

Appendix 1

LESSON PLAN

School level : Senior High School
 Subject : English
 Class : XI
 Semester : 2
 Topic : Procedure text
 Skill : Writing
 Time : 4 x45 minutes (2 meetings)

A. Standard Competence

Understanding the meaning of written monologue text in form of procedure in the context of daily life.

B. Basic Competence

Understanding the rhetorical steps to write text essay accurately, and acceptably in the context of daily life in the form of procedure.

C. Indicators

Constructing procedural text based on its rhetorical steps.

Giving information in the procedure text.

Using the procedure text in communicative function.

D. Specific Objective

Students are able to construct procedural text based on its rhetorical steps.

Students are able to give information in the procedure text.

Students are able to use the procedure text in communicative function.

E. Instructional step/ Procedure

1. Pre-Activity

- Teacher greets student.
- Teacher checks the students' attendance list.
- Teacher asks the students some questions relate to the topic which is going to be learnt. For example
 - ❖ Do you have favorite foods or favorite drink?
 - ❖ What kind of food or drink that become your favorite?
 - ❖ Do you know how to make it?
 - ❖ Can you mention what are needed to make it?
 - ❖ Can mention the steps how to make it?
- Teacher introduces the material which is going to be learnt.

2. While – Activity

- Students are taught the definition of procedure text, generic structure of procedure text and showed the characteristic of procedure text.

- Students are showed the easy steps to make procedure.
- Students are showed the authentic printed material by the teacher.
- Students are showed the authentic visual material by the teacher.
- Students are showed the authentic listening viewing material by the teacher.
- Students watch the teacher when the teacher practiced how to make something in front of the class.
- Students are asked by the teacher to make an outline.
- Students compose their outline into a good procedure text.
- Students revise their task and collect only the revise one.

3. Post Activity.

- Teacher asks the student about what they have learnt today.
- Teacher closes the meeting.

F. Material

Procedure text is a text which tells us how something is accomplished through a sequence of actions or steps.

The generic structure

Usually it consists of:

- Goal (often indicated in the main heading)
- Materials (listed in order of use)
- Method (steps oriented towards achieving the goal)

Language feature

- Use of the simple present tense
- Usually in imperative sentence
- Linking words to do with time (first, time, when, then, next)
- Mainly action verbs (put, hold, cut, stick)
- Detailed, factual description of materials (shape, size, color, amount, etc)
- Detailed information on how, where, and when.

Examples of procedure test:

- Recipes
- Game rules
- Science experiment instruction
- Appliance manuals
- Direction to reach a destination
- How-to-do-it kits

G. Media

- LCD
- Video and picture.
- Authentic material

The examples of authentic materials:

❖ Authentic printed material



❖ Authentic listening viewing material

Video how to make gado gado: <http://www.youtube.com/watch?v=RbNciZhEXNY>

Video how to make a kite: <http://www.youtube.com/watch?v=hP0jFnmMAIA>

❖ Realia (real things) : water, strawbery, blender, sugar, glass, spoon, ice

H. References

- Modul Bimbel English Service Pringsewu. 2003.
- Nainggolan, Flora.2010. *Modul 14 Pendalaman Materi Bahasa Inggris SMA*. Bandar Lampung: University of Lampung.

I. Evaluation

Teacher gives students a task about how to make or to do something (they can choice one). Teacher will measure students' work based on the content, organization, vocabulary, language use and mechanic. To ensure the score and to avoid the subjectivity, there are two raters to evaluate students' task, so the score is valid.

Procedure : written

Type : open- ended and miscellaneous items.

J. Scoring Criteria

Aspect	Criteria	Score
Content	- Excellent to very good: Knowledge able, substantive, through development of thesis, relevant theory.	30-27
	- Good to average: Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.	26-22
	- Fair to poor: Limited knowledge of subject, little substance, inadequate development of topic.	21-17
	- Poor: Does not show knowledge of subject, non-substantive, not pertinent, not enough to evaluate.	16-13
Language Use	- Excellent to very good. Effective complete constructions,	25-22

	<p>few error of agreement, tense, number, word order, function, pronouns, and preposition.</p> <ul style="list-style-type: none"> - Good to average. Effective but simple construction, minor problem in complex construction, several error of agreement, preposition but seldom obscured/ - Fair to poor. Major problem in simple construction, frequent error of negation, agreement, tense. Number, word, pronoun. Meaning confused. - Very poor, virtually no mastery of sentence construction rules, dominated errors, does not communicate, not enough to evaluate. 	<p>21-18</p> <p>17-11</p> <p>10-5</p>
Organization	<ul style="list-style-type: none"> - Excellent to very good. Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive. - Good to average. Somewhat choopy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing. - Fair to poor. Non-fluent, ideas confused or disconnected, lacks logical sequence and development. - Very poor. Does not communicate, no organization, not enough to evaluate 	<p>20-18</p> <p>17-14</p> <p>13-10</p> <p>9-7</p>
Vocabulary	<ul style="list-style-type: none"> - Excellent to very good. Sophiscated range, effective words/idioms and usage, word form mastery, appropriate register. - Good to average. Adequate range, occasional errors of idiom choice, usage but meaning not obscured. - Fair to poor. Limited range, frequent errors of idiom/words, meaning confused or obscure. - Very poor. Essentially translation, little knowledge of English vocabulary, not enough to evaluate 	<p>20-18</p> <p>17-14</p> <p>13-10</p> <p>9-7</p>
Mechanic	<ul style="list-style-type: none"> - Excellent. Few errors of punctuation, spelling, and capitalization/ used correctly - Good. Occasional errors of punctuation, spelling, and capitalization. - Fair. Numerous errors of punctuation, spelling, and capitalization - Poor. No mastery of convention, dominated by errors of punctuation, spelling, and capitalization 	<p>5</p> <p>4</p> <p>3</p> <p>2</p>

Appendix 2

Nama :

Kelas :

PRE WRITING TEST**INSTRUCTION:**

You are writing an information leaflet for public explaining step by step about how to do or to make the following things (choose only one topic to write), be sure that your text includes complete information of the topic and has proper organization. Make it at least one peice of paper.

1. How to plant a flower/tree.
2. How to operate an electrical device (television, computer, radio, handphone, tape).
3. How to make your favorite food or drink.
4. How to make a cup of coffee.

Appendix 3

Nama :

Kelas :

POST WRITING TEST

INSTRUCTION:

You are writing an information leaflet for public explaining step by step about how to do or to make the following things (choose only one topic to write), be sure that your text includes complete information of the topic and has proper organization. Make it at least one peice of paper.

1. How to keep a garden beautiful.
2. How to make a kite or a cup of coffee.
3. How to make your favorite food or drink.

Appendix 4

Students' Score in Pretest and Posttest

No	Student's Code	Pretest	Posttest
1	E1	66.5	84
2	E2	69.5	86
3	E3	61.5	79.5
4	E4	63.5	81
5	E5	70.5	88
6	E6	58	76.5
7	E7	51	66.5
8	E8	64.5	83.5
9	E9	58.5	80
10	E10	56.5	74
11	E11	69.5	87.5
12	E12	54.5	75.5
13	E13	61.5	74.5
14	E14	70	83
15	E15	55.5	79.5
16	E16	56	73.5
17	E17	55	79
18	E18	57.5	72.5
19	E19	59.5	67
20	E20	57	75.5
21	E21	57	77.5
22	E22	55.5	71.5
23	E23	58.5	76
24	E24	55	66
25	E25	58.5	76
26	E26	64.5	84
27	E27	69	87.5
28	E28	62	79
29	E29	58	83
Average		60.48	78.17

Appendix 5
Students' Score in Pretest and Posttest from Two Raters

No	Student's Code	Pretest		Posttest	
		R1	R2	R1	R2
1	E1	65	68	82	86
2	E2	71	68	88	84
3	E3	59	64	77	82
4	E4	64	63	81	81
5	E5	69	72	88	88
6	E6	56	60	75	78
7	E7	49	53	69	64
8	E8	67	62	82	85
9	E9	59	58	79	81
10	E10	56	57	76	72
11	E11	71	68	87	88
12	E12	54	55	76	75
13	E13	60	63	74	75
14	E14	71	69	89	77
15	E15	54	57	79	80
16	E16	56	56	72	75
17	E17	53	57	81	77
18	E18	57	58	72	73
19	E19	59	60	67	67
20	E20	57	57	76	75
21	E21	59	55	78	77
22	E22	55	56	71	72
23	E23	57	60	76	76
24	E24	54	56	64	68
25	E25	57	60	73	79
26	E26	65	64	84	84
27	E27	70	68	86	89
28	E28	62	62	79	79
29	E29	56	60	83	83
Average		60.07	60.90	78.07	78.28
		60.48		78.17	

Appendix 6 Students' Score in Pretest from the Two Raters

No	Co de	Component										Total Score		
		Content		Organizat ion		Vocabul ary		Lang Use		Mecha nic		R1	R2	A
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2			
1	E1	20	20	13	13	14	15	15	17	3	3	65	68	66.5
2	E2	23	21	14	14	14	14	17	16	3	3	71	68	69.5
3	E3	19	19	12	14	13	13	12	15	3	3	59	64	61.5
4	E4	20	19	14	14	12	13	15	14	3	3	64	63	63.5
5	E5	21	23	14	15	14	13	17	18	3	3	69	72	70.5
6	E6	17	18	11	12	12	13	13	15	3	2	56	60	58
7	E7	15	16	11	12	12	11	9	12	2	2	49	53	51
8	E8	21	20	14	13	13	11	16	14	3	4	67	62	64.5
9	E9	19	17	12	13	12	12	14	13	2	3	59	58	58.5
10	E10	16	17	12	11	12	12	13	14	3	3	56	57	56.5
11	E11	22	21	14	15	15	14	17	15	3	3	71	68	69.5
12	E12	17	16	11	12	11	12	12	13	3	2	54	55	54.5
13	E13	18	19	14	14	11	13	14	14	3	3	60	63	61.5
14	E14	21	22	15	14	15	15	17	15	3	3	71	69	70
15	E15	17	18	11	11	11	12	12	13	3	3	54	57	55.5
16	E16	18	17	13	13	12	12	11	12	2	2	56	56	56
17	E17	16	17	11	12	11	12	12	13	3	3	53	57	55
18	E18	19	19	11	12	12	11	12	13	3	3	57	58	57.5
19	E19	16	18	13	12	12	13	15	14	3	3	59	60	59.5
20	E20	18	19	13	11	11	12	12	12	3	3	57	57	57
21	E21	18	17	13	11	12	12	13	13	3	2	59	55	57
22	E22	16	17	12	12	11	11	13	13	3	3	55	56	55.5
28	E28	20	20	12	11	13	14	13	13	4	4	62	62	62
29	E29	17	18	12	11	11	13	13	15	3	3	56	60	58
Average		18.66	18.69	12.59	12.52	12.2	12.69	13.66	14.10	2.90	2.90	60.07	60.90	60.48
		18.67		12.55		12.48		13.88		2.90		60.48		60.48

Appendix 7

' Score in Posttest from the Two Raters

Students No	Code	Component										Total Score		
		Content		Organization		Vocabulary		Lang Use		Mechanic		R1	R2	A
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2			
1	E1	24	26	17	18	18	16	19	21	4	5	82	86	84
2	E2	26	23	18	18	18	19	22	19	4	5	88	84	86
3	E3	22	25	18	17	16	16	17	19	4	5	77	82	79.5
4	E4	23	24	17	17	18	16	19	19	4	5	81	81	81
5	E5	26	27	18	17	18	17	22	22	4	5	88	88	88
6	E6	23	22	15	16	15	16	18	20	4	4	75	78	76.5
7	E7	19	18	16	14	14	13	17	16	3	3	69	64	66.5
8	E8	26	27	16	15	17	17	18	21	5	5	82	85	83.5
9	E9	22	24	17	17	17	17	19	19	4	4	79	81	80
10	E10	23	22	17	16	17	14	15	16	4	4	76	72	74
11	E11	25	26	18	17	18	17	22	23	4	5	87	88	87.5
12	E12	19	19	19	19	17	17	17	16	4	4	76	75	75.5
13	E13	21	22	16	16	16	15	17	18	4	4	74	75	74.5
14	E14	27	23	18	16	18	16	22	18	4	4	89	77	83
15	E15	26	25	16	15	16	15	17	20	4	5	79	80	79.5
16	E16	21	22	15	16	16	16	16	17	4	4	72	75	73.5
17	E17	24	24	18	15	17	16	17	18	5	4	81	77	79
18	E18	19	20	17	15	17	16	15	18	4	4	72	73	72.5
19	E19	17	19	15	15	17	14	14	16	4	3	67	67	67
20	E20	19	20	16	17	18	17	19	17	4	4	76	75	75.5
21	E21	24	23	17	16	14	16	18	17	5	5	78	77	77.5
22	E22	19	21	18	17	15	15	15	16	4	3	71	72	71.5
28	E28	21	23	18	17	16	16	19	18	5	5	79	79	79
29	E29	23	25	18	17	17	17	20	19	5	5	83	83	83
Average		22.41	22.93	16.93	16.34	16.41	16.03	18.11	18.66	4.207	4.31	78.07	78.28	78.17
		22.67		16.64		16.22		18.38		4.26		78.17		78.17

Appendix 8

Hypotheses Testing

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	60.48	29	5.470	1.016
	Posttest	78.17	29	6.187	1.149

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	29	.807	.000

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest - Posttest	-17.448	3.682	.684	-18.849	-16.048	-25.517	28	.000

Appendix 9

Reliability of Pretest

No	Student's Code	R1 (X)	R2 (Y)	Rank (R1)	Rank (R2)	d	d ²
1	E1	65	68	7.5	4.5	3	9
2	E2	71	68	2	4.5	2.5	6.25
3	E3	59	64	13.5	7.5	6	36
4	E4	64	63	9	9.5	0.5	0.25
5	E5	69	72	5	1	4	16
6	E6	56	60	21.5	15	6.5	42.25
7	E7	49	53	29	29	0	0
8	E8	67	62	6	11.5	5.5	30.25
9	E9	59	58	13.5	18.5	5	25
10	E10	56	57	21.5	21.5	0	0
11	E11	71	68	2	4.5	2.5	6.25
12	E12	54	55	26	27.5	1.5	2.25
13	E13	60	63	11	9.5	1.5	2.25
14	E14	71	69	2	2	0	0
15	E15	54	57	26	21.5	4.5	20.25
16	E16	56	56	21.5	25	3.5	12.25
17	E17	53	57	28	21.5	6.5	42.25
18	E18	57	58	17.5	18.5	1	1
19	E19	59	60	13.5	15	1.5	2.25
20	E20	57	57	17.5	21.5	4	16
21	E21	59	55	13.5	27.5	14	196
22	E22	55	56	24	25	1	1
23	E23	57	60	17.5	15	2.5	6.25
24	E24	54	56	26	25	1	1
25	E25	57	60	17.5	15	2.5	6.25
26	E26	65	64	7.5	7.5	0	0
27	E27	70	68	4	4.5	0.5	0.25
28	E28	62	62	10	11.5	1.5	2.25
29	E29	56	60	21.5	15	6.5	42.25
Σ (total)		1742	1766	435	435	89	525

To measure of two raters, the researcher used Spearman Rank-Correlation which formula can be described as follows:

$$r = 1 - \frac{\Sigma}{N}$$

$$r = 1 - \frac{\Sigma d^2}{N}$$

$$r = 1 - \frac{\Sigma d}{N}$$

$$r = 1 - 0.13$$

$$r =$$

Note:

- r : coefficient of rank correlation
- d^2 : Square of differences of rank correlation
- d : Sum differences between each pair of ranks
- N : Number of students

Appendix 10

Reliability of Posttest

No	Student's Code	R1 (X)	R2 (Y)	Rank (R1)	Rank (R2)	d	d ²
1	E1	82	86	8.5	4	4.5	20.25
2	E2	88	84	2.5	6.5	4	16
3	E3	77	82	16	9	7	49
4	E4	81	81	10.5	10.5	0	0
5	E5	88	88	2.5	2.5	0	0
6	E6	75	78	21	15	6	36
7	E7	69	64	27	29	2	4
8	E8	82	85	8.5	5	3.5	12.25
9	E9	79	81	13	10.5	2.5	6.25
10	E10	76	72	18.5	25.5	7	49
11	E11	87	88	4	2.5	1.5	2.25
12	E12	76	75	18.5	21.5	3	9
13	E13	74	75	22	21.5	0.5	0.25
14	E14	89	77	1	17	16	256
15	E15	79	80	13	12	1	1
16	E16	72	75	24.5	21.5	3	9
17	E17	81	77	10.5	17	6.5	42.25
18	E18	72	73	24.5	24	0.5	0.25
19	E19	67	67	28	28	0	0
20	E20	76	75	18.5	21.5	3	9
21	E21	78	77	15	17	2	4
22	E22	71	72	26	25.5	0.5	0.25
23	E23	76	76	18.5	19	0.5	0.25
24	E24	64	68	29	27	2	4
25	E25	73	79	23	13.5	9.5	90.25
26	E26	84	84	6	6.5	0.5	0.25
27	E27	86	89	5	1	4	16
28	E28	79	79	13	13.5	0.5	0.25
29	E29	83	83	7	8	1	1
Total		2264	2270	435	435	92	638

To measure of two raters, the researcher used Spearman Rank-Correlation which the formula can be described as follows:

$$r = 1 - \frac{\Sigma}{\text{---}}$$

$$r = 1 - \text{---}$$

$$r = 1 - \text{---}$$

$$r =$$

$$r = 0.85$$

Note:

- r : coefficient of rank correlation
- d^2 : Square of differences of rank correlation
- d : Sum differences between each pair of ranks
- N : Number of students

17 student number

KHOIRUNNISA SAPHIRA

XI IPA 1

BAKAEK NIGERIS

Post test ..

HOW TO MAKE SANDWICH

MATERIALS :

- Four slice of bread
- Cheddar Cheese
- Tomato sauce
- Mayonnaise
- Tomatoes
- Lettuce leaves .

STEPS :

first, place a slice of bread on the plate .

second, put the tomato sauce .

Third , add salad , slice tomatoes, cheddar cheese, mayonnaise, tomatoes

After that, add lettuce leaves

Then, put a slice of bread on the top .

And finally, serve it !

R₁

C : 21

O : 16

V : 16

L : 17

m : 4

74

R₂

C : 22

O : 16

V : 15

L : 18

M : 4

75

Post test

Name : Ayu Tri Hastuti

Class : II IPA 1

Student number : 3

How To Make Semur Ayam

- Ingredients :
- 1 whole chicken cut up
 - 1 cup sweet soya sauce
 - 1 tea spoon nutmeg
 - 2 table spoon onion
 - 2,3 table spoon margarine / oil
 - 2 cloves
 - water (as needed)

- Utensils :
- bowl
 - wooden spoon
 - pan

- Steps :
1. Put the chicken pieces in a bowl and mix them with salt, pepper, nutmeg and sweet soya sauce
 2. Marinate for 11-16 minutes
 3. Fry the onion in either margarine or oil until transparent in a pan
 4. Put the marinated chicken in the pan and cook until done.
 5. Stirring occasionally. Add water if it becomes dry
 6. While it is cooking, add the cloves and continue cooking for about 30-45 minutes
 7. Finally, serve it.

$$\begin{array}{r} R_1 \\ C : 22 \\ O : 10 \\ V : 16 \\ L : 17 \\ M : 4 \\ \hline 77 \end{array}$$

$$\begin{array}{r} R_2 \\ C : 25 \\ O : 17 \\ V : 16 \\ L : 19 \\ M : 5 \\ \hline 82 \end{array}$$

Ayri Tri Hastuti

Pre test

How to make a cup of coffee

Ingredients : a. Cup d. water
 b. spoon e. coffee
 c. sugar

Steps : 1. Prepare a cup.
 2. Pour/mix coffee and sugar in ~~the~~^a cup
 3. Pour the water into cup.
 4. Stir until ready to serve.

R₁
C : 19
G : 12
V : 13
L : 12
M : 3

59

R₂
C : 19
D : 13
V : 13
L : 16
M : 3

64



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS LAMPUNG
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jln. Prof. Soemantri Brojonegoro No. 1 Bandarlampung 35145 Tlp/Fax(0721) 704 624

Nomor : 221 /UN26/3/PL/2014
Lampiran : satu berkas
Perihal : Izin Penelitian

Januari 2014

Yth. Kepala SMA Negeri 8 Bandar Lampung
di
Bandar Lampung

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Lampung mohon izin mahasiswa :

nama : Alexander Sitinjak
NPM : 1013042075
jurusan : Pendidikan Bahasa dan Seni
program studi : Pendidikan Bahasa Inggris
semester : VII (tujuh)

untuk melaksanakan penelitian di SMA Negeri 8 Bandar Lampung sebagai syarat menyelesaikan studi.

Bersama ini kami lampirkan proposal penelitian mahasiswa tersebut.

Atas bantuan Saudara, kami ucapkan terima kasih.

*Dear
Untuk Penelitian*

*Wakil Kumbuh
Pasmir, S.Pd.*

agar memenuhi syarat Bhs. Inggris (Bhs. slartbalinda).



a.n. Dekan
Pembantu Dekan I,

[Signature]
Dr. M. Thoha B. S. Jaya, M.S.
NIP. 19520831 198103 1001



PEMERINTAH DAERAH KOTA BANDAR LAMPUNG
DINAS PENDIDIKAN
SMA NEGERI 8 BANDAR LAMPUNG
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SURAT KETERANGAN MELAKUKAN PENELITIAN
Nomor : 420/496/IV.40/III.08/2014

Yang bertanda tangan di bawah ini Kepala SMA Negeri 8 Bandar Lampung menyatakan dengan sebenarnya bahwa :

Nama : ALEXANDER SITINJAK
NPM : 1013042075
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Telah melakukan penelitian pada Tanggal 27 Januari 2014 s/d 10 Februari 2014 dengan judul **“The Use of Authentic Material in Teaching Procedure Text Writing at The Second Year Students of SMAN 8 Bandar Lampung” Tahun Pelajaran 2013/2014”**.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Bandar Lampung, 10 Februari 2014
An.Kepala SMAN 8 Bandar Lampung
Waka Kurikulum



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