essay Pendek

Tema : Procedure text

Aspek/Skill : Menulis/Writing

Alokasi Waktu : 2 x 40 menit

Pertemuan : 1

### 1. Indikator Pencapaian Kompetensi

| INDIKATOR | KARAKTER SISWA YANG DIHARAPKAN |
|---|---|
| ➢ Mengidentifikasi *procedure text* <br> ➢ Memahami komponen-komponen procedure text <br> ➢ Mengungkapkan komponen-komponen dari *procedure text* <br> ➢ Menyusun *procedure text* secara acak dari guru <br> ➢ Menulis text berbentuk *procedure* | ➢ Semangat <br> ➢ Keberanian <br> ➢ Kreativitas |

### 2. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

➢ Siswa mampu mengidentifikasi procedure text
➢ Siswa dapat memahami berbagai komponen-komponen procedure text
➢ Siswa dapat mengungkapkan kembali komponen-komponen procedure text
➢ Siswa mampu menyusun procedure text secara acak dari guru
➢ Siswa mampu menulis text procedure

### 3. Materi Pembelajaran

**Procedure Text**is a text that explain or helps us how to make or use something.

➢ **Social function**

Untuk mendeskripsikan bagaimana cara membuat sesuatu, mengoperasikan sesuatu dan atau mengciptakan sesuatu.

➢ **Generic Structure**

1. Goal (tujuan)
2. Materials/ingredient (Alat dan bahan)
3. Steps (Langkah)

➢ **Language feature**

Language feature dalam text procedure menggunakan simple present tenses. Fungsi : Untuk menjelaskan kegiatan sehari-hari/petunjuk penggunaan sesuatu.

- SIMPLE PRESENT TENSE:
  - Use of imperatives (e.g.: cut, don't, mix)
  - Use of action verbs (e.g.: turn, put, mix)
  - Use of conjuction (e.g.: first, then, after that, finally)
  - Use of adverbial phrases (e.g.: for five minutes, 2 centimeters from the top)

**Example Procedure Text**

**How to make it:**

| HOW TO MAKE A CUP HOT TEA | HOW TO MAKE FRIED RICE |
|---|---|
| Tools:<br>• A spoon<br>• A cup<br>Ingredients:<br>• Hot water<br>• Sugar<br>• A tea bag<br>Steps:<br>• First, you must prepare all of the materials and tools.<br>• Second, put two spoon of sugar into the cup.<br>• Third, put the tea bag into the cup<br>• Then, pour hot water in it.<br>• After that, stir them well.<br>• Finally, a cup of hot tea is already to drink. | Ingredients:<br>- 2 cloves of Garlic<br>- 2 onions cut into small pieces<br>- 1 table spoon of vegetable oil<br>- A plate of rice<br>- Some salt<br>Steps:<br>• First, pound garlic and 2 pinches of salt.<br>• Second, heat vegetable oil on a frying pan.<br>• Third, put the pounded garlic and salt, and onions into the hot vegetable oil. Fry them a while.<br>• Fourth, put one plate of rice. Fry and mix them around 3 menit.<br>• Fifth, add two pinches of salt. Continue frying until the rice is hot enough.<br>• Finally, put the fried rice on a plate. Serve with a sunny-side up. |
| Materials: | HOW TO MAKE AVOCADO JUICE<br>- 2 ripe avocado |

| | |
|---|---|
| | - Liquid sugar<br>- Drink water<br>- Two sachet of white milk<br>- A sachet of chocolate milk<br>- Ice |
| Steps: | 1. Prepare the glass or serving the avocado juice<br>2. The avocadoand divide it into two part<br>3. Throw the seeds and curry comb the main frut by using spoon<br>4. Then put it into blender<br>5. Put the milk and liquid sugar<br>6. Blend it until it is mixed<br>7. In the other hand, beautify the glass's wall with the chocolate milk<br>8. Put ice into glass<br>9. Put the avocado juice into glass<br>10. Then the avocado juice can be drunk |

**4.** **Metode Pembelajaran :** Cooperative Learning (Make a Match)

**5.** **Langkah-langkah Kegiatan**
   **a. Kegiatan Pendahuluan**
   - Guru mengucapakan salam dengan ramah kepada siswa ketika memasuki ruang kelas
   - Guru memimpin berdo'a sebelum pelajaran dimulai
   - Guru Mengecek kehadiran siswa
   - Guru menanyakan pengalaman siswa yang berkaitan dengan materi yang akan dipelajari. Contoh: *Do your mother make something for you*
   **b. Kegiatan Inti**
   Pertemuan ke-1

| No | Guru | Siswa |
|---|---|---|
| 1 | Guru menjelaskan tentang komponen-komponen dari *procedure text* seperti *social function, generic structure* dan *generic feature* kepada siswa | Siswa mengamati komponen-komponen dari procedure text *seperti social function, generic structure* dan *generic feature* yang dijelaskan oleh guru |
| 2 | Guru memberikan contoh *teks prosedur* dan meminta siswa mengidentifikasi komponen-komponen dari *procedure text* seperti *social function, generic structure* dan *generic feature* | Siswa mengidentifikasi contoh *procedure teks* dan komponen-komponen dari *procedure text* seperti *social function,generic structure* dan *generic feature* yang diberikan guru |

| 3 | Guru meminta siswa mengungkapkan kembali komponen-komponen dari *procedure text* seperti *social function, generic structure* dan *generic feature* | Siswa mengungkapkan kembali komponen-komponen dari *procedure text* seperti *social function, generic structure* dan *generic feature* |
|---|---|---|
| 4 | Membahas arti dari kosakata yang berkaitan dengan *text procedure* | Menyimak dan menuliskan arti dari kosakata yang diberikan guru |
| 5 | Menjelaskan langkah-langkah Make a match (terdapat dua bagian kartu yang terdiri dari pertanyaan dan jawaban, siswa diberikan kartu secara acak, kemudian siswa mencari pasangan dari kartu yang mereka dapatkan) | Menyimak penjelasan dari guru |
| 5 | Memberikan kartu yang berisi soal dan jawaban tentang *text procedure* (Make a match) | Mencari pasangan kartu yang mereka dapatkan dari guru |
| 6 | Meminta siswa untuk maju ke depan kelas untuk membahas kartu soal dan jawaban yang mereka dapatkan (Make a match | Maju kedepan dan baca dan menulis soal dan jawaban yang mereka dapatkan di papan tulis |
| 7 | Memberikansiswasoaltentang procedure text, how make to something | Siswamengerjakansoaldari guru |
| 8 | Guru merefleksi jawaban dari siswa | Menyimak penjelasan guru |

### c. Kegiatan Penutup

- Siswa dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan
- Siswa diberi pekerjaan rumah atau (PR) berkaitan dengan materi mengenai *procedure text*

### 6. Sumber Belajar

- Indayanah, Nur., dkk. MEDALI Materi Esensial dan Latihan Soal

### 7. Penilaian

| Indikator Pencapaian Kompetensi | Teknik Penilaian | Bentuk Instrumen | Instrumen/Soal |
|---|---|---|---|
| *1.* Menulis teks berbentuk *procedure text* | Tes tulis | Teks | 1. Write down a simple *procedure text* based on the title |

▪ **Instrumen:**

*Write down a simple procedure text based on the title.*

**Rubrik Penilaian**

| No | DESCRIPTION | MARK |
|---|---|---|
| 1 | CONTENT | |
| | e. Related ideas | 4 |
| | f. Occasionally unrelated ideas | 3 |
| | g. Very ofthen unrelated ideas | 2 |
| | h. Irrelevent ideas | 1 |
| 2 | ORGANIZATION OF STORY (Goal, materials, and steps) Identification | |
| | e. Effektive and well organization | 4 |
| | f. Occasionally in effektive, weak transition in complete organization | 3 |
| | g. Lack organization | 2 |
| | h. Little or no organization | 1 |
| 3 | GRAMMAR (Use present tense and agreemeent) | |
| | e. Grammatically correct | 4 |
| | f. Mostly grammartically correct | 3 |
| | g. Frequently error and grammar | 2 |
| | h. Very ofthen error in grammar | 1 |
| 4 | VOCABULARY | |
| | e. Efektive word choice | 4 |
| | f. Mostly efektive or choice | 3 |
| | g. Frequently error in word choice | 2 |
| | h. Very ofthen error in word choice | 1 |
| 5 | MECHANICS | |
| | e. It uses correct spelling, punctuation,and capitalization | 4 |
| | f. It has occasional errors of spelling,punctuation,capitalization | 3 |
| | g. It has frequent errors of spelling,punctuatian,capitalization | 2 |
| | h. It his dominates by errors of spelling,punctuation, capitalization | 1 |
| SCORE | | |
| MAXIMUM SCORE | | **20** |

SCORING:
SUM OF THE SCORE CRITERIA x 100 =

MAXIMUM SCORE

Jombang,                    2018

Guru Mata Pelajaran                                              Peneliti

Syifaa'ul Af'idah, S.Pd                                          Hasni Kumkelo
                                                                 NIM.1271343

Mengetahui,
Kepala Sekolah MTS DARUSSALAM

Lilik Isnainiyah, S.Pd,
NIP : 19780102 2005 01 2002

**VALIDATION SHEET FOR LESSON PLAN**

**Petunjuk:** Untuk pengisian jawaban mohon dilingkari angka yang tertera. 1: Tidak setuju; 2: Ragu-ragu; 3: Setuju; 4: Sangat setuju;

| No | Deskripsi | Kriteria | | | | Saran |
|----|-----------|---|---|---|---|-------|
| 1. | Kompetensi dasar telah sesuai dengan Standar kompetensi | 1 | 2 | 3 | 4 | |
| 2. | Sub. Kompetensi dasar telah sesuai dengan standar kompetensi dasar | 1 | 2 | 3 | 4 | |
| 3. | Indikator telah sesuai dengan Sub. Kompetensi dasar | 1 | 2 | 3 | 4 | |
| 4. | Tujuan pembelajaran telah sesuai dengan Sub. Kompetensi dasar | 1 | 2 | 3 | 4 | |
| 5. | Materi ajar telah sesuai dengan indikator | 1 | 2 | 3 | 4 | |
| 6. | Langkah-langkah kegiatan pembelajaran telah sesuai dengan indikator | 1 | 2 | 3 | 4 | |
| 7. | Penilaian hasil belajar telah sesuai dengan indikator | 1 | 2 | 3 | 4 | |

Jombang, 16 January 2019

Expert Validity,

**ROSI ANJARWATI. M.Pd**

**APPENDIX 2**

**MATERI PROCEDURE TEXT**

**HOW TO MAKE IT:**

| HOW TO MAKE A CUP HOT TEA | HOW TO MAKE FRIED RICE |
|---|---|
| Tools:<br>• A spoon<br>• A cup<br>Ingredients:<br>• Hot water<br>• Sugar<br>• A tea bag<br>Steps:<br>• First, you must prepare all of the materials and tools.<br>• Second, put two spoon of sugar into the cup.<br>• Third, put the tea bag into the cup<br>• Then, pour hot water in it.<br>• After that, stir them well.<br>• Finally, a cup of hot tea is already to drink. | Ingredients:<br>- 2 cloves of Garlic<br>- 2 onions cut into small pieces<br>- 1 table spoon of vegetable oil<br>- A plate of rice<br>- Some salt<br>Steps:<br>• First, pound garlic and 2 pinches of salt.<br>• Second, heat vegetable oil on a frying pan.<br>• Third, put the pounded garlic and salt, and onions into the hot vegetable oil. Fry them a while.<br>• Fourth, put one plate of rice. Fry and mix them around 3 menit.<br>• Fifth, add two pinches of salt. Continue frying until the rice is hot enough.<br>• Finally, put the fried rice on a plate. Serve with a sunny-side up. |
| Materials:<br><br><br><br><br><br><br>Steps: | HOW TO AVOCADO JUICE<br>- 2 ripe avocado<br>- Liquid sugar<br>- Drink water<br>- Two sachet of white milk<br>- A sachet of chocolate milk<br>- Ice<br><br>11. Prepare the glass or serving the avocado juice<br>12. The avocadoand divide it into two part<br>13. Throw the seeds and curry comb the main frut by using spoon<br>14. Then put it into blender<br>15. Put the milk and liquid sugar<br>16. Blend it until it is mixed<br>17. In the other hand, beautify the glass's wall with the chocolate milk<br>18. Put ice into glass<br>19. Put the avocado juice into glass<br>20. Then the avocado juice can be drunk |

**APPENDIX 3**

# MEDIA
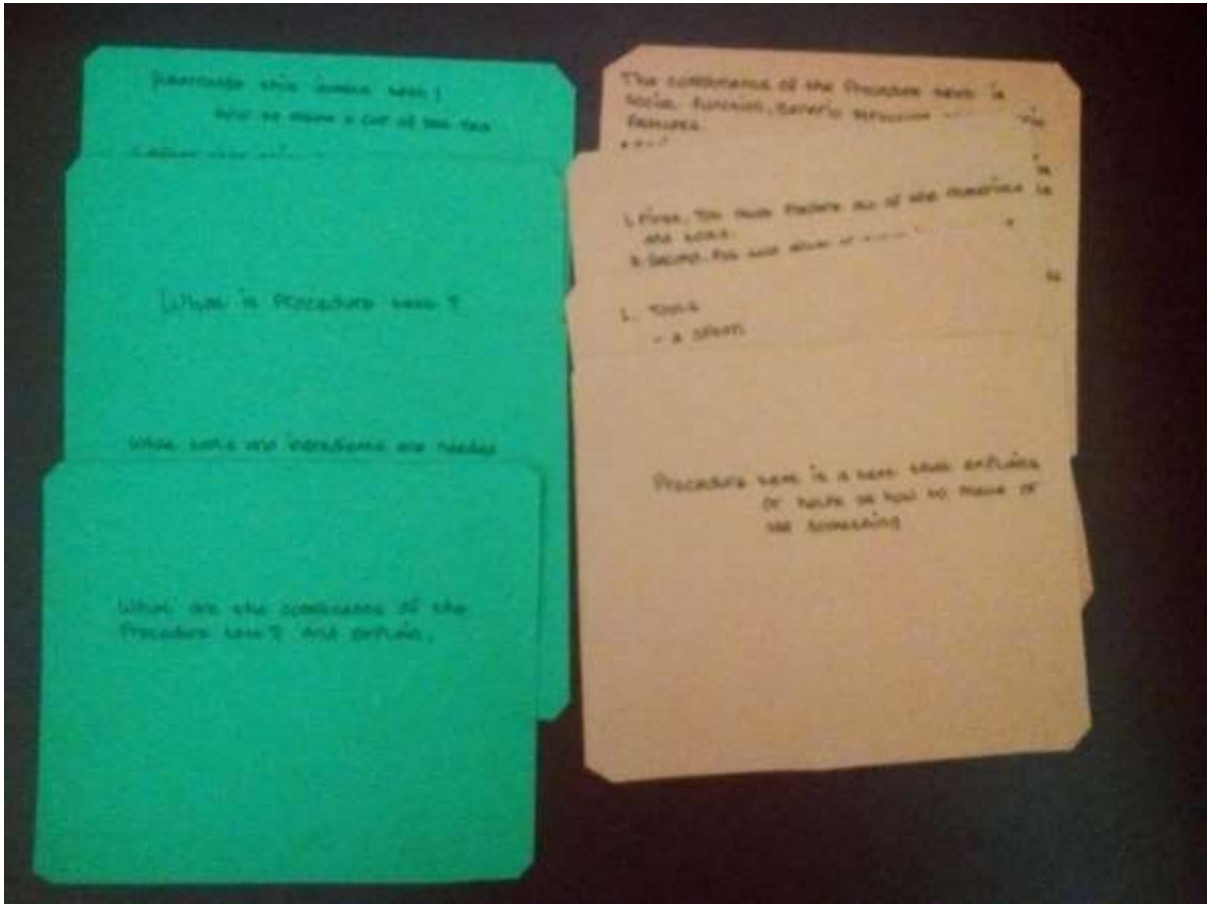
**APPENDIX 4**

**THE RESULT**

**INTERVIEW WITH THE TEACHER IN PRELIMINARY STUDY**

| NO | PERSON | INTERVIEW |
|----|--------|-----------|
| 1 | R | Apakah Ustaza mempunyai permasalahan pada saat mengajar di kelas? |
|   | T | Tentunya ada permasalahan mbak, konsentrasi siswa pada materi. Dan masih banyak kendala yang lain. |
| 2 | R | Kira-kira skill mana yang Ustaza anggap sangat sulit dari ke empat skill tersebut? |
|   | T | Iya saya pernah mengalami kesulitan dalam speaking dan writing. |
| 3 | R | Kira-kira Ustaza mempunyai kesulitan dalam pembelajaran menulis itu dimana? |
|   | T | Yang sulit nya itu mbak ketika saya menyuruh mereka menulis satu kalimat atau mereka menceritakan pengalaman mereka dalam bahasa Inggris menjadi 1 pragraf, dan mereka masih sering salah peletakan tenses, grammar and vocabulary. contoh : <br> - Kita sekarang belajar bahasa inggris <br> Dan ada beberapa siswa yang translate nya seperti ini we now study English  translate ke bahasa Inggris yang benar adalah we are now studying English. Sesuai dengan rumus S+am/is/are+V-ING |
| 4 | R | Apa strategi pembelajaran yang Ustaza gunakan dalam proses belajar mengajar? |
|   | T | Strategi pembelajaran yang digunakan adalah model ceramah, dan model pembelajaran masih kuno, dan saya ingin membuat strategi pembelajaran itu yang lebih efekitif. |
| 5 | R | Apakah Ustaza sering menggunakan media dalam proses belajar mengajar? |
|   | T | Soal media saya tidak pernah gunakan, mungkin berbeda dengan saya masih kuliah, saat micro atau real teaching, karena itu mungkin tuntutan. |

| 6 | R | Bagaimana cara Ustaza mengevaluasi siswa dalam setiap proses pembelajaran? |
|---|---|---|
|   | T | Kalau evaluasinya, disetiap akhir pembelajaran saya pasti memberi evaluasi atau riveuw yang berkaitan dengan materi yang saya berikan. Dan disetiap akhir pembelajaran saya adakan ulangan harian dan kuis. |
| 7 | R | Apakah cara Ustaza mengajar sudah sesuai dengan perangkat pembelajaran di kelas? |
|   | T | Sebagian sudah sesuai dengan RPP dan sebagian lagi belum. |
| 8 | R | Apa fasilitas sekolah yang mendukung pembelajaran siswa? |
|   | T | Saya rasa kalau fasilitas itu kelas dan perpus, kalau LCD ada, Cuma ada di lab computer, dan itu juga banyak kelasa yang menggunakan LCD nya. |
| 9 | R | Menurut Ustaza bagaimana kualitas siswa anda selama ini? |
|   | T | Kualitas siswa otomatis ada peningkatan mbak, soalnya siswa-siswa ada feedback, apa yang saya sampaikan mereka bisa meenyerapnya. |
| 10 | R | Apakah siswa-siswi aktif ketika proses pembelajaran berlangsung? |
|    | T | Sebagian ada yang aktif dan ada juga yang tidak. Yang sering aktif itu cuma yang putri kalau putra tidak ada. |
| 11 | R | Bagaimana respon siswa-siswi saat mengikuti proses pembelajaran? |
|    | T | Responnya macam-macam mbak, ada beberapa siswa yang memperhatikan dan ada yang bertanya jika saya memberikan mereka kesempatan untuk bertanya dan ada yang diam, entah diamnya itu paham atau tidak. |
| 12 | R | Bagaimana motivasi siswa-siswi dalam proses pembelajaran di dalam kelas? |
|    | T | Disetiap akhir pembelajaran saya sering memotivasi siswa dengan saya meceritakan kehidupan saya saat seusia mereka, karena saya fikir dengan begitu mereka lebih giat belajar lagi. |
| 13 | R | Pernahkah Ustaza mengalami kesulitan dalam menyampaikan materi kepada siswa? |
|    | T | Ya tentu pernah mbak, saya pernah mengulang 2x dengan materi yang sama. |

**APPENDIX 5**

## QUESTIONNAIRE FOR STUDENTS IN PRELIMINARY STUDY

### Before Research

**Isilah beberapa pertanyaan di bawah ini dengan memberi tanda silang (x) pada pilihan**

**jawaban saesuai dengan pendapat kalian.**

1. Menurut kalian apakah pembelajaran menulis itu penting?
   a. Sangat penting      c. Biasa saja
   b. Penting      d. Tidak penting
2. Pernahkah kalian merasa kesulitan saat proses pelajaran menulis?
   a. Pernah      c. Jarang
   b. Sering      d. Tidak pernah
3. Menurut kalian di mana letak kesulitan pada ketrampilan menulis?
   a. Grammar      c. Tenses
   b. Vocabullary      d. Arrangement
4. Apakah guru memberikan penjelasan secara detail, saat kalian mengalami kesulitan?
   a. Sangat jelas      c. Kurang jelas
   b. Cukup jelas      d. Tidak jelas
5. Apakah kalian senang dengan tehnik-tehnik pembelajaran yang digunakan oleh guru dalam proses pembelajaran menulis?
   a. Sangat senang      c. Kurang senang
   b. Senang      d. Tidak senang
6. Pernahkah guru meminta kalian untuk lebih aktif saat proses pembelajaran?
   a. Pernah      c. Jarang
   b. Sering      d. Tidak pernah
7. Apakah kalian sering aktif atau bertanya saat pembelajaran berlangsung?
   a. Selalu      c. Jarang
   b. Sering      d. Tidak pernah
8. Apakah cara mengajar guru kalian menarik?
   a. Menarik      c. Kurang menarik
   b. Biasa saja      d. Tidak menarik
9. Apakah kalian dapat dengan mudah menyerap pelajaran dengan tehnik-tehnik pengajaran yang digunakan dalam pembelajaran menulis?
   a. Ya      c. Selalu
   b. Tidak      d. Jarang
10. Apakah tehnik-tehnik tersebut dapat membantu kalian mengeluarkan ide-idea kalian dalam pelajaran menulis?
    a. Sangat membantu      c. Kurang membantu
    b. Membantu      d. Tidak membantu

**APPENDIX 6**

### THE RESULT

### QUESTIONNAIRE IN PRELIMINARY STUDY

### Before Research

| No Soal | Questions | Answer | | | |
|---|---|---|---|---|---|
| | | A | B | C | D |
| 1 | Menurut kalian apakah pelajaran menulis itu penting? | 75,86 | 13,79 | 10,34 | 0 |
| 2 | Pernahkah kalian merasa kesulitan saat pelajaran menulis? | 75,86 | 13,79 | 10,34 | 0 |
| 3 | Menurut kalian dimana letak kesulitan pada keterampilan menulis? | 27,58 | 20,69 | 31,03 | 20,68 |
| 4 | Apakah guru memberikan penjelasan secara jelas saat kalian mengalami kesulitan? | 31,03 | 27,58 | 24,13 | 17,24 |
| 5 | Apakah cara mengajar guru kalian menarik? | 17,24 | 58,62 | 20,68 | 3,44 |
| 6 | Pernahkah guru meminta kalian lebih aktif saat proses pembelajaran? | 20,68 | 20,68 | 31,03 | 27,58 |
| 7 | Apakah kalian sering aktif atau bertanya saat proses pembelajaran? | 6,89 | 13,79 | 68,96 | 10,34 |
| 8 | Apakah kalian senang dengan teknik-teknik pengajaran yang digunakan oleh pengajar dalam pembelajaran menulis? | 10,34 | 27,58 | 51,72 | 10,34 |
| 9 | Apakah kalian dapat dengan mudah menyerap pelajaran dengan teknik-teknik pengajaran yang digunakan dalam pelajaran menulis? | 10,34 | 17,24 | 6,89 | 65,51 |
| 10 | Apakah teknik-teknik tersebut dapat membantu kalian mengeluarkan ide-ide kalian dalam pelajaran menulis? | 10,34 | 27,58 | 48,27 | 13,79 |

# CONTENT VALIDITY OF THE INTERVIEW

Expert        :

Objectives    : To get the validity of the research instrument

| No | Description | Score | Saran |
|---|---|---|---|
| 1. | Indicator "masalah umum" mewakili variable "guru" sebagai aspect masalah kepada guru | | |
| | Pertanyaan nomor 1 mewakili variable, aspect, indicator telah sesuai. | **1 2 3 4** | |
| 2. | Indicator "masalah khusus" termasuk dalam aspect "masalah guru" variable "guru" | | |
| | Pertanyaan nomor 2 mewakili variable, aspect, indicator  telah sesuai | **1 2 3 4** | |
| | Pertanyaan nomor 3 mewakili variable, aspect, indicator telah sesuai | **1 2 3 4** | |
| 3. | Indicator "perangkat pembelajaran" tersebut mewakili variable "guru" | | |
| | Pertanyaan nomor 4 mewakali variable, aspect, indicator telah sesuai. | **1 2 3 4** | |
| | Pertanyaan nomor 5 mewakili variable, aspect, indicator telah sesuai. | **1 2 3 4** | |
| | Pertanyaan nomor 6 mewakili variable, aspect, indicator telah sesuai. | **1 2 3 4** | |
| | Pertanyaan nomor 7 mewakili variable, aspect, indicator telah sesuai. | **1 2 3 4** | |
| 4. | Indicator "fasilitas" termasuk dalam aspect "masalah guru" variable "guru" | | |
| | Pertanyaan nomor 8 mewakili variable, aspect, indicator telah sesuai. | **1 2 3 4** | |
| 5. | Indicator "kualitas siswa" termasuk dalam variable "siswa" dengan aspect karakteristik siswa. | | |
| | Pertanyan nomor 9 mewakili variable, aspect, indicator telah sesuai. | **1 2 3 4** | |
| 6. | Indicator "partisipasi" termasuk dalam aspect "karakteristik" dengan variable "siswa" | | |
| | Pertanyaan nomor 10 mewakili variable, aspect, indicator telah sesuai | **1 2 3 4** | |
| 7. | Indicator "motivasi" termasuk dalam aspect "karakteristik siswa" dengan variable "siswa". | | |
| | Pertanyaan nomor 11 mewakili variable, aspect, indicator telah sesuai. | **1 2 3 4** | |
| | Pertanyaan nomor 12 mewakili variable, aspect, indicator telah sesuai. | **1 2 3 4** | |
| 8. | Indicator "kesulitan belajar siswa" termasuk dalam aspect "karakteristik siswa" dengan variable "siswa" | | |
| | Pertanyaan nomor 13 mewakili variable, aspect, indicator telah sesuai. | **1 2 3 4** | |

Jombang, 16 January 2019

Expert Validity,                                    Researcher

**ROSI ANJARWATI, M.Pd**                  **HASNI KUMKELO**
                                                   **NIM : 1271343**

# CONTENT VALIDITY OF QUESTIONNAIRE

Expert      :

Objective      : To get the validity of the research instrument

| No | Deskripsi | Skor | Saran |
|---|---|---|---|
| 1. | Indikator "pendapat siswa tentang menulis" mewakili variable "menulis" sebagai aspek masalah pemahaman menulis siswa. | | |
| | Pertanyaan nomor 1 mewakili variable, aspect, indicator telah sesuai. | **1 2 3 4** | |
| | Pertanyaan nomor 2 mewakili variable, aspect, indicator telah sesuai. | **1 2 3 4** | |
| | Pertanyaan nomor 3 mewakili variable, aspect, indicator telah sesuai. | **1 2 3 4** | |
| 2. | Indikator "Pendapat siswa tentang guru dalam penyampaikan materi" mewakili variable "guru" sebagai aspek masalah cara guru mengajar. | | |
| | Pertanyaan nomor 4 mewakili variable, aspect, indicator telah sesuai. | **1 2 3 4** | |
| | Pertanyaan nomor 5 mewakili variable, aspect, indicator telah sesuai. | **1 2 3 4** | |
| | Pertanyaan nomor 6 mewakili variable, aspect, indicator telah sesuai. | **1 2 3 4** | |
| 3. | Indikator "Pendapat siswa tentang keaktifan dalam proses pembelajaran" mewakili variable "siswa" sebagai aspect keaktifan siswa. | | |
| | Pertanyaan nomor 7 mewakili variable, aspek, indicator telah sesuai. | **1 2 3 4** | |
| 4. | Indikator "Pendapat siswa tentang teknik yang diajarkan dalam kemampuan menulis" mewakili variable "proses pembelajaran" sebagai aspek proses pembelajaran kemampuan pemahaman menulis | | |
| | Pertanyaan nomor 8 mewakili variable, aspect, indicator telah sesuai. | **1 2 3 4** | |
| | Pertanyaan nomor 9 mewakili variable, aspect, indicator telah sesuai. | **1 2 3 4** | |
| | Pertanyaan nomor 10 mewakili variable, aspect, indicator telah sesuai. | **1 2 3 4** | |

Jombang, 16 January 2019

Expert Validity,                                    Researcher

**ROSI ANJARWATI, M.Pd**                **HASNI KUMKELO**
                                                        **NIM:1271343**

**BLUEPRINT INTERVIEW FOR ENGLISH TEACHER IN PRELIMINARY STUDY**

| Variable | Aspect | Indicator | Total | No | Pertanyaan | Jawaban | Saran |
|---|---|---|---|---|---|---|---|
| Guru | Masalah | Masalah Umum | 1 | 1 | Apakah Ustaza mempunyai permasalahan pada saat menggajar di kelas? | | |
| | | Masalah khusus | 2 | 2 | Kira-kira skill mana yang Ustaza anggap sulit dari ke empat skll tersebut? | | |
| | | | | 3 | Kira-kira Ustaza mempunyai kesulitan dalam pembelajaran menulis itu dimana? | | |
| | | Perangkat Pembelajaran | 4 | 4 | Apa strategi pembelajaran yang Ustaza gunakan dalam proses belajar mengajar? | | |
| | | | | 5 | Apakah Ustaza sering menggunakan media dalam proses belajar mengajar? | | |
| | | | | 6 | Bagaimana cara Ustaza mengevaluasi siswa dalam setiap proses pembelajaran? | | |
| | | | | 7 | Apakah cara Ustaza mengajar sudah sesuai dengan perangkat pembelajaran di kelas? | | |
| | | Fasilitas | 1 | 8 | Apa fasilitas sekolah yang mendukung pembelajarn siswa? | | |
| Siswa | Karakteristik Siswa | Kualitas siswa | 1 | 9 | Menurut Ustaza bagaimana kualitas siswa anda selama ini? | | |
| | | Partisipasi | 1 | 10 | Apakah siswa-siswi aktif ketika proses pembelajaran berlangsung? | | |
| | | Motivasi | 2 | 11 | Bagaimana respon siswa-siswi saat mengikuti proses pembelajaran? | | |
| | | | | 12 | Bagaimana motivasi siswa-siswi dalam proses pembelajaran di dalas kelas? | | |
| | | Kesulitan Belajar Siswa | 1 | 13 | Pernahkah Ustaza mengalami kesulitan dalam menyampaikan materi kepada siswa? | | |

**BLUEPRINT QUESTIONNAIRE FOR STUDENTS IN PRELIMINARY STUDY**

| No. | Variable | Aspek | Indikator | Pertanyaan | Saran |
|---|---|---|---|---|---|
| 1. | Menulis | Pemahaman menulis siswa | Pendapat siswa tentang menulis | 1. Menurut kalian apakah pelajaran menulis itu penting?<br>2. Pernahkah kalian merasa kesulitan saat pelajaran menulis?<br>3. Menurut kalian dimana letak kesulitan pada keterampilan menulis? | |
| 2. | Guru | Cara guru mengajar | Pendapat siswa tentang guru dalam penyampaian materi | 4. Apakah guru memberikan penjelasan secara jelas saat kalian mengalami kesulitan?<br>5. Apakah cara mengajar guru kalian menarik?<br>6. Pernahkah guru meminta kalian lebih aktif saat proses pembelajaran? | |
| 3. | Siswa | Keaktifan siswa | Pendapat siswa tentang keaktifan dalam proses pembelajaran | 7. Apakah kalian sering aktif bertanya saat proses pembelajaran? | |
| 4. | Proses pembelajaran | Proses pembelajaran kemampuan pemahaman menulis | Pendapat siswa tentang teknik pembelajaran yang dilakukan oleh guru. | 8. Apakah kalian senang dengan teknik-teknik pengajaran yang digunakan oleh pengajar dalam pengajarn menulis?<br>9. Apakah kalian dapat dengan mudah menyerap pelajaran dengan teknik-teknik pengajaran yang digunakan dalam pelajaran menulis?<br>10. Apakah teknik-teknik tersebut dapat membantu kalian mengeluarkan ide-ide kalian dalam pelajaran menulis? | |

**APPENDIX 7**

**Table 4.5 Students score in Cycle 1**

| No | Name | Score | KKM | Criteria |
|----|------|-------|-----|----------|
| 1 | AA | 100 | 70% | Success |
| 2 | AS | 100 | 70% | Success |
| 3 | AAZ | 75 | 70% | Success |
| 4 | AIM | 90 | 70% | Success |
| 5 | ADR | 90 | 70% | Success |
| 6 | DLA | 95 | 70% | Success |
| 7 | FZU | 95 | 70% | Success |
| 8 | FFR | 90 | 70% | Success |
| 9 | HTM | 75 | 70% | Success |
| 10 | IC | 100 | 70% | Success |
| 11 | INF | 100 | 70% | Success |
| 12 | MAM | 80 | 70% | Success |
| 13 | MARP | 90 | 70% | Success |
| 14 | MANN | 100 | 70% | Success |
| 15 | MIMH | 75 | 70% | Success |
| 16 | MIH | 80 | 70% | Success |
| 17 | MSI | 85 | 70% | Success |
| 18 | MU | 75 | 70% | Success |
| 19 | N | 95 | 70% | Success |
| 20 | NZFM | 100 | 70% | Success |
| 21 | NAA | 85 | 70% | Success |
| 22 | RAF | 90 | 70% | Success |
| 23 | SAL | 95 | 70% | Success |
| 24 | TAMP | 90 | 70% | Success |
| 25 | VW | 100 | 70% | Success |
| 26 | WDM | 80 | 70% | Success |

**APPENDIX 8**

**KISI-KISI PENULISAN SOAL**

Jenis Sekolah          : MTS          Alokasi Waktu    : 80 menit

Mata Pelajaran      : Bahasa Inggris     Jumlah Soal    : 1 (Essay)

Kelas/Semester      : IX / 2

Kurikulum              : KTSP

| No. | Standar Kompetensi | Kompetensi Dasar | Materi | Indikator Soal | Bentuk Tes | No. Soal |
|---|---|---|---|---|---|---|
| 1. | 12. mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat. | 12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *procedure* | Procedure Text | 1. Arrange the sentences In procedure text<br><br>2. Make procedure text | Essay | 1. |

**APPENDIX 9**

# KARTU SOAL

Jenis Sekolah     : MTS         Penyusun     : HasniKumkelo

Mata Pelajaran    : Bahasa Inggris    Tahun Ajaran : 2017/2018

Kelas/Semester    : IX / 2

Bentuk Tes    : Uraian

| **Kompetensi Dasar** | **No Soal** |
| --- | --- |
| 12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbetuk *procedure* | 1 |
| | 1. Write procedure text by choosing the following theme! <br> a. Making fried rice <br> b. Making a cup of hot tea <br> c. Making Avocado juice |
| **Materi** Procedure Text | |
| **Indikator Soal** The ability to write procedure text | |

**APPENDIX 10**

**Test Format**

Name of School : MTS Darussalam Ngesong Sengon Jombang

Total Question : 1

Lesson : Procedure Text

Type of Question : Teks Fungsional & Essay

Curriculum : KTSP

Compiler : Hasni Kumkelo

Time Allocation : 80 minutes

Standar Competence : Menulis

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.

Basic Competence :

12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat,lancar dan berterima untuk berinteraksi dengann lingkungan terdekat.

12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbetuk *procedure*.

Kelas / Semester : IX / 2

Material : Procedure Text

| No | Indicator | Sub Indicator | Question / Instruction | Comment |
|---|---|---|---|---|
| 1 | 12.2.1 Mampu melengkapi teks procedure<br>12.2.2 Mampu menyusun teks | Siswa mampu melengkapi teks procedure dengan baik<br><br>Siswa mampu menyusun teks | 1. Write the procedure text by choosing the following theme!<br>a. Making fried rice<br>b. Making a cup of hot tea | |

| | | | | |
|---|---|---|---|---|
| | procedure secara acak yang diberikan oleh guru | procedure dengan baik | c. Making Avocado juice | |
| | 12.2.3 Mampu membuat teks procedure | Siswa mampu membuat teks procedure dengan baik | | |

**Kelompok:**

*l.  Rearrange this jumble text. Do the best with your group*

### How to Make Fried Rice

## Ingredients:
- Some salt
- A plate of rice
- 2 cloves of Garlic
- 2 onions cut into small pieces
- 1 table spoon of vegetable oil

**How to make it:**
1. After that, put one plate of rice. Fry and mix them around 3 menit.
2. Second, head vegetable oil on a frying pan.
3. Then, add two pinches of salt. Continue frying until the rice is hot enough.

4. After that, put the pounded garlic and salt, and onions into the hot vegetable oil. Fry them a while.
5. First, pound garlic and 2 pinches of salt.
6. Finally, put the fried rice on a plate. Serve with a sunny-side up.

## II. *Answer the following question based on the above !*

1. What do you do first?
2. What ingredients must you prepare?
3. Why must you grind garlic, and salt?
4. What do you with frying pan and stove?
5. How do you chop up the onion leaf?
6. What is kind of text above?

Write procedure text by choosing the following theme!

a. Making fried rice
b. Making a cup of hot tea
c. Making avocado juice

| **Name** : |
|---|
| **Class** : |
| ..................................................................... |
| • **Materials** |
| • **Steps** |
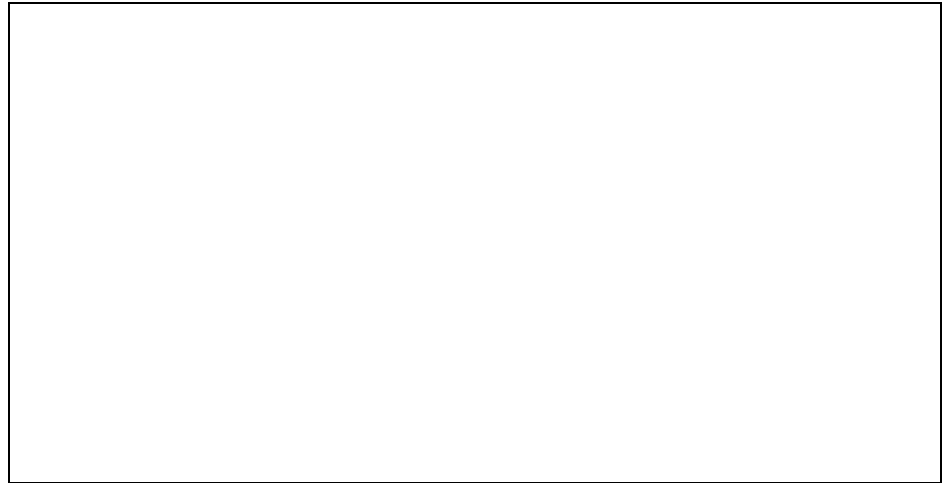
# APPENDIX 11

**Table 4.6 Rublic Scoring for Writing Cycle 1**

| No | Name | C | | | | O | | | | G | | | | V | | | | M | | | | Total | *Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | | |
| 1. | AA | | | | √ | | | | √ | | | | √ | | | | √ | | | | √ | 20 | 100 |
| 2. | AS | | | | √ | | | | √ | | | | √ | | | | √ | | | | √ | 20 | 100 |
| 3. | AAZ | | | √ | | | | √ | | | | √ | | | | √ | | | | √ | | 15 | 75 |
| 4. | AIM | | | √ | | | | | √ | | | | √ | | | √ | | | √ | | | 18 | 90 |
| 5. | ADR | | | | √ | | | | √ | | | | √ | | | | √ | | √ | | | 18 | 90 |
| 6. | DLA | | | √ | | | | | √ | | | | √ | | | | √ | | | | √ | 19 | 95 |
| 7. | FZU | | | √ | | | | | √ | | | | √ | | | | √ | | | | √ | 19 | 95 |
| 8. | FFR | | | √ | | | | | √ | | | | √ | | | √ | | | √ | | | 18 | 90 |
| 9. | HTM | | | | √ | | √ | | | | | √ | | | | √ | | | √ | | | 15 | 75 |
| 10. | IC | | | | √ | | | | √ | | | | √ | | | | √ | | | | √ | 20 | 100 |
| 11. | INF | | | | √ | | | | √ | | | | √ | | | | √ | | | | √ | 20 | 100 |
| 12. | MAM | | √ | | | | | | √ | | | | √ | √ | | | | | | √ | | 16 | 80 |
| 13. | MARP | | | √ | | | √ | | | | | √ | | | | | √ | | | | √ | 18 | 90 |
| 14. | MANN | | | √ | | | √ | | | | | | √ | | | | √ | | | | √ | 20 | 100 |
| 15. | MIMH | | | | √ | | √ | | | | | √ | | | | √ | | | √ | | | 15 | 75 |
| 16. | MIH | | | √ | | | | | | | | | √ | | | √ | | | | | √ | 16 | 80 |
| 17. | MSI | | | √ | | | √ | | | | | | √ | | | | √ | | | √ | | 17 | 85 |
| 18. | MU | | | √ | | √ | | | | | | | √ | | | | √ | | √ | | | 15 | 75 |
| 19. | N | | | | √ | | √ | | | | | | √ | | | | √ | | | | √ | 19 | 95 |
| 20. | NZFM | | | | √ | | | | √ | | | | √ | | | | √ | | | | √ | 20 | 100 |

| No. | Name | | | | | | | | | | | | | | | | | | | | | Obtained | Score |
|-----|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|----------|-------|
| 21. | NAA | | | √ | | | | √ | | | √ | | | √ | | | | √ | | | | 17 | 85 |
| 22. | RAF | | | √ | | | | √ | √ | | | | | √ | | | | | √ | | | 18 | 90 |
| 23. | SAL | | | √ | | √ | | | | √ | | | √ | | | | | | √ | | | 19 | 95 |
| 24. | TAMP | | | √ | | √ | | | | √ | | √ | | | | | | | √ | | | 18 | 90 |
| 25. | VW | | | √ | | | √ | | | √ | | | √ | | | | | | √ | | | 20 | 100 |
| 26. | WDM | | | √ | | √ | | | | √ | | √ | | | | | | | √ | | | 16 | 80 |
| | | 0 | 0 | 8 | 18 | 0 | 2 | 9 | 15 | 0 | 1 | 6 | 19 | 0 | 2 | 8 | 16 | 0 | 6 | 4 | 16 | **Jumlah Score:** | |
| **Total** | | 26 | | | | | 26 | | | | | 26 | | | | | 26 | | | | | **2330** | |

*Score ₌ obtained score X 100%

        Total maximal
        THE HIGHEST SCORE :
        THE LOWEST SCORE :
        MEAN = $\dfrac{\Sigma X}{N}$

$$= \frac{2320}{26}$$

$$= 89.23$$

        KKM WRITING : 80

**APPENDIX 12**

**TABLE 4.7  THE STUDENTSACTIVENESS (PARTICIPATION)IN TEACHING**

**LEARNINGPROCESS (CYCLE 1)**

| No | Nama Siswa | Indicator | | | | Score | Score Max | Percentage | Category |
|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | | | | |
| 1 | Ajeng Arifianti | 4 | 4 | 4 | 4 | 16 | 16 | 100% | VeryActive |
| 2 | Afifatus Sa'ada | 4 | 3 | 3 | 2 | 12 | 16 | 75% | Active |
| 3 | Ahmad Aziz Zakariya | 2 | 2 | 2 | 1 | 7 | 16 | 44% | LessActive |
| 4 | Ahmad I.M | 1 | 3 | 4 | 3 | 11 | 16 | 69% | Active |
| 5 | Azzahra DRahmadani | 3 | 4 | 3 | 1 | 13 | 16 | 81% | VeryActive |
| 6 | Dwi Lintang Arum | 3 | 4 | 3 | 4 | 14 | 16 | 88% | VeryActive |
| 7 | Farkhunda Zia Ulhaq | 3 | 1 | 4 | 3 | 11 | 16 | 69% | Active |
| 8 | Febry Farhan R | 4 | 4 | 3 | 3 | 14 | 16 | 88% | VeryActive |
| 9 | Herxi Thofan M | 2 | 1 | 3 | 2 | 8 | 16 | 50% | LessActive |
| 10 | Iftitakhul Choiroh | 4 | 4 | 1 | 4 | 15 | 16 | 94% | VeryActive |
| 11 | Indah Nur Fadzilah | 4 | 4 | 4 | 4 | 16 | 16 | 100% | VeryActive |
| 12 | M.Akbar Mustofa | 2 | 4 | 1 | 4 | 11 | 16 | 69% | Active |
| 13 | M.Alfafa R Putrawan | 3 | 2 | 2 | 3 | 10 | 16 | 63% | Active |
| 14 | M.Azhary Nur Niam | 4 | 3 | 4 | 2 | 13 | 16 | 81% | VeryActive |
| 15 | M.Ighfar M.H | 2 | 3 | 2 | 4 | 11 | 16 | 69% | Active |
| 16 | M.Irdha Hafidz | 3 | 4 | 4 | 3 | 14 | 16 | 88% | VeryActive |
| 17 | M.Sholahudin Itsnaini | 3 | 1 | 4 | 4 | 12 | 16 | 75% | Active |
| 18 | M.Ubaidillah | 3 | 3 | 3 | 3 | 12 | 16 | 75% | Active |
| 19 | Nataliyah | 4 | 4 | 3 | 4 | 15 | 16 | 94% | VeryActive |
| 20 | Novia Zuliatin F.M | 2 | 3 | 3 | 4 | 12 | 16 | 75% | Active |
| 21 | Nur Ameera Asya | 4 | 3 | 3 | 3 | 13 | 16 | 81% | VeryActive |
| 22 | Ranis Aurilia Faza | 4 | 3 | 2 | 4 | 13 | 16 | 81% | VeryActive |
| 23 | Surya A.L | 3 | 2 | 3 | 3 | 11 | 16 | 69% | Active |
| 24 | Tania Anggi Mputri | 2 | 3 | 3 | 3 | 11 | 16 | 69% | Active |
| 25 | Vidia Wardani | 4 | 4 | 4 | 4 | 16 | 16 | 100% | VeryActive |
| 26 | Wandha Dhamar M | 1 | 3 | 3 | 3 | 10 | 16 | 63% | Active |
| | ∑ score | 78 | 79 | 78 | 82 | 317 | | | |
| | Scoremax | 80 | 80 | 80 | 80 | 320 | | | |
| | Percentage | 97% | 98% | 97% | 100% | 99% | | | VeryActive |

Indicator :

1. The activities of the students in answer leading question of the teacher
2. The activities of the students in answer the teacher's question about the generic structur and function procedure text vocabulary
3. The activities of the students in giving the respond in generic structur and function procedure text vocabulary
4. The activities of students of students can match the cards before deadline

$$\text{Students Active} = \sum \frac{Score}{\sum ScoreMax} \text{X } 100\%$$

| Skala Perolehan | Percentage | Category |
|---|---|---|
| 13 – 16 | 76 – 100 | VeryActive |
| 9 – 12 | 51 - 75 | Active |
| 5 – 8 | 26 - 50 | LessActive |
| 0 – 4 | 0 - 25 | Passive |

( Ridwan dan Akdon, 2010 : 18)

**APPENDIX 13**

**Observation Checklist for Students in Cycle 1**

**IMPROVING STUDENT WRITING SKILL ON PROCEDURE TEXT BY USING MAKE A MATCH AT IX C CLASS OF MTS DARUSSALAM JOMBANG**

Cycle          : 1

Time           : Friday, January 19th 2018

| No | Student's Activity | Category | | | | |
|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 |
| | **Pre Activities** | | | | | |
| 1 | Students greets the teacher using English before the lesson began. | | | | | √ |
| 2 | Students and teacher pray together. | | | | | √ |
| 3 | Students raise hand when teacher checks the student's attendance. | | | | | √ |
| 4 | Students answer question by the teacher. | | | | √ | |
| 5 | Students pay attention when teacher explain the learning aim. | | | | √ | |
| | **Main activities** | | | | | |
| 6 | Students pay attention about the material of procedure text explains by teacher. | | | | √ | |
| 7 | Students mention the generic structure of procedure text. | | | | √ | |
| 8 | Students mention language feature of procedure text. | | | | √ | |
| 9 | Students divide by teacher in group heterogeneous that consists of 4 students. | | | | | √ |
| 10 | Each of group choose question card or answer card by the teacher that consist about material of procedure text. | | | | | √ |
| 11 | Each of group choose | | | | | √ |
| 12 | Each of students to make procedure text based on the keywords already made by group individually | | | | | √ |
| | **Post Activity** | | | | | |
| 13 | Students pay attention about conclusion by the teacher. | | | | √ | |
| 14 | Students give respond when teacher give feedback about the learning. | | | | √ | |
| 15 | Students pay attention when teacher deliver lesson plan in the next meeting. | | | | | √ |

| 16 | Students follow the instruction when teacher close the learning. | | | | | √ |
|---|---|---|---|---|---|---|

**NOTES:**

**4: Excellent, if indicator that achieved 78%-100% (18-26)**

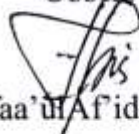**3: Good, if indicator that achieved 52%-74% (12-17)**

**2: Fair, if indicator that achieved 26%-48% (6-11)**

**1: Poor, if indicator that achieved 0%-22% (0-5  students)**

**0: Does not do**

Jombang, January 20th 2018

Observer

Syifaa'ul Af'idah, S.Pd

**APPENDIX 14**

**Observation Checklist for Teacher in Cycle 1**

**IMPROVING STUDENT WRITING SKILL ON PROCEDURE TEXT BY USING MAKE A MATCH AT IX C CLASS OF MTS DARUSSALAM JOMBANG IN ACADEMIC YEAR 2017/2018**

Cycle            : 1

Time            : Friday, January 19th 2018

| No. | Teacher's Activity | Category | | | | |
|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 |
| | **Pre Activities** | | | | | |
| 1 | Teacher greets the students using English before the lesson began. | | | | | √ |
| 2 | Teacher and students pray together. | | | | | √ |
| 3 | Teacher checks the student's attendance. | | | | | √ |
| 4 | Teacher gives question for students relate with material will be taught. | | | | √ | |
| 5 | Teacher explain the learning aim or competence will be achieved. | | | | √ | |
| | **Main activities** | | | | | |

| 6 | Teacher explains the material about procedure text. | | | | √ | |
|---|---|---|---|---|---|---|
| 7 | Teacher asks students to mention the generic structure of procedure text. | | | | √ | |
| 8 | Teacher asks students to mention language feature of procedure text. | | | | | √ |
| 9 | Teacher divide students in group heterogeneous that consists of 4 students. | | | | | √ |
| 10 | Teacher give question card and answer card to each of group that consist about the material procedure text | | | | | √ |
| 11 | Teacher asks each of group to make some keywords based on the topic about that obtained | | | | | √ |
| 12 | Teacher asks each of students to make procedure text based on the keywords already made by group individually | | | | √ | |
| | **Post Activity** | | | | | |
| 13 | Teacher conclude the learning. | | | | √ | |
| 14 | Teacher give feedback to the students about teaching learning process. | | | | √ | |
| 15 | Teacher deliver lesson plan in the next meeting. | | | | | √ |
| 16 | Teacher close the learning. | | | | | √ |

**NOTES:**

**4: Excellent**

**3:Good**

**2: Fair**

**1: Poor**

**0: Does not do**

Jombang, January 23th 2018

Observer

Syifaa'ul Af'idah, S.Pd

**APPENDIX 15**

**QUESTIONNAIRE  FOR STUDENTS AFTER IMPLEMENTING MAKE A MACTH**

**AFTER RESEARCH**

**PETUNJUK PENGISIHAN**

a. Isilah NAMA dan KELAS dengan huruf balok
b. Jawablah pertanyaan sesuai dengan keadaan yang seharusnya, dengan menyilang jawaban.
c. Siswa hanya diperkenangkan memilih 1 (satu pilihan)

1. Apakah kamu suka belajar bahasa Inggris ketika gurumu memintamu untuk mengidentifikasi bagian-bagian dari teks procedure dengan cara berkelompok menggunakan make a match?
   a. Ya                    b. Tidak
2. Apakah kamu mudah memahami intruksi yang diberikan oleh gurumu?
   a. Ya                    b.Tidak
3. Apakah kamu termotivasi untuk belajar Bahasa Inggris ketika kamu memecahkan masalah secara kelompok menggunakan make a match?
   a. Ya                    b.Tidak
4. Apakah kamu termotivasi untuk belajar bahasa Inggris ketika kamu diminta untuk membuat teks individu?
   a. Ya                    b.Tidak
5. Apakah kegiatan presentasi kelompok membuat kamu aktif dalam bertanya?
   a. Ya                    b.Tidak
6. Apakah            kegiatan            presentasi            kelompok membuatkamuaktifdalammemberikanpendapat?
   a. Ya                    b. Tidak
7. Apakah kamu dapat bekerjasama dengan temanmu ketika gurumu memintamu untuk menjawabsoal yang diberikan?
   a. Ya                    b.Tidak
8. Apakah "lembar kerja siswa" yang diberikan membantu proses belajarmu?
   a. Ya                    b.Tidak
9. Manakah yang menurut kamu tujuan belajar "writing"?
   a. Menulis untuk menguasai isi tulisan.
   b. Menulis untuk kesenangan.
   c. Menulis untuk menciptakan sebuah karya tulisan.
   d. Menulis untuk mengisi waktu luang.
10. Apakah menggunakan make a match membantu anda dalamb elajar writing?
    a. Ya                    b. Tidak

**APPENDIX 16**

**THE RESULT**

**QUESTIONNAIRES FOR STUDENTS**

**AFTER RESEARCH**

| No | Question | Answer | |
|----|----------|--------|---|
| | | Yes | No |
| 1. | Apakah kamu suka belajar Bahasa Inggris ketika gurumu memintamu untuk | | |

| | | | |
|---|---|---|---|
| | mengidentifikasi bagian-bagian dari teks procedure dengan cara berkelompok menggunakan make a match? | 100 % | - |
| 2. | Apakah kamu mudah memahami intruksi yang diberikan oleh gurumu? | 100 % | - |
| 3. | Apakah kamu termotivasi untuk belaja rbahasa Inggris ketika kamu memecahkan masalah secara kelompok menggunakan make a match? | 90% | - |
| 4. | Apakah kamu termotivasi untuk belajar Bahasa Inggris ketika kamu diminta untuk membuat teks individu? | 100 % | - |
| 5. | Apakah kegiatan presentasi kelompok membuat kamu aktif dalam bertanya? | 100 % | - |
| 6. | Apakahkegiatanpresentasikelompokmembuatkamuaktifdalammemberikanp endapat? | 83% | 17 % |
| 7. | Apakah kamu dapat bekerjasama dengan temanmu ketika gurumu memintamu untuk menjawab soal yang diberikan? | 90% | - |
| 8. | Apakah "lembar kerjasiswa" yang diberikan membantu proses belajarmu? | 100 % | - |
| 9. | Manakah yang menurut kamu tujuan belajar "writing"? | 90% | - |
| 10. | Apakah menggunakan make a match membantu anda dalam belajar writing? | 67% | 33 % |

**APPENDIX 17**

# DOCUMENTATION