



**THE EFFECT OF GENRE BASED LANGUAGE TEACHING
(GBLT) ON STUDENTS' WRITING PROCEDURE TEXT AT
GRADE XI SMK NEGERI 2 PADANGSIDIMPUAN**

A THESIS

*Submitted to Institute for Islamic Studies Padangsidimpuanas a
partial fulfillment
of the requirement for degree of Education Scholar (S. Pd.) in English
program*

Written By:

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STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2018



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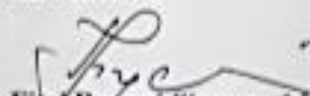
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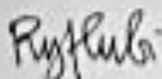
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After reading, studying and giving advice for necessary revision on thesis belongs to **Aprinda Efendi Daulay** entitled "*The Effect of Genre Based Language Teaching (GBLT) on Students' Writing Procedure Text at Grade XI SMK Negeri 2 Padangsidempuan*", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

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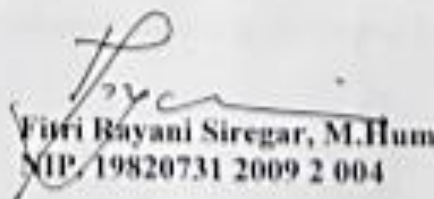
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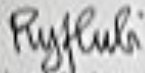
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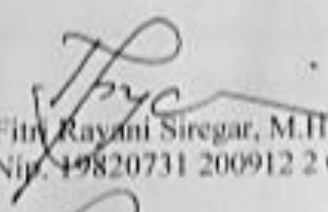
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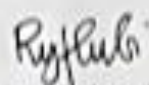
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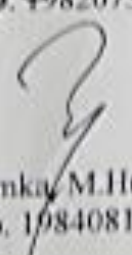
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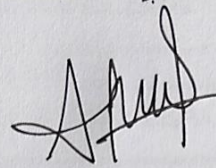
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ABSTRACT

In this research, the researcher found that students' score in writing procedure text was under the average of standard. The common students' problem in writing procedure text is difficult to arrange the steps of writing procedure text. Beside the students' problem, the conventional approach that taught by the English teacher is less appropriate in teaching writing procedure text. The objective of this research is to find out The Effect of Genre Based Language Teaching (GBLT) on Students' Writing Procedure Text at Grade XI SMK Negeri 2 Padangsidempuan.

The approach used in this research is experimental research which two classes as the sample. They were XI TGSA-1 as experimental class that consisted of 20 students and XI TGSA-2 as control class that consisted of 20 students. In this research, the researcher gave pre-test and post-test. Meanwhile, the data was derived from interview, pre-test, and post-test. To analyze the data, the researcher used parametric test with t-test formula.

The researcher had been analyzed the data and found that the mean score of experimental class after using GBLT was higher than control class. Mean score of experimental class with conventional approach was 64 and mean score after using GBLT was 80.3. The effect of using Genre Based Language Teaching (GBLT) on students' writing procedure text was $4.684 > 2.021$ with t_0 was higher than t_t . It meant that H_a was accepted and H_0 was rejected. So, there was a significant effect of Genre Based Language Teaching (GBLT) on students' writing procedure text at grade XI SMK Negeri 2 Padangsidempuan.

Key words: Effect, Genre Based Language Teaching (GBLT), & Writing Procedure Text.

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CHAPTER I

THE INTRODUCTION

A. Background of the Problem

English as the foreign language has an important position in all levels of school in Indonesia. It is considered as one of compulsory subject since in the elementary schools up to universities. The students have to master the materials based on the curriculum to determine whether the students go on the next level. The material must be accordance with theory, fact, and formed systematically, because material is one of the component of curriculum.

On the curriculum of English, students have to deal with the four language skills. They are; listening, speaking, reading, and writing. Speaking and writing are the productive skills, while listening and reading are the receptive skills. In learning English, those all skills are supported by language components such as grammar, vocabulary, and spelling. Those four skills have a relation to one another.

Writing has become necessary language skill that is one of tools to communicate by the people. Writing is a verbal communication, where the writer and the reader use language to do communication. Writing also means of expression of our ideas. The writers express their idea, opinion, statement or comment in writing form, and the readers get information from what they have been read.

Writing is important for communication. Good writing skills allow someone to communicate the message with clarity and simplify to a far larger audience than through face-to-face or telephone conversations. There are some reasons that make the ability of writing important as Barras says¹. Such as helps to remember, to think, and to communicate.

First, writing helps to remember. By taking notes, people can make information safe and semi-permanent or even permanent so they can access the information anytime without being afraid of being lost. Even someone can save the document in a software, it does not guarantee the availability of files in the long term.

Second, writing helps to think. Writing could be an aid to thinking. People can make a note of useful thoughts as they come to mind, for example, when they are planning or in the middle of writing a composition because thoughts could come anytime. In this case, writing activity is able to develop thinking.

The last, writing helps to communicate. In the past, writing was the only possible way to communicate with anyone out of earshot. Although, now there have been devices (telephone, radio, and social media) that make it possible to communicate orally with people in distance, the importance of writing is still there. People communicate by using media, but they have to pay attention to write the message.

¹. Barras, Robert, *Students Must Write: A Guide to Better Writing in Coursework and Examinations (3rd Ed.)*, (Oxon: Routledge), 2005.

In writing, there are some kinds of the text, such as narrative, descriptive, report, analytical exposition, hortatory, procedure, etc. Moreover, one type of genre taught in Vocational High School is procedure text. Students should understand and be able to produce procedure text. A procedure text is genre of text that instructs how to do a particular activity or how to use operation manuals. It explains how people perform different processes in a sequence of steps. The purpose of procedure text is to describe how something is made through a sequence of actions or steps.

Based on syllabus, the students have to learn procedure text, include in language features and generic structures.² The learning objectives are to describe a process related to genre of text, to give advice, to express necessity, obligation, to understand instructions using correct words and punctuation. The students' activity in writing include arranging the text based on language features and generic structures of procedure text.

The researcher asked the English teacher about the students' problem in writing procedure text, the students often find some difficulties, such as difficult to arrange the steps of the writing procedure text, to connect one idea to others idea, and to develop their writing activities.³ Those all problems prove that some students do not reach the maximum score in writing activity.

². Salmiah Pohan, *Silabus Bahasa Inggris Sekolah Menengah Kejuruan*, SMK Negeri 2 Padangsidimpuan: Padangsidimpuan, 2016.

³. *Private Interview*, Salmiah Pohan, Teacher of SMK Negeri 2 Padangsidimpuan (Saturday, 27th September, 2017, at 10:15 am).

The English teacher admitted that students difficult to arrange the steps of the writing procedure text. They were difficult to connect one idea to others idea. The students have not understood how to organize and develop their ideas or opinions into a good paragraph. They are also unable to write the text correctly.

The problems were not only come from the students. In the other side, the conventional approach that taught by the English teacher is less appropriate in teaching writing procedure text. The teacher used Communicative Language Teaching (CLT) approach which is more suitable to teach communicative competence. The teacher applied communicative approach to the all lessons. In fact, grammar is not only exists in language, but also knowledge about strategies, culture, social values, and contextual consideration.

Richards and Renandya state that communicative language teaching arose as reaction to grammar based approaches to teach realized in teaching materials, syllabuses, and teaching methods in 1960s.⁴ The development of communicative language teaching approach continued from 1970s until today.

Richards identified the two major syllabus proposed to advocate Communicative Language Teaching in that era. Communicative language teaching approach focused on the four communicative skills.⁵ The teacher is able to use this approach to teach the fourth language skills. It more effective if the teacher focused

⁴. Richard, Jack & Theodore Rodgers, *Approach and Methods in Language Teaching*, (Cambridge: Cambridge University Press), 2001, p. 22.

⁵. Richards, *Communicative Language Teaching Today*. (Cambridge: Cambridge University Press), 2006, p. 11.

to the one skill. Communicative Language Teaching does not only prioritize guidance to teach writing, but also combine all skills in an approach.

To solve the problems, the teacher usually explain the topic as the simple words. The teacher also gives concrete example to make students understand easily. Those all efforts applied when teaching and learning ongoing at the classroom.

The English teacher is better to choose the appropriate approach to teach writing in English, especially in writing procedure text. There are a lot of approaches that can be applied by the English teacher. For this case, the researcher would like to propose an approach that is the one which is commonly known as “Genre Based Language Teaching” (GBLT).

Richards admits that Genre Based Language Teaching (GBLT) leads to communicative competence as involving the mastery of different types of texts.⁶ This approach expects that instruction which exists on variety of texts will help students to obtain their communicative competence. Genre of text is related to the writing activity, where the students become expert on topics through the text that they write.

The researcher chose Genre Based Language Teaching because that approach is appropriate to be applied in teaching writing. The application of Genre Based Language Teaching refers the ability of communicative competence in variety of text types with all features inside. Genre Based Language Teaching as

⁶. *Ibid*, p. 37.

the approach in teaching writing will strengthen students' cooperation because it will be necessary for them to make a good communicative competence in arranging the texts. As the result, students can read descriptive text well.

There is also some reasons why the researcher chose Genre Based Language Teaching as the approach to teach writing procedure text. First, it will make students able to arrange the steps of writing procedure text. They will think how to make or how to do something by following the steps. Second, to develop writing skill by presenting authentic text to the students. Finally, this approach will strengthen their thought because it will be necessary for them to make a good paragraph in writing procedure text.

Based on the problems above, the researcher is interested to observe the effect of Genre Based Language Teaching on the students' achievement in writing procedure text. So, the researcher wanted to do this research with title **“The Effect of Genre Based Language Teaching (GBLT) on Students' Writing Procedure Text at Grade XI SMK Negeri 2 Padangsidempuan”**.

B. Identification of the Problem

Based on the background of the problem above, there are some problems on students' writing procedure text at grade XI SMK Negeri 2 Padangsidimpuan, there are:

1. The CLT approach applied by the teacher is less appropriate to teach writing procedure text.
2. Students are difficult to arrange the steps of the writing procedure text.
3. Students are difficult to connect one idea to others idea.
4. Students are unable to develop their writing activities.

According to those problems, the researcher would like to propose an approach in teaching writing procedure text. The researcher expects that Genre-Based Language Teaching is one of the effective approach to apply and replace the previous method. So, this research will be concern to find out the effectiveness of Genre-Based Language Teaching (GBLT) usage in teaching writing procedure text at grade XI SMK Negeri 2 Padangsidimpuan.

C. Limitation of the Problem

In this problem, the researcher wanted to limit the research in finding out whether Genre-Based Language Teaching is effective or not to enable students communicative in writing procedure text. The researcher focus on procedure text

because it is the appropriate material for Vocational High School' students and have essential function in daily activities.

D. Formulations of the Problem

Based on the background of the problem above, the problems can be formulated as follow:

1. How is the students' writing procedure text before using Genre Based Language Teaching (GBLT) at grade XI SMK Negeri 2 Padangsidimpuan?
2. How is the students' writing procedure text after using Genre Based Language Teaching (GBLT) at grade XI SMK Negeri 2 Padangsidimpuan?
3. Is there any significant effect of using Genre Based Language Teaching (GBLT) on students' writing procedure text at grade XI SMK Negeri 2 Padangsidimpuan?

E. Objectives of the Research

In this section, the researcher would like to mention the objectives of those problems as follow:

1. To find out the students' writing procedure text before using Genre Based Language Teaching (GBLT) at grade XI SMK Negeri 2 Padangsidimpuan.
2. To find out the students' writing procedure text before after Genre Based Language Teaching (GBLT) at grade XI SMK Negeri 2 Padangsidimpuan.

3. To examine whether there is or there is not any significant effect of using Genre Based Language Teaching (GBLT) on students' writing procedure text at grade XI SMK Negeri 2 Padangsidempuan.

F. Significances of the Research

This result of the research is expected to be useful at least in four domains, they are for the students, teacher, IAIN Padangsidempuan, and other researcher.

The following illustration describes the significances of these parties:

1. The result of the research will inform the teachers that the Genre-Based Approach is able to increase the students' ability in writing. It also can help teachers to solve the problem related to procedure text.
2. IAIN Padangsidempuan can be added information, especially at English Department about the effectiveness of Genre-Based Approach in teaching writing procedure text.
3. Other researchers who are interested in teaching narrative text by using different variables can get basic information from this research to do the further research.

G. Definition of Operational Variables

To avoid ambiguity, this research is consisted of two variables, so that following were definitions variable:

1. Genre Based Language Teaching (GBLT)

Genre approach/ genre-based approach is an approach to the teaching of writing, particularly L1 (first language) writing, which bases a writing curriculum on the different types of text structures or genres children encounter in school and which are crucial to school success.⁷

Genre-Based Language Teaching aims to provide learners with a natural context for language use. As learners work to complete a task, they have abundant opportunity to interact. Such interaction is thought to facilitate language acquisition as learners have to work to understand each other and to express their own meaning.⁸ It can be said that learners have much of a chance to do an interaction.

Richard states that Genre-based approach sees communicative competence as involving the mastery of different types of text. This approach supposes that instruction which presents variety of texts to students will help students to obtain their communicative competence.⁹

2. Students' Writing Procedure Text

Writing procedure text is students' ability to explain, direct and inform how to do something manually through the sequence of steps. It means

⁷. Jack Richards & Richard Schmidt, *Longman Dictionary of Language Teaching & Applied Linguistics*, (London: Pearson Education Limited), 2002, p. 225.

⁸. Diane Larsen-Freeman, *Teaching and Principles in Language Teaching*, (New York: Oxford University), 2000, p. 144.

⁹. Jack C. Richards, *Communicative...*, p. 37.

the students able to follow the instruction from procedure text. Procedure is a text that shows the process in order. So, writing procedure text is an activity of explaining instructional text to follow sequence of steps.

Among many short of texts in natural languages, procedural texts are clear and related to the real world. A procedural text is a sequence of sentences describing instructions to create an object or to change an object into a certain state.¹⁰ Before writing a procedure text, teacher have to guide the students to pay attention at language features and generic structure. Moreover, students understand what will they do based on the purpose of procedure text.

The explanation above is related to the purpose, language feature, and generic structure of procedure text. The purpose of procedure text is to describe how something is completely done through a sequence of series. Procedure text has many language features, such as using simple present tense, temporal conjunction, action verb, and imperative sentence. Beside it, the generic structures of procedure text are goal, material or ingredient, and steps. Finally, those are about core things around procedure text.

H. The Systematic of the Thesis

This research was organized into five chapters. Every chapter was subdivided into subtopics to elaborate the given issue. First chapter, it consisted of background of the problem, identification of the problem, limitation of the problem,

¹⁰. Hirokuni Maeta, et al., A Framework for Procedural Text Understanding, Japan: *Proceedings of the 14th International Conference on Parsing Technologies*, 2015, p. 50.

formulations of the problem, objectives of the problems, significances of the problem, definition of operational variables, and the systematic of the thesis.

Second chapter, it consisted of the theoretical description. It was divided into subchapters which consist of description of Genre Based Language Teaching (GBLT) and description of students' writing procedure text. This chapter also consisted of related findings, conceptual framework and hypothesis.

Third chapter, it consisted of research methodology which was divided into sub chapter; time and place of the research, research methodology, population and sample, instrument of research, procedure of data collection, techniques of analyzing data.

Fourth chapter, it consisted of data description, hypothesis testing, discussion and the threats of research.

Fifth chapter, it consisted of conclusion about the result of this research and suggestions that were given by the researcher.

CHAPTER II

THE THEORETICAL DESCRIPTION

A. Theoretical Study

1. Genre-Based Language Teaching (GBLT)

a. Definition of Genre Based Language Teaching (GBLT)

Approach is a series of the theory, philosophy and principles underlying a particular set of teaching language practices. Richard and Rodgers state that an approach is a set of correlative assumptions dealing with the nature of language teaching and learning.¹ In other words, approach is the series of way that used by the teacher in process of teaching.

Genre is the text types that can be defined as a specific variety text types which derive from using language both in written and spoken to help accomplish something. Genre approaches an approach to the teaching of writing, particularly L1 (first language) writing, which bases a writing curriculum on the different types of text structures or genres children encounter in school and which are crucial to school success.² The different itself creates many types which called genre.

Diane L. Freeman states that Genre-Based Language Teaching aims to provide learners with a natural context for language use. As

¹. Jack C. Richards and Theodore S. Rodgers, *Approach and Methods...*, p. 19

². Jack Richards & Richard Schmidt, *Longman Dictionary...*, p. 225.

learners work to complete a task, they have abundant opportunity to interact.³ This approach organizes the students to total comprehension and production of the text types combined with the development of the four language skills. Genre based language teaching applied as guidance by the teacher in teaching English in the classroom.

Genre Based Language Teaching (GBLT) emphasize the text's genres of which teaching process had been formulated on its approach. According to Richard, Genre-based approach supposes that instruction which presents variety of texts to students will help students to obtain their communicative competence.⁴ The students master the topics through text that they read or listen to, take notes on, and teach to peers.

Based on definitions above, it can be said that Genre Based Language Teaching (GBLT) is an approach which consider to text's genres and organizes the students to comprehend and produce the text types combined with the development of the four language skills. Related to the teaching writing procedure text, it means that Genre Based Language Teaching (GBLT) is not only used to increase students' writing procedure text but also make the students able to communicate in learning writing procedure text ability.

³. Diane Larsen-Freeman, *Teaching and Principles...*, p. 144.

⁴. Jack C. Richards, *Communicative Language...*, p. 37.

b. Developing Learning Material of Genre Based Language Teaching (GBLT)

There some developmental steps and genres of writing which adopted from the expert. Several steps consist of the bottom until to the top progress. While the genres of writing consist of many kinds of text type. Developing learning material of genre based language teaching explained in paragraphs below.

With each developmental step the students' progress from:

- 1) The known towards the unknown.
- 2) The simplest and easiest elements towards the more complex and difficult.⁵

Brown lists three genres of writing, as follows:

- 1) Academic writing
 - Papers and general subject reports
 - Essays, compositions
 - Academically focused journals
 - Short-answers test responses
 - Technical reports (e.g., lab reports)
- 2) Job-related writing
 - Messages (e.g., phone messages)
 - Letters/ emails
 - Memos (e.g., interoffice)
 - Reports (e.g., job evaluations, project reposts)
 - Schedules, labels, signs
 - Advertisements, announcements
 - Manuals
- 3) Personal writing
 - Letters, emails, greeting cards, invitations

⁵. Taufik Nugraha and Hafrizon, *Introduction to Genre Based Language Teaching*, (Jakarta: Ministry of National Education, 2009), p. 28.

Messages, notes
 Calendar entries, shopping lists, reminders
 Financial documents (e.g., checks, tax forms, loan applications)
 Forms, questionnaires, medical reports, immigration documents
 Diaries, proposals journals
 Fiction (e.g., short stories, poetry)⁶

In the other words, the teacher can choose the learning material of job-related writing, that is manuals about procedure text.

c. Procedures of Teaching a Language Through Genre Based Language Teaching (GBLT)

Every approaches have procedures of teaching a language. It used as a guide by the teacher to teach the language. Hammond and Susan Feez divided some teaching procedures of Genre Based Language Teaching. It is identical with constructing the text of each text.

Hammond characterizes the four stages of learning in Genre Based Language Teaching (GBLT), they are explained as follows:

- 1) Building knowledge of field. The teacher stimulates students to obtain their knowledge on the field, includes every information related, events, and relevant vocabulary. This stage encloses teacher-students, and student-student interaction by which listening and speaking skill are developed.

⁶. H. Douglas Brown, *Language Assessment, Principels and Classroom Practices*, (Longman: Priyanvada Abeywickrama, 2010), p. 219.

- 2) Modeling of text. The teacher presents a text of conversation which conveys information as well as the use of the language features relevant with the topic at stage 1. ⁷This stage is devoted to the practice of reading skill.
- 3) Join construction of text. This stage requires the students to learn with team work wither in pairs or in groups to create simple conversation of written text relevant with topic given by teacher in stage 2. Students share their ideas through speaking, then they collaborate to construct their writing.
- 4) Independent construction of text. At this stage, students are expected to be able to conduct a dialogue or monologue, which convey the information relevant with the topic.

It can be said, the stages that followed by the teacher develop language skills from beginning of the learning activity. Stage 1 is devoted to develop speaking skill, stage 2 is dedicated to develop reading skill, stage 3 is committed to develop speaking and writing skill through the students in group, stage 4 is expected students to speak either in dialogue or monologue, and to construct writing by using information relevant with the topic.

⁷. Hammond et al., *English for social Purposes: A Handbook for Teachers of Adult Literacy*. (National Centre for English Language Teaching and Research: Australia, 1992), p. 17.

Susan Feez in *Introduction to Genre Based Approach* divides that, the application of Genre-Based Approach in the Classroom, the following four phases:

- 1) Building the context

Context – building activities include;

 - a) Presenting the context through pictures, audio – visual material, realia, excursions, field-trips, guest speakers etc.
 - b) Establishing the social purpose through discussions or surveys etc.
- 2) Modelling and deconstructing the text

In this stage students:

 - a) Investigate the structural pattern and language feature of the model
 - b) Compare the model with other examples of the text – type
- 3) Joint construction of the text

In this stage:

 - a) Students begin to contribute to the construction of whole examples of the text-type
 - b) The teacher gradually reduces the contribution to text construction, as the students move closer to being able to control the text-type independently.

Joint construction involves negotiation between the teacher and student, not domination by the teacher. Both the teacher and student need to have a shared understanding of the context and of the meanings being negotiated.
- 4) Independent construction of the text

In this stage:

 - a) Students work independently with the text
 - b) Learner performances are used for achievement assessment. In reading tasks e.g. comprehension activities in response to written material, such as performing a task, sequencing pictures, numbering, ticking or underlining material on a worksheet, answering questions.⁸ Those all the learner performances in reading tasks.

Based on explanation above, the researcher chose a learning experience from the four phases that are given by the expert. It is the learning material from Susan Feez in *Introduction to Genre Based*

⁸. Taufik Nugraha and Hafrizon, *Introduction to Genre...*, p. 23-25

Approach, because it more complete and it will be more understandable by the students.

Thus, based on the class condition, the teacher can modified the learning experience of Genre Based Language Teaching (GBLT). The teacher can divided the students either in pairs or in groups, or they can do Genre Based Language Teaching (GBLT) individually. The teacher must give the suitable text to the students. The most important is the students who get the right answer must be appreciated by the teacher so they will be motivated and they know how well their writing ability is.

2. Conventional Method

Conventional method or traditional method is teaching method teacher-centered and include the use of lectures and discussions while the problem solving element is presented by and/or discussed with the instructor; the syllabus, the teaching materials and the student assessments are determined by the tutor and transmitted to students in various lectures.⁹

In this case, the teacher used an approach, Communicative Language Teaching. Communicative Language Teaching belongs to communicative competence in language teaching. It is different from the previous approach that concern to the text types. In other words, Communicative Language Teaching less appropriate to teach the genre of text.

⁹. Cottel and Millis on Belias Dimitrios, Traditional Teaching Methods vs. Teaching through The Application of Information and Communication Technologies in The Accounting Field, Quo Vadis, accessed on <https://goo.gl/F98kem>, retrieved on September, 23rd 2016, p. 75-76

a. Definition of Communicative Language Teaching

Communicative language teaching is an approach instead of method. According to Richards and Rodgers, CLT is regarded more as an approach since the aims of CLT are to make the communicative competence the goal of language teaching and to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.¹⁰ Thus, CLT known as communicative approach in language teaching which propose to the communicative competence.

The proponents of this approach pay attention to functional as well as structural aspects of language made by the emphasis on the communication.

b. Procedure of Teaching a Language Through Communicative Language Teaching (CLT)

The following procedures are tips worth considering in communicative teaching suggested by Larsen-Freeman:

- 1) Whenever possible, 'authentic language' – language as it is used in a real context – should be introduced.
- 2) Being able to figure out the speaker's or writer's intentions is part of being communicatively competent.
- 3) The target language is a vehicle for classroom communication, not just the object of study.
- 4) One function can have many different linguistic forms. Since the focus of the course is on real language use, a variety of linguistics forms are

¹⁰. Richards, Jack C. and Rodgers, Theodore S., *Approaches and Methods in Language Teaching*. (Cambridge: Cambridge University Press, 1986), p. 66.

presented together. The emphasis is on the process of communication rather than just mastery of language forms.

- 5) Students should work with language at the discourse or supra sentential (above the sentence level). They must learn about cohesion and coherence, those properties of language which bind the sentences together.
- 6) Games are important because they have certain features in common with real communicative events – there is a purpose to the exchange. Also the speaker receives immediate feedback from the listener or whether or not he or she has successfully communicated.
- 7) Students should be given an opportunity to express their ideas and opinions.
- 8) Errors are tolerated and seen as a natural outcome of the development of communication skills.
- 9) One of the teacher's major responsibilities is to establish situations likely to promote communication.
- 10) Communicative interaction encourages cooperative relationships among students.
- 11) The social context of the communicative event is essential in giving meaning to the utterances.
- 12) Learning to use language forms appropriately is an important part of communicative competence.
- 13) The teacher acts as a facilitator in setting up communicative activities and as an advisor during the activities.
- 14) In communicating, a speaker has a choice not only about what to say, but also how to say it.
- 15) The grammar and vocabulary that students learn follow from the function, social context, and the roles of the interlocutors
- 16) Students should be given opportunities to listen to language as it is used in authentic communication.¹¹

Those are teaching procedure of communicative language teaching approach. It is already good to be applied in the classroom to teach language which focused on communicative competence. There is no role where the teacher guides students construct their writing step by step like in procedure of teaching through genre based language teaching.

¹¹. Larsen Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 1986), p. 128.

3. Teaching Writing

a. Definition of Writing

Writing is one of English skills which the activity includes of marking coherent words and composing text. Someone arranges a group of words to be a paragraph, passage or text. According to Jeremy Harmer, writing as a skill: by far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening and reading.¹² So, writing is an activity in marking and composing a group of words become a good paragraph, passage or text.

Writing is both a *physical* and a *mental* act. At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer.¹³ Writing is medium of human communication that engages language and emotion with signs and symbols. The writers tell their idea to the readers in written form.

McCurchen claims that writing is facilitated by an increased ability to coordinate several on-going process in working memory. In a study, using thinking aloud protocol it studied the writing process of two

¹². Jeremy Harmer, *How to Teach English*, England: Addison Wesley Longman Limited, 1998, p. 79.

¹³. David Nunan, *Practical English Language Teaching*, New York: McGraw-Hill, 2003, p. 88.

professional writers of newspaper columns.¹⁴ Every person has a different ability to coordinate several things in working memory. That is why many experts do research on writing.

Finally, writing is the activity or skill of arranging some coherent words on paper and composing text. People develop their ideas in a text, by paying attention to the structure and grammar, following the steps from the beginning until finish. It needs high concentration to construct the good writing.

b. Teaching Writing

In teaching writing, a teacher usually instructs the students to write the draft first. Writing is viewed as the result of a complex process of planning, drafting, reviewing and revising.¹⁵ Teaching writing becomes a complex and difficult since it doesn't not only mean to put down ideas to a piece of paper. It becomes a complex because there are steps and rules in writing activity. The usage of punctuation, vocabulary, topic to be chosen, structure and grammar.

Teaching writing in Vocational High School is not easy. One of the genres of text that must be mastered by Vocational High School's students is procedure text. Teacher has a role to teach students write it well.

c. Writing Assessment

¹⁴. D. McCutchen, *Handbook of Writing Research*, New York: The Guilford Press, 2000, p. 115.

¹⁵. Jack Richards & Richard Schmidt, *Longman Dictionary...*, p. 592.

Language learners, in order to effectively improve their language ability, they should be able to see how themselves learn the language. It means that evaluation is needed as the mean to see how far and how effective their learning process. This kind of technique of having the evaluation toward the learning process is usually named as assessment.

Assessment allows the teachers or a learners to evaluate the learning process. This evaluation requires the information as the data and assessment provides the information. The assessment criterion of the writing ability is needed to recognize the criteria for writing assessment in the research study. There are some criteria of writing assessment as follows:

1) Content

Consist of thesis statement, related ideas, development of ideas through personal experience, illustrations, facts, an opinions, use of description/cause or effects, comparison/contrast, and consistent focus.¹⁶ The volume of the content is based on the writer ideas, experience or thought which are express into writing.

¹⁶. H. Douglas Brown, *Teaching By Principles: An Interactive Approach*, (New Jersey: Prentice Hall Regents, 1994), p. 342.

2) Organization

The effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length include to the organization assessment.

3) Grammar

Grammar is the part of the study of language which deals with forms and structures of words, with their customary arrangement in phrases and sentence and often with language sounds and word meaning.

4) Vocabulary

Based on Michael and O'Dell, English vocabulary has a remarkable range, flexibility and adaptability.¹⁷ There are many such sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style. Vocabulary is the easiest aspect of a second language to learn and that it is hardly required formal attention in the classroom.¹⁸ It is simply understood as all the words that writer uses in writing.

5) Mechanics

This criterion talk about punctuation and spelling of the writing. In a good writing is correct use of English writing conventions: left and right margins, all needed capitals, paragraph intended, punctuation and

¹⁷ Michael McCarthy and Felicity O'Dell, *English Vocabulary in Use: Upper Intermediate & Advanced* (Cambridge: University Press, 1994), p.2.

¹⁸ David Nunan, *Language Teaching Methodology*, (London: Longman, 2000), p.117.

spelling.¹⁹ It means that mechanics of writing is about punctuation and spelling.

The researcher divides the score into five criteria. They are the scores of content, organization, grammar, vocabulary, and mechanics. The scores of this test will be explained more clearly, the highest score is 30, because the criteria consist of five criteria, so the maximum score that students will be achieved are 100 for all of criteria.

Table 1.
Indicators of Writing Score

Aspects	Score	Criteria
Content	27-30	Very good to excellent
	22-26	Average to good
	17-21	Poor to fair
	13-16	Very poor
Organization	18-20	Very good to excellent
	14-17	Average o good
	10-13	Poor to fair
	7-9	Very poor
Vocabulary	18-20	Very good to excellent
	14-17	Average to good
	10-13	Poor to fair
	7-9	Very poor
Grammar	22-25	Very good to excellent
	18-21	Average o good
	11-17	Poor to fair
	5-10	Very poor
Mechanic	5	Very good to excellent
	4	Average to good

¹⁹H. Douglas Brown, *Language Assessment...*, p. 244-245.

	3	Poor to fair
	2	Very poor

d. Procedure of Genre Based Language Teaching (GBLT) in Teaching Writing

Teaching and learning focuses on the understanding and production of texts, genre is a term used to classify types of written discourse. There are some steps that teachers use in teaching writing based on this approach. It is beginning from building knowledge, modeling of text, joint construction of the text, and independent construction of the text. Building knowledge of the field: Building the context for the targeted text which discuss of linguistic features (generic structure, grammar and vocabulary) of explanation text.

1) Modeling of text :

- a) Presenting and checking the linguistic features through the example model of text.
- b) Answering reading comprehension test.

2) Joint construction of the text: Group work in two students in each group which students were ordered to write another explanation text that same with the example model of text by themselves.

3) Independent construction of the text: Monologue in presenting the product of the text.

4. Procedure text

Students usually find many kinds of texts in their learning process. One of those is procedure text. Procedure text is an instructional text that describes how to make something or how to do work manually. Mark and Kathy Anderson through their book *Text Types in English 3* defined a procedure text as a piece of text that tells the reader for making something, or getting somewhere.²⁰ The types of procedure text consists of describes how something works, how to perform certain activities, and procedure text related to human behavior.

Oxford Learner's Pocket Dictionary defines procedure as usual or proper way of doing something.²¹ The main purpose of a procedure is to direct, inform and explain. A procedure explains how to do something through a series of steps.²² It can be said that procedure text shows the description of how to do something step by step.

Among many short of texts in natural languages, procedural texts are clear and related to the real world. A procedural text is a sequence of sentences describing instructions to create an object or to change an object into a certain state.²³ Before writing a procedure text, teacher has to guide the

²⁰. Mark Anderson and Kathy Anderson, *Text Types in English 3*, South Yarra: Mcmillan Education Ltd, 1998, p. 28.

²¹. Oxford Dictionary, *Learner's Pocket Dictionary Fourth Edition*, Oxford: Oxford University Press, 2009, p. 350.

²². John Barwick, *Targeting Text Upper Level*, Singapore: Blake Education, 2006, p. 34.

²³. Hirokuni Maeta, et al., *A Framework for Procedural...*, p. 50.

students to pay attention at language features and generic structure. Moreover, students understand what will they do based on the purpose of procedure text.

a. Purpose of Procedure Text

Procedure text is one of genre of text which the function is to describe how something works by following the right sequence of steps. They can be a set of instructions or directions that help us to do something.

b. Generic Structure of Procedure Text

- 1) Goal: a brief description of what will be done. It is contain the purpose of the text.
- 2) Materials or ingredient: a list of what are needed which may include ingredients, utensils, materials, tools, etc. Those all we use in the process.
- 3) Steps: what has to be done, including picture or diagram if needed. It is contain of the steps to make something according to the goal.

c. Language Features

The language features of procedure text use the following indicators:

- 1) Use of simple present tense.
- 2) The sentence types is imperative.
- 3) Use of action verb
- 4) Use of connectives to order actions.

- 5) Use of adverbial phrases to state detailed time, place, and accurate ways.

d. The Example of Procedure Text

The researcher adopts an example of procedure text based on vocational high school's lesson. Their English course is related to practical work in technician. Vocational high schools students are required to have technical skills and other work preparation. To be more clearly, the example of procedure text can be illustrated as follow:

How to paint a wooden chair

Tools:

1. Damp cloth
2. Sand paper
3. Paint brush

Materials:

1. Wood putty
2. Drop-cloth
3. Spray paint
4. Gloss coating spray

Steps:

1. Before starting to paint the chair, rub the surface of the wood using a damp cloth clean.

2. Puree the wood surface by using abrasive or sandpaper.
3. Fill any holes with wood putty. Apply to all of surface, if needed. If the blemishes are too deep to be removed with sanding alone, apply wood putty to the marks and allow it to dry. Once dry, sand the excess putty away until the surface is smooth.
4. Place the chair on a drop-cloth to protect the surface below from paint spatter and drips.
5. Painting can be done using brush or by spraying using paint spray tool.
6. Lastly, cover the painted wooden chair with a protective clear coat. Depending on the desired finish, use gloss coating. A spray finish is easy to apply, spray onto surface.²⁴

B. Review of Related Findings

There is some researchers that related to this research:

1. Siti Handayani Pulungan in her thesis “The Effect of Genre Based Language Teaching (GBLT) on the Students’ Achievement in Writing Procedure Text at MAS Hutapadang Pijorkoling Padangsidempuan Tenggara in Academic Year 2011/2012” concluded that there was the significant effect of using Genre Based Language Teaching (GBLT) on the Students’ Achievement in Writing Procedure Text. The mean score of pre-test of the experimental group was 71

²⁴. Chris Hadley, *How to Paint a Wooden Chair*, accessed on <https://goo.gl/aWcPy7>, retrieved on March, 15th 2018, at 6.12 am.

and the mean score of post-test was 74,2. For the control group, the mean score of pre-test was 70 and the mean score of the post-test was 73,6. The result of t-test was higher than t-table ($3,04 > 2,75$)²⁵

2. Ismail Ibrahim Elshirbini Abd-Elfatah Elashri in his thesis “The Effect of Genre Based Approach (GBA) to Teaching Writing on the EFL Al-Azhr Secondary Students’ Writing Skills and Their Attitudes toward Writing at Mansoura University in Academic Year 2010/2011” concluded that there was the significant effect of using Genre Based Approach (GBA) to Teaching Writing on the EFL Al-Azhr Secondary Students’ Writing Skills and Their Attitudes toward Writing. The mean score of pre-test of the experimental group was 62,3 and the mean score of post-test was 73,2. For the control group, the mean score of pre-test was 61 and the mean score of the post-test was 65,5. The result of t-test was higher than t-table ($6,954 > 1,665$)²⁶
3. Nilma Sari in her thesis “The Effect of Using Genre Based Language Teaching (GBLT) on Students’ Reading Descriptive Text Ability at Grade VIII SMP Negeri 2 Padangsidempuan” concluded that there was the significant effect of Genre Based Language Teaching (GBLT) on Students’ Reading

²⁵. Siti Handayani Pulungan, The Effect of Genre Based Language Teaching (GBLT) on the Students’ Achievement in Writing Procedure Text at MAS Hutapadang Pijorkoling Padangsidempuan Tenggara Academic Year 2011/2012, *Unpublished Thesis*, Padangsidempuan: Tarbiyah Department, STAIN Padangsidempuan, 2012.

²⁶. Ismail Ibrahim Elshirbini Abd-Elfatah Elashri in “ The Effect of Genre Based Approach (GBA) to Teaching Writing on the EFL Al-Azhr Secondary Students’ Writing Skills and Their Attitudes toward Writing at Mansoura University in Academic Year 2010/2011, *Unpublished Thesis*, Faculty of Education Department of Mansoura University, accessed on <http://files.eric.ed.gov/fulltext/ED539137.pdf>, retrieved on March 5th 2017 at 8.05 pm.

Descriptive Text Ability. The mean score of pre-test in experimental class was 59.34, the mean score of post-test was 87.84. For control class, the mean score of pre-test was 53.86 and the mean score of the post-test was 72.9. The result of t-test was higher than t-table ($7.926 > 1.671$)²⁷

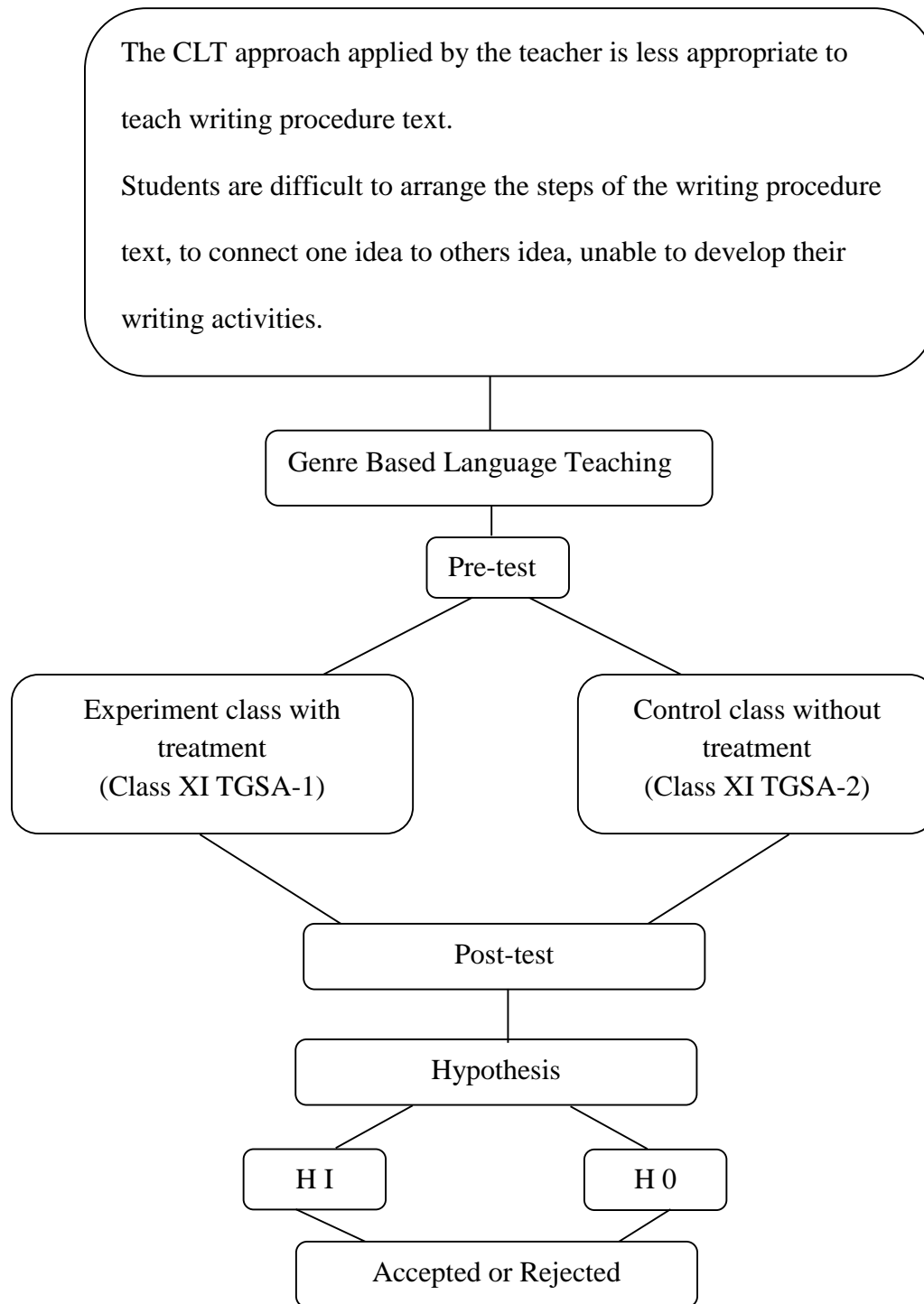
Based on explanation above, the researcher concludes that the approach can increase students' writing procedure text ability. In this case, the researcher will do a research by using Genre Based Language Teaching (GBLT) to increase students' writing procedure text ability. The researcher expects this research can complete and contribute the previous findings. The researcher conducted the research through the title The Effect of Genre Based Language Teaching (GBLT) on Students' Writing Procedure Text at Grade XI SMK Negeri 2 Padangsidempuan.

C. Conceptual Framework

The important thing that must be considered by the teacher to succeed the writing procedure text ability is an approach in teaching procedure text itself. The teacher has to choose the suitable approach for the students so they will not easy to feel bored when following the writing lesson. For vocational high school's students, the teacher can choose the approach which appropriate with their major, easy to comprehend, enjoy in teaching writing, and able to apply in daily life. The students will able to communicate in learning wiring procedure text ability and it

²⁷. Nilma Sari, The Effect of Using Genre Based Language Teaching (GBLT) on Student's Reading Descriptive Text Ability at Grade VIII SMP Negeri 2 Padangsidempuan, *Unpublished Thesis*, Padangsidempuan: Tarbiyah Department, IAIN Padangsidempuan, 2017.

will make them easier in comprehending the text. The conceptual framework that will do is as below:



From the picture above, Genre Based Language Teaching (GBLT) is an approach that applied by the teacher to teach writing procedure text. In order the learning of writing procedure text through Genre Based Language Teaching (GBLT) to be more effective. The teacher has to guide the students to learn effectively.

D. Hypothesis

Hypothesis is the temporary result of the research. It is needed to show the researcher's thinking and expectation about outcomes of the research related to this problem. The hypothesis of this research are:

1. There is the significant effect of using Genre Based Language Teaching (GBLT) on students' writing procedure text at grade XI SMK Negeri 2 Padangsidempuan (H_a). $\mu_1 > \mu_2$
2. There is no significant effect of using Genre Based Language Teaching (GBLT) on students' writing procedure text at grade XI SMK Negeri 2 Padangsidempuan (H_0). $\mu_1 = \mu_2$.

CHAPTER III

THE RESEARCH METHODOLOGY

A. Place and Time of Research

1. Place of The Research

The location of this research is in SMK Negeri 2 Padangsidempuan. It is located in Sutan Soripada Mulia Street, number 36, Padangsidempuan. The location was around of Sadabuan. Its location was about 4 Km from the central city of Padangsidempuan to the southern area.

2. Time of The Research

The time of research had be done from the 12th of April until the 21th of April 2018.

B. Design of Research

The kind of this research is quantitative research with experimental method. An experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s).¹ The researcher divides this research into two variables, those are independent (students' writing procedure text) and dependent (Genre Based Language Teaching).

¹. Donald Ary, Lucy Cheser Jacobs, and Christine K. Sorensen, *Introduction to Research in Education Eight Edition*, Canada: Wadsworth, 2010, p. 265.

The experiment is the most powerful quantitative research method for establishing cause-and-effect relationship between two or more variables. There are many experiments done by educational research to test the effects of various practices on student academic achievement and school climate. Therefore, According to Meredith D. Gall, experimental findings about the effectiveness of educational practices sometimes have an impact on the opinions and decisions of policy makers, educators, and other groups.² So, the quantitative research serves cause-and-effect relationship between two or more variables.

The researcher used two classes in this research. One of the classes is taught with Genre Based Language Teaching and it called as experimental class or as a treatment. While the second class as control class is taught by using Communicative Language Teaching without treatment.

C. Population and Sample

1. Population

Gay and Airasian defined that population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable.³ So, the population of this research is all of the class XI in SMK Negeri 2 Padangsidempuan which the majors are: Teknik Perkayuan, Teknik Gambar Sipil Arsitektur, Teknik Konstruksi Kayu, Teknik Batu Beton, Audio

². Meredith D. Gall, Joyce P. Gall, and Walter R. Borg, *Educational Research an Introduction*, New York: Pearson Education, Inc., 2003, p. 366.

³. L.R. Gay and Peter Airasian, *Educational Research for analysis and application*, America: Prentice Hall, 1992, p. 122.

Visual, Teknik Listrik, Teknik Kendaraan Ringan. It consisted of twelve classes with 253 students. It can be seen in the following table:

Table 2
Population of the Research

No	Class	Students
1	XI TPK-1	25
2	XI TPK-2	18
3	XI TGSA-1	20
4	XI TGSA-2	20
5	XI TKK-1	21
6	XI TKK-2	23
7	XI TBB-1	20
8	XI TBB-2	18
9	XI AV-1	22
10	XI AV-2	19
11	XI TL	23
12	XI TKR	24
Total		253

2. Sample

Gay and Airasian stated that sample comprises the individuals, items or events selected from a larger group referred to as a population.⁴ In the other words, sample is two or more classes that represent the population to be given the treatment or test.

In this research, the researcher determined two classes as a sample. The researcher used random sampling to take the sample. Random sampling is the sample, which it was taken from population without based on stratified, random, probability but it very closely with classing or grouping class in the

⁴. *Ibid*, p. 121.

school. So that, researcher found that two classes have same characteristics, they were XI TGSA-1 and XI TGSA-2. This research was experiment approach so researcher took the sample of this research XI TGSA-1 as experiment class and XI TGSA-2 as control class.

The researcher used normality and homogeneity test to know the similar ability both of the class. In statistic, normality test is used to determine whether the data collection is well-arranged by a normal distribution and to calculate how likely a random variable is normally distributed. Homogeneity is used to find out whether some of the population variants are the same or not.

Normality test is used to know whether the data of research is normal or not. To know the normality, the researcher use *Chi-Quadrate* formula. The formula is as follow:⁵

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where:

x^2 = Chi-Quadrate

f_o = Frequency is gotten from the sample/result of observation
(questioner).

f_h = Frequency is gotten from the sample as image from frequency is
hoped from the population.

⁵. Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal*, Jakarta: Bumi Aksara, 2007, p. 85

To calculate the result of *Chi-Quadrate*, it was used significant level 5% (0,05) and degree of freedom as big as total of frequency was lessened 3 (dk= k-3). If result $x^2_{\text{count}} < x^2_{\text{table}}$. So, it can be said that the data is distributed normally.

Homogeneity test is used to know whether control class and experimental class have the same variant or not. If both classes are same, it can be called homogenous. To find the homogeneity, the researcher use *Harley test*. The formula is as follow:⁶

$$F = \frac{\text{Thebiggestvariant}}{\text{Thesmallestvariant}}$$

Hypotheses is accepted if $F_{(\text{count})} \leq F_{(\text{table})}$

Hypotheses is rejected if $F_{(\text{count})} \geq F_{(\text{table})}$

Hypothesis is rejected if $F \leq F_{\frac{1}{2} \alpha (n_1-1)}$ ($1= n_2-1$), while if $F_{\text{count}} > F_{\text{table}}$ hypothesis is accepted. It determined with significant level 5% (0.05) and numerator was (n_1-1) , while nominator is (n_2-1) .

According to explanations above, the researcher gave the pre-test to the class that similar ability in English to know the normality and homogeneity of the sample.

D. Instrument of Research

Instrument is the researcher necessity for gathering information about the research problem. In this research, the researcher used writing test controlled

⁶. Agus Irianto, *Statistik Konsep Dasar dan Aplikasinya*. Jakarta: Kencana, 2009, p. 276

observation to gather data regarded to students' writing procedure text. The researcher used a test. The test measured the current status of individuals on school-taught subject. The form of the test was essay test.

Essay test is a traditional method for getting students to produce a sample of connected writing, the stimulus is normally written and can vary in length from a limited number of words to several sentences.⁷ The researcher saw the students' ability in writing procedure text through Genre Based Language Teaching (GBLT) approach.

There were some indicators that was used by researcher to measure students' writing procedure text. It can be seen from the table below:

Table 3
The Indicators of Writing Score

Aspects	Score	Criteria
Content	27-30	Very good to excellent
	22-26	Average to good
	17-21	Poor to fair
	13-16	Very poor
Organization	18-20	Very good to excellent
	14-17	Average o good
	10-13	Poor to fair
	7-9	Very poor
Vocabulary	18-20	Very good to excellent
	14-17	Average to good
	10-13	Poor to fair
	7-9	Very poor
Grammar	22-25	Very good to excellent

⁷. Cyril J. Weir, *Communicative Language Testing*, (New York: Prentice Hall International, 1990), p. 60.

	18-21	Average o good
	11-17	Poor to fair
	5-10	Very poor
Mechanic	5	Very good to excellent
	4	Average to good
	3	Poor to fair
	2	Very poor

Language learners, in order to effectively improve their language ability, they should be able to see how themselves learn the language. It means that evaluation is needed as the mean to see how far and how effective their learning process. This kind of technique of having the evaluation toward the learning process is usually named as assessment.

Assessment allows the teachers or a learners to evaluate the learning process. This evaluation requires the information as the data and assessment provides the information. The assessment criterion of the writing ability is needed to recognize the criteria for writing assessment in the research study. There are some criteria of writing assessment as follows:

1) Content

Consist of thesis statement, related ideas, development of ideas through personal experience, illustrations, facts, an opinions, use of description/cause or effects, comparison/contrast, and consistent focus.⁸

⁸. Douglas Brown, *Teaching by Principles...*, p.342.

The volume of the content is based on the writer ideas, experience or thoughts which are express into writing.

2) Organization

The effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length include to the organization assessment.

3) Grammar

Grammar is the part of the study of language which deals with forms and structures of words, with their customary arrangement in phrases and sentence and often with language sounds and word meaning.

4) Vocabulary

Based on Michael and O'Dell, English vocabulary has a remarkable range, flexibility and adaptability.⁹ There are many such sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style. Vocabulary is the easiest aspect of a second language to learn and that it is hardly required formal attention in the classroom.¹⁰ It is simply understood as all the words that writer uses in writing.

5) Mechanics

⁹. Michael McCarthy and Felicity O'Dell, *English Vocabulary in Use*..., p.2.

¹⁰. David Nunan, *Language Teaching Methodology*..., p.117.

This criterion talk about punctuation and spelling of the writing. In a good writing is correct use of English writing conventions: left and right margins, all needed capitals, paragraph intended, punctuation and spelling.¹¹ It means that mechanics of writing is about punctuation and spelling.

E. Validity and Reliability of Instrument

Validity is a tool that used to measure the test. Sugiono stated that validity is an instrument that used to measure what will be measured.¹² In this research, the researcher used essay test to test students' writing ability in procedure text. To proof the test became valid, the researcher applied construct validity to know whether the instrument is valid or not. Construct validity is a test validity based on the judgment of experts.

F. Procedures of Data Collection

The researcher used test to collect the data. In giving the test, it had been divided into two kinds; pre-test and post-test.

1. Pre-test

Pre-test is a test that is given before doing the treatment to the students. The function is to know the students' ability in experiment and control class before the researcher giving the treatment to experiment

¹¹. H.Douglas Brown, *Language Assesment*...,p. 244-245.

¹². Sugiono, *Statistika untuk Penelitian* (Bandung: Alfabeta, 2013), p. 348.

class. It is also used to find out the homogeneity and normality level of the sample. The researcher will use some steps in giving pre-test. They were:

- a. The researcher prepared the essay test that would be written by the students. It consisted writing a procedure text and language features, and generic structure.
- b. The researcher distributed the test paper to both class; experiment and control class.
- c. The researcher explained what the students need to do.
- d. The researcher gave the times to the students to answer the questions.
- e. The researcher collected the test paper.
- f. The researcher checked the answer and counts the students' score.

2. Treatment

The researcher divides into two classes in this research, as experiment class and control class, and there were different way in teaching procedure text between experimental and control class. The researcher chose group A using approach that was Genre Based Language Teaching (as experiment class) and class B using Communicative Language Teaching (as control class). The researcher used some steps, they were:

- a. The researcher built the context for the targeted text which discuss of linguistic features (generic structure and language features) of procedure text.
- b. The researcher presented the text of procedure text, about genres, language feature and practice of writing skill.
- c. The researcher divided the students into teams or couple which students were ordered to write another procedure text that same with the example model of text by themselves.
- d. The researcher presented the product of text.

3. Post-test

It is a test that will be given after the researcher giving the treatment to experiment class. The function is to know the difference score of experiment and control class and the effect of treatment, whether it has an effect or not. The researcher used some steps in giving post-test. They were:

- a. The researcher prepared the essay test that would be written by the students. It consisted writing a procedure text and language features, and generic structure.
- b. The researcher distributed the test paper to both class; experiment and control class.
- c. The researcher explained what the students need to do.

- d. The researcher gave the times to the students to answer the questions.
- e. The researcher collected the test paper.
- f. The researcher checked the answer and counts the students' score.

G. Techniques of Data Analysis

Experimental research design was done through experimental class and control class. After experimental process, two of classes were tested by using technique of data analysis as follow:

1. Requirement Test

a. Normality Test

The researcher used normality test with using *Chi – Quadrate* formula, as follow:

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where:

x^2 = Chi-Quadrate

f_o = Frequency is gotten from the sample/result of observation (questioner).

f_h = Frequency is gotten from the sample as image from frequency is hoped from the population.

To calculate the result of chi-square, it used significant level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3 ($dk = k-3$).

b. Homogeneity Test

Homogeneity test is used to know whether control class and experimental class have the same variant or not. If both of classes are same, it can be called homogeneous. Homogeneity is the similarity of variance of the group will be compared. So, the homogeneity test has function to find out whether the data is homogeneous or not. It uses Harley test, as follow:¹³

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

Where:

n_1 = Total of the data that bigger variant

n_2 = Total of the data that smaller variant

Hypothesis is rejected if $F \leq F_{\frac{1}{2}\alpha(n_1-1)}(n_2-1)$, while if $F_{count} > F_{table}$

hypothesis is accepted. It determined with significant level 5% (0.05) and

dk numerator was (n_1-1) , while dk denominator is (n_2-1) .

¹³. Agus Irianto, *Statistik Konsep Dasar...*, p. 276.

To test whether variants of both homogenous samples, variants equality test, that is:

$$F = \frac{\text{the biggest variants}}{\text{the smallest variant}}$$

Here, after comparing to the F_{table} , its criterion is: If $F < F_{\text{table}}$, then both samples are homogeneous.

2. Hypothesis Test

The technique in analyzing the data was used by t-test, because it is aimed to examine the difference of two variables. Such examination performed both on pre-test and post-test score from the experimental class and control class. The hypothesis test stated as: there is a significant effect of using Genre Based Language Teaching (GBLT) on students' writing procedure text ($\mu_1 > \mu_2$) and there is no significant effect of using Genre Based Language Teaching (GBLT) on students' writing procedure text ($\mu_1 = \mu_2$).

From explanation above, to test hypothesis researcher used formula as follows:¹⁴

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma x_1^2 + \Sigma x_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

¹⁴. Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek Edisi Revisi II*, (Jakarta: Rineka Cipta, 1993), p. 269.

Tt : The value which the statistical significance

M₁ : The average score of experimental class

M₂ : The average score of control class

X₁² : Deviation of experimental class

X₂² : Deviation of control class

n₁ : Number of experimental

n₂ : Number of control

But if the data is not normal and homogenous, the formula that must be used to test hypothesis is Chi-Quadrate. The formula is as follow:

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where:

x²= Chi-Quadrate

f_o = Frequency is gotten from the sample/result of observation (questioner).

f_h = Frequency is gotten from the sample as image from frequency is hoped from the population.

To calculate the result of *Chi-Quadrate*, it is used significant level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3 (dk= k-3). If result $x^2_{\text{count}} < x^2_{\text{table}}$. So, it can be concluded that data is distributed normally.¹⁵

¹⁵. Mardalis, *Metode Penelitian...*, p. 85.

CHAPTER IV

THE DATA ANALYSIS

Based on earlier chapter, in order to find out the effect of Genre Based Language Teaching (GBLT) on students' writing procedure text at grade XI SMK Negeri 2 Padangsidempuan, the researcher has calculated the data by using pre-test and post-test. The researcher used the formulation of T-test to test the hypothesis. Next, the researcher described the data as follow:

A. Description of Data

1. Description of Data before Using Genre Based Language Teaching (GBLT)

a. Score of Pre-test Experimental Class

The researcher calculated the result that had been gotten by the students in answering the question in pre-test of experimental class. There were 20 students of experimental class (XI TGSA-1) that had been tested in pre-test.

The total score of experimental class in pre-test was 1095, mean was 60, standard deviation was 8.76, variants was 83.40, median was 55.7, range was 31, modus was 57.5, interval was 6. The researcher got the highest score was 68 and the lowest score was 37. It can be seen on appendix 5 and 6. The score of pre-test experimental class can be seen in the following table:

Table 4
Table Score of Experimental Class in Pre-test

Total	1095 (N= 20)
Highest score	68
Lowest score	37
Mean	60
Median	55.7
Modus	57.5
Range	31
Interval	6
Standard deviation	8.76
Variants	83.40

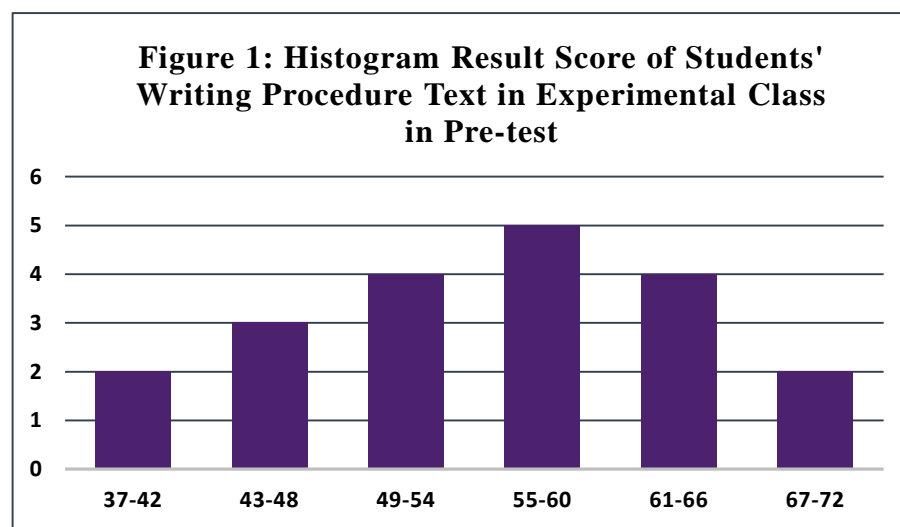
The researcher completed the score by enclosing the table frequency distribution to make it clearer. The researcher got the lowest interval was 37 up to 42 and the highest interval was 67 up to 72, the frequency was 2, and it was 10%. The computed of the frequency distribution of the students' score of experiment class can be applied into table frequency distribution as follow:

Table 5
Frequency Distribution of Students' Score

No.	Interval	Frequency	Percentages
1	37 – 42	2	10%
2	43 – 48	3	15%

3	49 – 54	4	20%
4	55 – 60	5	25%
5	61 – 66	4	20%
6	67 – 72	2	10%
<i>i</i> = 6		20	100%

In order to get easier description of data, the researcher presented them in histogram. The frequency of students' score from 37 up to 42 was 2; 43 up to 48 was 3; 49 up to 54 was 4; 55 up to 60 was 5; 61 up to 66 was 4; 67 up to 72 was 2. The histogram shows that the highest interval (67 – 72) was 2 students and the lowest interval (37 – 42) was 2 students. It can be seen on following histogram:



b. Score of Pre-test Control Class

The researcher calculated the result that had been gotten by the students in answering the question in pre-test of control class. There were 20 students of control class (XI TGSA-2) that had been tested in pre-test.

The total score of control class in pre-test was 1055, mean was 59.25, standard deviation was 7.15, variants was 53.89, median was 55.35, range was 25, modus was 56.5, interval was 5. The researcher got the highest score was 65 and the lowest score was 40. It can be seen on appendix 5 and 6. The score of pre-test control class can be seen in the following table:

Table 6
The Score of Control Class in Pre-test

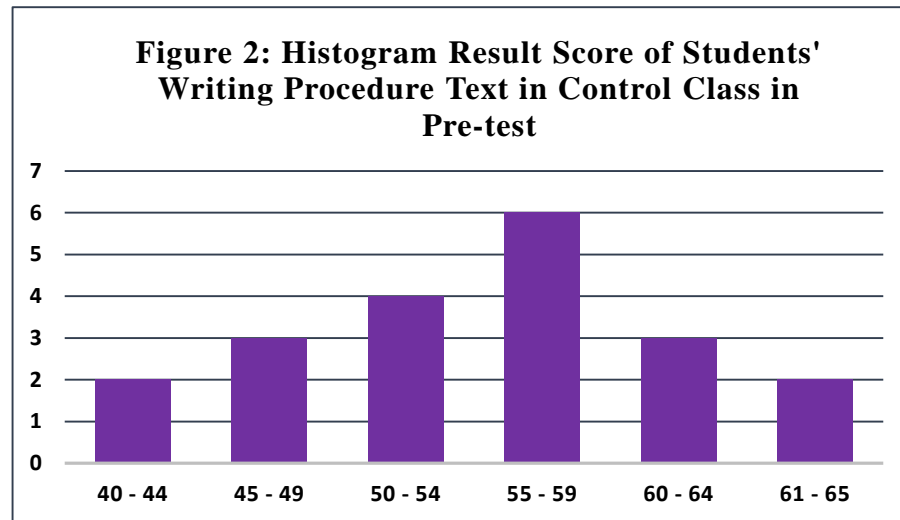
Total	1055 (N= 20)
Highest score	65
Lowest score	40
Mean	59.25
Median	55.35
Modus	56.5
Range	25
Interval	5
Standard deviation	7.15
Variants	53.89

The researcher completed the score by enclosing the table frequency distribution to make it clearer. The researcher got the lowest interval was 40 up to 44 and the highest interval was 65 up to 69, the frequency was 2, and it was 10%. The computed of the frequency distribution of the students' score of experiment class can be applied into table frequency distribution as follow:

Table 7
Frequency Distribution of Students' Score

No.	Interval	Frequency	Percentages
1	40 – 44	2	10%
2	45 – 49	3	15%
3	50 – 54	4	20%
4	55 – 59	6	30%
5	60 – 64	3	15%
6	65 – 69	2	10%
$i = 5$		20	100%

In order to get easier description of data, the researcher presented them in histogram. The frequency of students' score from 40 up to 44 was 2; 45 up to 49 was 3; 50 up to 54 was 4; 55 up to 59 was 6; 60 up to 64 was 3; 61 up to 65 was 2. The histogram shows that the highest interval (61 – 65) was 2 students and the lowest interval (40 – 44) was 2 students. It can be seen on following histogram:



2. Description of Data after Using Genre Based Language Teaching (GBLT)

a. Score of Post-Test Experimental Class

The researcher calculated the result that had been gotten by the students in answering the question (test) after the researcher did the treatment by using Genre Based Language Teaching (GBLT) in post-test of experimental class.

The total score of experiment class in post-test was 1510, mean was 80.3, standard deviation was 10.48, variants was 102.37, median was 74.78, range was 40, modus was 75.5, interval was 8. The researcher got the highest score was 90 and the lowest score was 50. It can be seen on appendix 7 and 8. The score of post-test experimental class can be seen in the following table:

Table 8

The Score of Experimental Class in Post-test

Total	1510 (N=20)
Highest score	90
Lowest score	50
Mean	80.3
Median	74.78
Modus	75.5
Range	40
Interval	8
Standard deviation	10.48
Variants	102.37

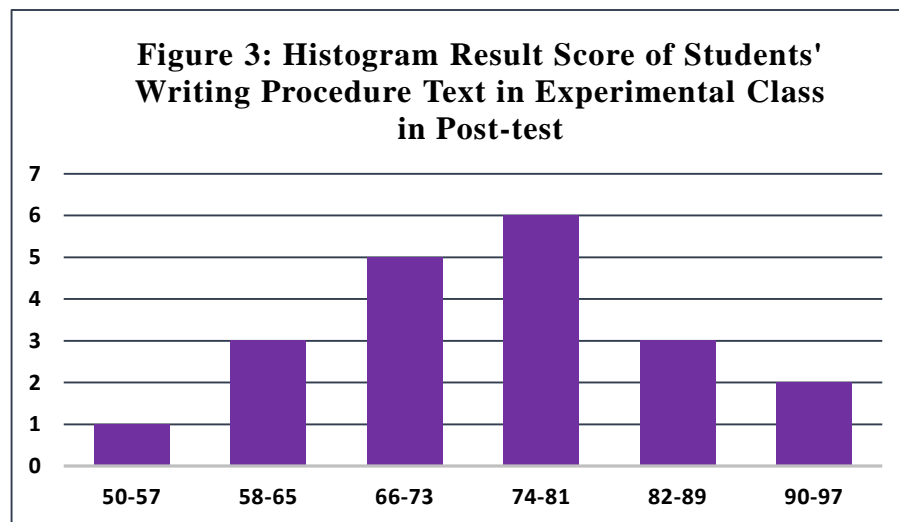
The researcher completed the score by enclosing the table frequency distribution to make it clearer. The researcher got the lowest interval was 50 – 57, the frequency was 1, it was 5%. Then, the highest interval was 90 – 97, the frequency was 2, it was 10%. The computed of the frequency distribution of the students' score of experiment class can be applied into table frequency distribution as follow:

Table 9
Frequency Distribution of Students' Score

No.	Interval	Frequency	Percentages
1.	50 – 57	1	25%
2.	58 – 65	3	15%
3.	66 – 73	5	25%
4.	74 – 81	6	30%

5.	82 – 89	3	15%
6.	90 – 97	2	10%
<i>i</i> = 8		20	100%

The researcher completed the score by enclosing the table frequency distribution to make it clearer. The researcher got the lowest interval was 50 – 57, the frequency was 1, it was 5%. Then, the highest interval was 90 – 97, the frequency was 2, it was 10%. The computed of the frequency distribution of the students' score of experiment class can be applied into table frequency distribution as follow:



b. Score of Post-Test Control Class

The researcher calculated the result that had been gotten by the students in answering the question (test) after the teacher taught the writing procedure text by using Communicative Language Teaching (CLT) as a conventional approach in post-test of control class.

The total score of control class in post-test was 1265, mean was 64, standard deviation was 10.56, variants was 140.20, median was 64.62, range was 40, modus was 66.94, interval was 8. The researcher got the highest score was 80 and the lowest score was 40. It can be seen on appendix 8. The score of post-test control class can be seen in the following table:

Table 10
The Score of Control Class in Post-Test

Total	1265 (N= 20)
Highest score	80
Lowest score	40
Mean	64
Median	64.62
Modus	66.94

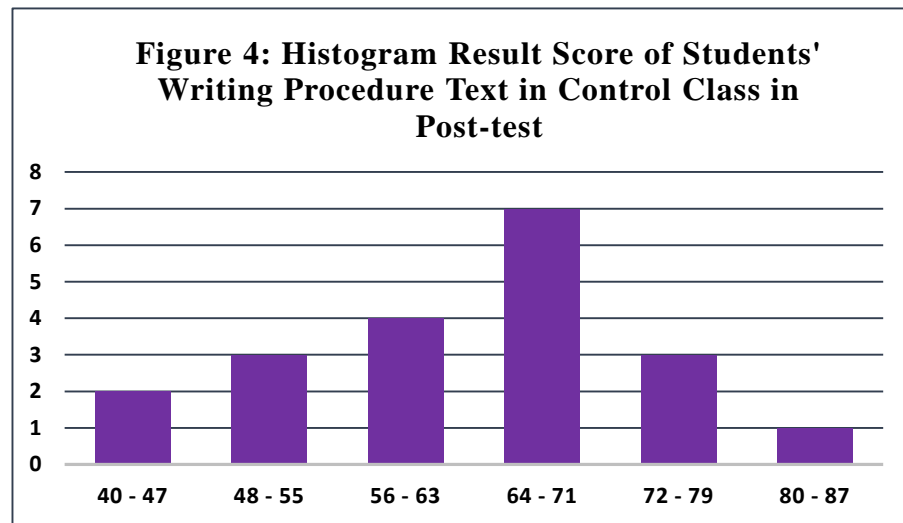
Range	40
Interval	8
Standard deviation	10.56
Variants	140.20

The researcher completed the score by enclosing the table frequency distribution to make it clearer. The researcher got the lowest interval was 40 up to 47, the frequency was 2, it was 10%. Then, the highest interval was 80 up to 87, the frequency was 1, it was 5%. The computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table 11
Frequency Distribution of Students' Score

No.	Interval	Frequency	Percentages
1.	40 – 47	2	10%
2.	48 – 55	3	15%
3.	56 – 63	4	20%
4.	64 – 71	7	35%
5.	72 – 79	3	15%
6.	80 – 87	1	5%
$i = 8$		20	100%

In order to get easier description of data, the researcher presented them in histogram. The frequency of students' score from 40 up to 47 was



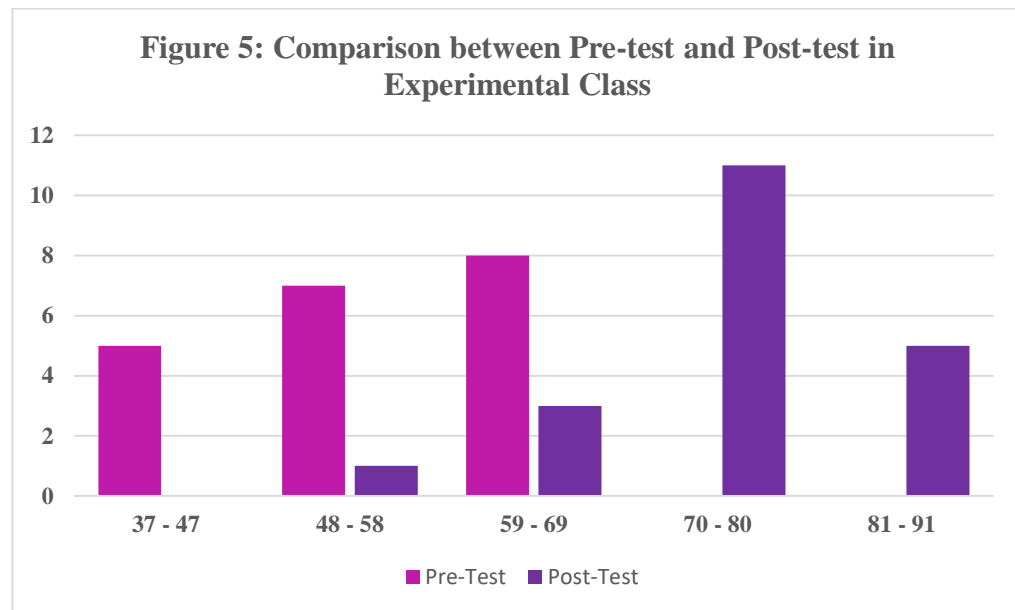
2; 48 up to 55 was 3; 56 up to 63 was 4; 64 up to 71 was 7; 72 up to 79 was 3, and 80 up to 87 was 1 student. The histogram shows that the highest interval (80 – 87) was 1 student and the lowest interval (40 – 47) was 2 students. It can be seen on following histogram:

3. Description of Comparison Score of Pre-Test and Post-Test

a. Comparison Score of Pre-Test and Post-Test in Experimental Class

Based on students' answers in experimental of pre-test and post-test, the researcher has calculated the students' score and most of students both of classes were low in writing. Experimental class consisted of 20 students (XI TGSA-1). The lowest score in pre-test was 37 whereas the highest score was 68 and the lowest score in post-test was 50 whereas the highest score was 90. It can be seen on appendix 9.

In order to get easier description of data, the researcher presented them in histogram. In pre-test, the frequency of students' score from 37 up to 47 was 5; 48 up to 58 was 7; and 59 up to 69 was 8 students. In post-test, the frequency of students' score from 48 up to 58 was 1; 59 up to 69 was 3; 70 up to 80 was 11; and 81 up to 91 was 5 students. The histogram shows that the highest interval (81 – 91) was 5 students and the lowest interval (37 – 47) was 5 students. It can be seen on following histogram:

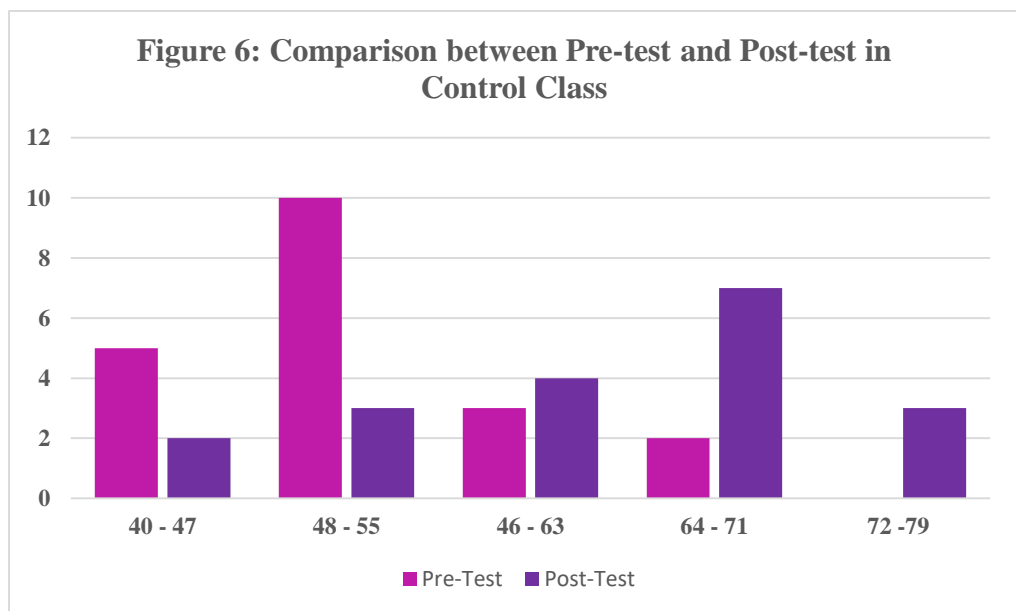


b. Comparison Score of Pre-test and Post Test in Control Class

Based on students' answers in control class of pre-test and post-test has calculated the students' score and most of students both of classes were low in writing. Control class consisted of 20 students (XI TGSA-2). The lowest score in pre-test was 40 whereas the highest score was 65 and the lowest

score in post-test was 40 whereas the highest score was 80. It can be seen on appendix 9.

In order to get easier description of data, the researcher presented them in histogram. In pre-test, the frequency of students' score from 40 up to 47 was 5; 48 up to 55 was 10; 46 up to 63 was 3; and 64 up to 71 was 2 students. In post-test, the frequency of students' score from 40 up to 47 was 2; 48 up to 55 was 3; 46 up to 63 was 4; 64 up to 71 was 7; and 72 up to 79 was 3 students. The histogram shows that the highest interval (72 – 79) was 3 students in post-test, the lowest interval (40 – 47) was 5 students in pre-test and 2 students in post-test. It can be seen on following histogram:

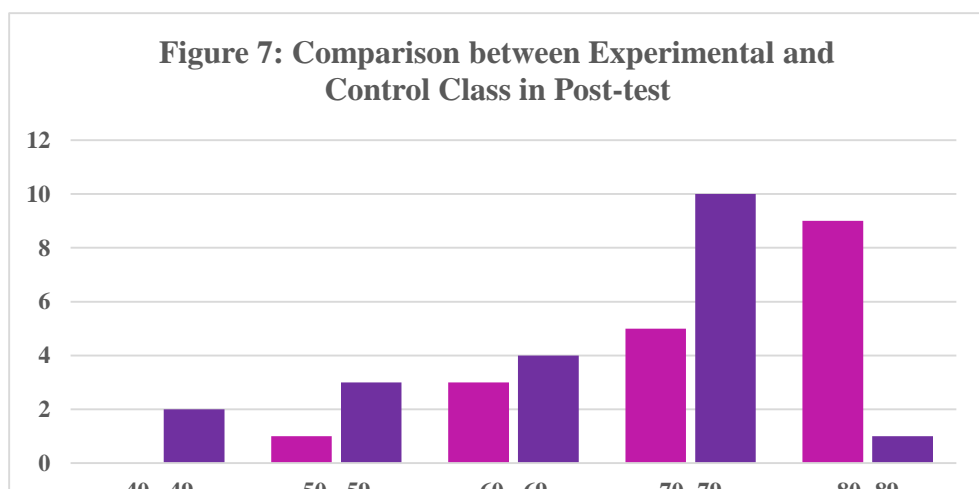


c. Comparison between Experimental and Control Class

Based on students' answers in post-test in experimental and control class, the researcher has calculated the students' score and most of students both of classes increased in writing. Experimental class consisted of 20 students (XI TGSA-1), the lowest score was 50 whereas the highest score was 90. Then, most of students got raising score and their score increased very significant. But, control class consisted of 20 students (XI TGSA-2), the lowest score was 40 whereas the highest score was 80. Students' score increased too but not significant.

In post-test, the researcher applied Genre Based Language Teaching (GBLT) in experimental class, while control class was given Communicative Language Teaching (CLT) as the conventional approach. It can be seen on appendix 9.

In order to get easier description of data, the researcher presented them in histogram. In experimental class, the frequency of students' score from 50 up to 59 was 1; 60 up to 69 was 3; 70 up to 79 was 5; 80 up to 89 was 9 students. In control class, the frequency of students' score from 40 up to 49 was 2; 50 up to 59 was 3; 60 up to 69 was 4; 70 up to 79 was 10; and 80 up to 89 was 1 student. It can be seen on following histogram:



B. Technique of Data Analysis

1. Requirement Test

a. Normality and Homogeneity Pre-Test

1) Normality of Experimental and Control Class in Pre-Test

Table 12
Normality in Pre-Test

Class	Normality Test	
	X_{count}	X_{table}
Experimental Class	-3.72	11.070
Control Class	2.33	11.070

Based on the above table researcher calculation, the score of experimental class $Lo = -3.72 < Lt = 11.070$ with $n = 20$ and control class $Lo = 2.33 < Lt = 11.070$ with $n = 20$, and real level $\alpha 0.05$. Cause $Lo < Lt$ in the both class. So, H_a was accepted. It means that experimental and control class were distributed normal. It can be seen in appendix 5 and 6.

2) Homogeneity of Experimental and Control Class in Pre-Test

Table 13
Homogeneity in Pre-Test

Class	Normality Test	
	f_{count}	f_{table}
Experimental Class	1.55 < 2.024	
Control Class		

The coefficient of $F_{\text{count}} = 1.55$ was compared with F_{table} . Where F_{table} was determined at real $\alpha 0.05$, and the different numerator $dk = N - 1 = 20 - 1 = 19$ and denominator $dk N - 1 = 20 - 1 = 19$. So, by using the list of critical value at F distribution is got $F_{0.05} = 2.024$. It showed that $F_{\text{count}} 1.55 < F_{\text{table}} 2.024$. So, the researcher concluded that the variant from the data of the Students' Ability in Writing Procedure Text at Grade XI SMK Negeri 2 Padangsidimpun by experimental and control class was homogenous. The calculation can be seen on the appendix 6.

b. Normality and Homogeneity Post-Test

1) Normality of Experimental and Control Class in Post-Test

Table 14
Normality in Post-Test

Class	Normality Test	
	X_{count}	X_{table}
Experimental Class	7.6	11.070
Control Class	-4.49	11.070

Based on the table above researcher calculation, the score of experimental class $Lo = 7.6 < Lt = 11.070$ with $n = 20$ and control class $Lo = -4.49 < Lt = 11.070$ with $n = 20$, and real level $\alpha 0.05$. Cause Lo

< t_t in the both class. So, H_a was accepted. It means that experimental and control class were distributed normal. It can be seen in appendix 7 and 8.

2) Homogeneity of Experimental and Control Class in Post-Test

Table 15
Homogeneity in Post-Test

Class	Normality Test	
	f_{count}	f_{table}
Experimental Class	1.55 < 2.024	
Control Class		

The coefficient of $F_{count} = 1.37$ was compared with F_{table} . Where F_{table} was determined at real $\alpha 0.05$, and the different numerator $dk = N - 1 = 20 - 1 = 19$ and denominator $dk N - 1 = 20 - 1 = 19$. So, by using the list of critical value at F distribution is got $F_{0.05} = 2.024$. It showed that $F_{count} 1.37 < F_{table} 2.024$. So, the researcher concluded that the variant from the data of the Students' Ability in Writing Procedure Text at Grade XI SMK Negeri 2 Padangsidimpuan by experimental and control class was homogenous. The calculation can be seen on the appendix 8.

2. Hypothesis Test

After calculated the data of post-test, researcher has found that post-test result of experimental and control class is normal and homogenous. Based on the result, researcher used parametric test by using T-test to analyze the

hypothesis. Hypothesis alternative (H_a) of the research was “There was the significant effect of Genre Based Language Teaching (GBLT) on Students’ Writing Procedure Text”. The calculation can be seen on the appendix 9 and 10.

Table 16

Result of T-test from the Both Averages

Pre-Test		Post-Test	
t_{count}	t_{table}	t_{count}	t_{table}
0.669	2.021	4.684	2.021

$$H_a : \mu_1 > \mu_2$$

Where:

$H_a : \mu_1 > \mu_2$ “There was a significant effect of Genre Based Language Teaching (GBLT) on students’ writing procedure text”.

Based on researcher calculation, researcher found that t_{count} 4.684 while t_{table} 2.021 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 20 + 20 - 2 = 38$. Cause $t_{count} > t_{table}$ ($4.684 > 2.021$), it means that hypothesis H_a was accepted and H_0 was rejected. So, there was the significant effect of Genre Based Language Teaching (GBLT) on students’ writing procedure text. In this case, the mean score of experimental class by using Genre Based Language Teaching (GBLT) was 80.3 and mean score of control class was 64 by using

Communicative Language Teaching (CLT) as the conventional approach. The calculation can be seen on the appendix 10.

C. Discussion

Based on related findings, the researcher discussed the result of this research and compared with other research result. The related findings were the description about the effectiveness of using Genre Based Language Teaching (GBLT) on students' ability in writing. The researcher discussed the result of this research and compared with the related findings. From the review of related findings, the researcher also found the similar result as the previous research.

First, Siti Handayani Pulungan do the research about Genre Based Language Teaching (GBLT) on teaching writing. She found out that the GBLT approach is effective to teach writing, because this approach is concern to a certain genre of text.¹ The purpose of GBLT approach is to provide learners with a natural context for language use. As learners work to complete a task, they have a lot of opportunity to interact. She admitted that this approach organizes the students to total comprehension and production of the text types. Genre based language teaching applied as guidance by the teacher in teaching English in the classroom.

¹. Siti Handayani Pulungan, The Effect of Genre Based Language Teaching (GBLT) on the Students' Achievement in Writing Procedure Text at MAS Hutapadang Pijorkoling Padangsidempuan Tenggara Academic Year 2011/2012, *Unpublished Thesis*, Padangsidempuan: Tarbiyah Department, STAIN Padangsidempuan, 2012.

Then, Ismail Ibrahim Elshirbini Abd-Elfatah Elashri in his thesis “The Effect of Genre Based Approach (GBA) to Teaching Writing on the EFL Al-Azhr Secondary Students’ Writing Skills and Their Attitudes toward Writing at Mansoura University in Academic Year 2010/2011” concluded that there was the significant effect of using Genre Based Approach (GBA) to Teaching Writing on the EFL Al-Azhr Secondary Students’ Writing Skills and Their Attitudes toward Writing.² He found the significant effect of using Genre Based Approach in teaching writing. Thus, Genre Based Approach is the appropriate approach to teach writing because it is proved effectively.

Beside it, the researcher also found that Genre Based Language Teaching (GBLT) has the significant effect in students’ writing ability. The researcher found that t_0 is higher than t_t where t_0 was 4.684 and t_t was 2.021 ($4.684 > 2.021$). It can be seen that among the researches, the using of Genre Based language Teaching (GBLT) gave the effect to students’ writing procedure text ability especially at grade XI SMK Negeri 2 Padangsidimpuan where it is suitable with the theory from Kay and Dudley - Evans have argued that the genre approach is effective for learners to advance their writing skill in second language since the model helps free students from their severe worries over writing.³ It means the theory has been

². Ismail Ibrahim Elshirbini Abd-Elfatah Elashri in “ The Effect of Genre Based Approach (GBA) to Teaching Writing on the EFL Al-Azhr Secondary Students’ Writing Skills and Their Attitudes toward Writing at Mansoura University in Academic Year 2010/2011, Unpublished Thesis, Faculty of Education Department of Mansoura University, accessed on <http://files.eric.ed.gov/fulltext/ED539137.pdf>, retrieved on March 5th 2018 at 8.05 pm.

³. *Ibid*, p. 9.

proved where the students able to communicate in their class and easy in remembering what students were learned. Beside that, the students could think or make the sentences to explain something and to make their friends know what the text about. This proofs how that GBLT is suitable to be applied in teaching procedure text ability because it has been proven by the previous researches and the theory. So, GBLT has given the significant effect to the research that has been done by the researcher or the other researcher who mentioned in related finding.

D. Threats of the Research

The researcher found the threats of the research as follow:

1. The students were difficult in answering the test. The situation of class seemed to be noisy because some of them did cheating. They also opened the dictionary and looked at the internet. It made the answer of the test was not pure because they did not answer it by themselves.
2. The students ignore the teacher's explanation. They did not follow the learning process as well as should have been. Some of them talked to their friends, leave the class with the various reason, even some of them did something outside the teacher's rule. In fact, they could not get the teacher's explanation well and gave the impact to the post-test answer.
3. The students were not enthusiastic in composing the procedure text. It made them be not followed the rule of Genre Based Language Teaching (GBLT).

When the teacher gives other text (different with pre-test), the students feel confused establish which the goal, material or ingredient and the steps.

CHAPTER V

THE CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. Before using Genre Based Language Teaching (GBLT), students' ability in writing procedure text was still low.
2. After using Genre Based Language Teaching (GBLT), researcher got the students' writing procedure text was higher by using Genre Based Language Teaching (GBLT).
3. Based on the calculation of t_{count} was 4.684 was higher than t_{table} was 0.021. It can be concluded that there was the significant effect of Genre Based Language Teaching (GBLT) on Students' Writing Procedure Text at Grade XI SMK Negeri 2 Padangsidempuan.

B. Suggestion

The researcher got many informations in English teaching and learning after finishing this research. From this research, researcher saw some things need to be improved. It makes the researcher give some suggestions, as follow:

1. For the English teacher, it is hoped to use Genre Based Language Teaching (GBLT) in teaching procedure text. This research and others proved that Genre Based Language Teaching (GBLT) was effective to be applied in classroom.

Because that approach makes students given abundant opportunity to interact as learners work to complete a task.

2. For the students, it is hoped to use Genre Based Language Teaching (GBLT), because it can make them to be able to communicate or communicative competence.
3. For the next researcher, this research can help the other researcher who will conduct further research in the same topic. The other researcher can get the information from this experimental research, even do a comparison between this research and another with the similar variable.

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CURRICULUM VITAE



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Religion : Islam
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B. Parents

Father's Name : Rustam Efendi Daulay
Mother's Name : Herlina Kumala Pulungan

C. Educational Background

Kindergarten : TK Pratama Bandar Lampung (2002)
Elementary School : SD Negeri 01 Jakarta Selatan (2008)
Junior High School : SMP Muhammadiyah 4 Depok (2011)
Senior High School : SMK Kampus Padangsidimpuan (2014)
Institute : IAIN Padangsidimpuan (2018)

Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

EXPERIMENT CLASS

Nama Sekolah	: SMKN 2 Padangsidimpuan
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: XI TGSA-1
Alokasi Waktu	: 6 x 40 menit
Standar Kompetensi	: Memahami makna dalam essay pendek sederhana berbentuk teks prosedur untuk berinteraksi dengan lingkungan sekitar.
Kompetensi Dasar	: Menyunting teks prosedur berbentuk manual dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
Jenis Teks	: Procedure Text
Aspek/ Skills	: Writing (Menulis)

A. Indikator Pencapaian Kompetensi:

1. Mengidentifikasi struktur teks dan unsur kebahasaan dari teks prosedur
2. Membaca teks prosedur berbentuk tulis.
3. Menuliskan teks prosedur sesuai dengan instruksi.

B. Tujuan Pembelajaran:

1. Siswa dapat mengidentifikasi struktur teks dari teks prosedur yang telah ditunjukkan oleh guru dengan benar.
2. Siswa dapat mengidentifikasi unsur kebahasaan dari teks prosedur yang telah ditunjukkan oleh guru dengan benar.
3. Siswa dapat membaca teks prosedur berbentuk tulis setelah guru memberikan contoh teks dengan jelas.
4. Siswa dapat membuat teks prosedur berdasarkan instruksi yang diberikan oleh guru.

C. Materi Pembelajaran:

1. Definition of procedure text
Procedure text is an instructional text that describes how to make something or how to do work manually.
2. Purpose of procedure text
To describe how something works by following the right sequence of steps.
3. Generic structure
 - a. Goal: a brief description of what will be done. It is contain the purpose of the text.
 - b. Materials or ingredient: a list of what are needed which may include ingredients, utensils, materials, tools, etc. Those all we use in the process.
 - c. Steps: what has to be done, including picture or diagram if needed. It is contain of the steps to make something according to the goal.
4. Language features
 - a. Use of simple present tense.
 - b. The sentence types is imperative.
 - c. Use of action verb
 - d. Use of connectives to order actions.

e. Use of adverbial phrases to state detailed time, place, and accurate ways.

5. Example of procedure text

How to paint a wooden chair

Tools:

1. Damp cloth
2. Sand paper
3. Paint brush

Materials:

1. Wood putty
2. Drop-cloth
3. Spray paint
4. Gloss coating spray

Steps:

1. Before starting to paint the chair, rub the surface of the wood using a damp cloth clean.
2. Puree the wood surface by using abrasive or sandpaper.
3. Fill any holes with wood putty. Apply to all of surface, if needed. If the blemishes are too deep to be removed with sanding alone, apply wood putty to the marks and allow it to dry. Once dry, sand the excess putty away until the surface is smooth.
4. Place the chair on a drop-cloth to protect the surface below from paint spatter and drips.
5. Painting can be done using brush or by spraying using paint spray tool.

6. Lastly, cover the painted wooden chair with a protective clear coat. Depending on the desired finish, use gloss coating. A spray finish is easy to apply, spray onto surface.

D. Metode Pembelajaran:

Genre Based Language Teaching (GBLT)

E. Langkah-langkah Pembelajaran:

Pertemuan pertama

1. Kegiatan pendahuluan

Apersepsi

- Tanya jawab berbagai hal terkait kondisi siswa/i.
- Warming-up activity: ask students about people, plants, animals and things.

Motivasi

- Menjelaskan pentingnya materi yang akan dipelajari berdasarkan materi yang harus dikuasai siswa/i.

2. Kegiatan Inti

- a. Membangun konteks wacana dan membahas unsur-unsur kebahasaan yang akan muncul dalam teks (struktur makro, vocabulary dan grammar yang relevan).
- b. Merancang teks
 - 1) Penyajian dan pengecekan unsur-unsur kebahasaan dari contoh teks.
 - 2) Reading comprehension test.
- c. Kerja kelompok/ berpasangan untuk membuat tulisan dengan model yang sama dengan teks contoh.

d. Penyajian hasil kerja secara lisan.

3. Kegiatan Penutup

- a. Guru menanyakan kesulitan-kesulitan yang dialami siswa/i ketika proses belajar mengajar sedang berlangsung.
- b. Guru menyimpulkan materi pembelajaran.

Pertemuan kedua

1. Kegiatan Pendahuluan

Apersepsi

- Tanya jawab berbagai hal terkait kondisi siswa/i.
- Warming-up activity: ask students about people, plants, animals and things.

Motivasi

- menjelaskan pentingnya materi yang akan dipelajari berdasarkan materi yang harus dikuasai siswa/i.

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 - 1) Penyajian dan pengecekan unsur-unsur kebahasaan dari contoh teks.
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- d. Penyajian hasil kerja secara lisan.

3. Kegiatan Penutup

- a. Guru menanyakan kesulitan-kesulitan yang dialami siswa/i ketika proses belajar mengajar sedang berlangsung.
- b. Guru menyimpulkan materi pembelajaran.

F. Sumber Pembelajaran:

1. Buku-buku relevan (Buku Bahasa Inggris KTSP untuk SMK kelas XI)
2. Internet

G. Indikator Penilaian

Aspects	Score	Criteria
Content	27-30	Very good to excellent
	22-26	Average to good
	17-21	Poor to fair
	13-16	Very poor
Organization	18-20	Very good to excellent
	14-17	Average o good
	10-13	Poor to fair
	7-9	Very poor
Vocabulary	18-20	Very good to excellent
	14-17	Average to good
	10-13	Poor to fair
	7-9	Very poor
Grammar	22-25	Very good to excellent
	18-21	Average o good

	11-17	Poor to fair
	5-10	Very poor
Mechanic	5	Very good to excellent
	4	Average to good
	3	Poor to fair
	2	Very poor


Padangsidempuan, 2018

Mengetahui,

Validator

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Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

CONTROL CLASS

Nama Sekolah	: SMKN 2 Padangsidempuan
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: XI TGSA-2
Alokasi Waktu	: 6 x 40 menit
Standar Kompetensi	: Memahami makna dalam esai pendek sederhana berbentuk teks prosedur untuk berinteraksi dengan lingkungan sekitar.
Kompetensi Dasar	: Menyunting teks prosedur berbentuk manual dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
Jenis Teks	: Procedure Text
Aspek/ Skills	: Writing (Menulis)

A. Indikator Pencapaian Kompetensi:

1. Mengidentifikasi struktur teks dan unsur kebahasaan dari teks prosedur
2. Membaca teks prosedur berbentuk tulis.
3. Menuliskan teks prosedur sesuai dengan instruksi.

B. Tujuan Pembelajaran:

1. Siswa dapat mengidentifikasi struktur teks dari teks prosedur yang telah ditunjukkan oleh guru dengan benar.

2. Siswa dapat mengidentifikasi unsur kebahasaan dari teks prosedur yang telah ditunjukkan oleh guru dengan benar.
3. Siswa dapat membaca teks prosedur berbentuk tulis setelah guru memberikan contoh teks dengan jelas.
4. Siswa dapat membuat teks prosedur berdasarkan instruksi yang diberikan oleh guru.

C. Materi Pembelajaran:

1. Definition of procedure text

Procedure text is an instructional text that describes how to make something or how to do work manually.

2. Purpose of procedure text

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3. Generic structure

- a. Goal: a brief description of what will be done. It is contain the purpose of the text.

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- c. Steps: what has to be done, including picture or diagram if needed. It is contain of the steps to make something according to the goal.

4. Language features

- a. Use of simple present tense.

- b. The sentence types is imperative.

- c. Use of action verb

- d. Use of connectives to order actions.

- e. Use of adverbial phrases to state detailed time, place, and accurate ways.

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4. Gloss coating spray

Steps:

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5. Painting can be done using brush or by spraying using paint spray tool.
6. Lastly, cover the painted wooden chair with a protective clear coat. Depending on the desired finish, use gloss coating. A spray finish is easy to apply, spray onto surface.

D. Metode Pembelajaran:

Communicative Language Teaching (CLT)

E. Langkah-langkah Pembelajaran:

Pertemuan pertama

1. Kegiatan pendahuluan

Apersepsi

- Tanya jawab berbagai hal terkait kondisi siswa/i.
- Warming-up activity: ask students about people, plants, animals and things.

Motivasi

- Menjelaskan pentingnya materi yang akan dipelajari berdasarkan materi yang harus dikuasai siswa/i.

2. Kegiatan Inti

- a. Guru memperkenalkan konteks nyata dalam bahasa.
- b. Guru menerapkan bahasa bukan hanya sebagai obyek, tetapi juga sebagai alat komunikasi di dalam kelas.
- c. Guru mengarahkan agar siswa bekerja dengan bahasa pada saat kegiatan belajar mengajar sedang dimulai.
- d. Guru menggunakan strategi belajar berupa permainan/ games dengan cara yang komunikatif, sesuai dengan konteks bahasa.
- e. Guru memberi siswa kesempatan untuk mengekspresikan gagasan dan pendapat mereka.
- f. Guru membangun situasi yang cenderung mendorong kegiatan berkomunikasi.
- g. Guru berperan sebagai penasihat ketika kegiatan belajar sudah berakhir.

3. Kegiatan Penutup

- a. Guru menanyakan kesulitan-kesulitan yang dialami siswa/i ketika proses belajar mengajar sedang berlangsung
- b. Guru menyimpulkan materi pembelajaran

Pertemuan kedua

4. Kegiatan Pendahuluan

Apersepsi

- Tanya jawab berbagai hal terkait kondisi siswa/i.
- Warming-up activity: ask students about people, plants, animals and things.

Motivasi

- Menjelaskan pentingnya materi yang akan dipelajari berdasarkan materi yang harus dikuasai siswa/i.

5. Kegiatan Inti

- a. Kapan pun bahasa yang mungkin digunakan dalam konteks nyata harus diperkenalkan.
- b. Bahasa target bukan hanya alat sebagai obyek belajar, tapi juga untuk komunikasi kelas.
- c. Pada saat kegiatan belajar mengajar berlangsung, siswa harus bekerja dengan bahasa.
- d. Permainan (games) sangat penting karena mereka memiliki kesamaan dengan acara komunikatif yang nyata.
- e. Guru harus memberi siswa kesempatan untuk mengekspresikan gagasan dan pendapat mereka.

- f. Salah satu tanggung jawab utama guru yaitu membangun situasi yang cenderung mendorong kegiatan berkomunikasi.
- g. Konteks sosial dari acara komunikatif sangat penting dalam memberi makna pada ujaran.
- h. Bagian penting dari kompetensi komunikatif adalah belajar menggunakan bentuk bahasa dengan tepat.
- i. Guru berperan sebagai penasihat selama kegiatan komunikatif.
 - a. Siswa harus diberi kesempatan untuk mengembangkan strategi untuk menafsirkan bahasa karena sebenarnya digunakan oleh penutur asli.

6. Kegiatan Penutup

- a. Guru menanyakan kesulitan-kesulitan yang dialami siswa/i ketika proses belajar mengajar sedang berlangsung.
- b. Guru menyimpulkan materi pembelajaran.

F. Sumber Pembelajaran:

- 1. Buku- buku relevan (Buku Bahasa Inggris KTSP untuk SMK kelas XI)
- 2. Internet

G. Indikator Penilaian

Aspects	Score	Criteria
Content	27-30	Very good to excellent
	22-26	Average to good
	17-21	Poor to fair

	13-16	Very poor
Organization	18-20	Very good to excellent
	14-17	Average o good
	10-13	Poor to fair
	7-9	Very poor
Vocabulary	18-20	Very good to excellent
	14-17	Average to good
	10-13	Poor to fair
	7-9	Very poor
Grammar	22-25	Very good to excellent
	18-21	Average o good
	11-17	Poor to fair
	5-10	Very poor
Mechanic	5	Very good to excellent
	4	Average to good
	3	Poor to fair
	2	Very poor


Padangsidempuan,


2018

Mengetahui,

Validator

Researcher


Fitri Rayani Siregar, M.Hum
 NIP. 19820731 2009 2 004


Aprinda Efendi Daulay
 NIM. 14 203 00013

INSTRUMENT FOR PRE TEST

1. Pengantar

Tes ini bertujuan untuk menjaring data dari siswa/i mengenai student's ability in writing procedure text dan jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.

2. Petunjuk

- a. Pilihlah sebuah judul di bawah ini kemudian tulis dalam bentuk teks prosedur berdasarkan pengetahuan anda.
- b. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.

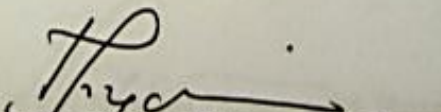
3. Soal

Pilihlah sebuah judul di bawah ini kemudian tulis dalam bentuk teks prosedur.

- a. Cara memperbaiki kursi kayu yang rusak
- b. Cara membuat konstruksi atap menggunakan aplikasi Auto CAD
- c. Cara merawat perabotan kayu

Padangsidempuan, Mei 2018

Validator


Fitri Rayani Siregar, M.Hum
NIP. 19820731 2009 2 004

INSTRUMENT FOR POST TEST

1. Pengantar

Tes ini bertujuan untuk menjaring data dari siswa/i mengenai student's ability in writing procedure text dan jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.

2. Petunjuk

- a. Pilihlah sebuah judul di bawah ini kemudian tulis dalam bentuk teks prosedur berdasarkan pengetahuan anda.
- b. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.

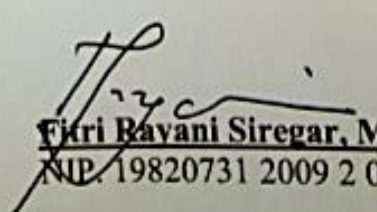
3. Soal

Pilihlah sebuah judul di bawah ini kemudian tulis dalam bentuk teks prosedur.

- a. Cara membuat meja belajar berbahan kayu
- b. Cara membuat block desain pintu menggunakan aplikasi Auto CAD
- c. Cara mencetak gambar yang sudah didesain

Padangsidempuan, Mei 2018

Validator


Fitri Rayani Siregar, M.Hum

NIP. 19820731 2009 2 004

Appendix 5

RESULT OF NORMALITY IN PRE TEST

A. Result of Normality Test of XI TGSA-1 in Pre Test

1. The score of XI TGSA-1 class in pre-test from low score to high score:

37	40	45	45	45	50	50	52	52	55
57	57	60	60	62	62	64	66	68	68

2. High = 68

Low = 37

Range = high – low

$$= 68 - 37$$

$$= 31$$

3. Total of classes = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (20)$$

$$= 1 + 3.3 (1.30)$$

$$= 1 + 4.29$$

$$= 5.29 = 5$$

4. Length of classes = $\frac{\text{range}}{\text{total of class}} = \frac{31}{5} = 6.2 = 6$

5. Mean

Interval Class	F	X	x'	fx'	x' ²	fx' ²
37 – 42	2	39.5	+3	6	9	18
43 – 48	3	45.5	+2	6	4	12
49 – 54	4	51.5	+1	4	1	4
55 – 60	5	57.5	0	0	0	0
61 – 66	4	63.5	-1	-4	1	4
67 – 72	2	69.5	-2	-4	4	8
<i>i</i> = 6		-	-	8	-	46

$$\begin{aligned}
 M_x &= M^1 + i \frac{\sum fx^1}{N} \\
 &= 57.5 + 6 \left(\frac{8}{20} \right) \\
 &= 57.5 + 6(0.4) \\
 &= 57.5 + 2.4 \\
 &= 59.9 / 60
 \end{aligned}$$

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx^1}{n} \right)^2} \\
 &= 6 \sqrt{\frac{46}{20} - \left(\frac{8}{20} \right)^2} \\
 &= 6 \sqrt{2.3 - (0.4)^2} \\
 &= 6 \sqrt{2.3 - (0.16)}
 \end{aligned}$$

$$= 6\sqrt{2.14}$$

$$= 6 \times 1.46$$

$$= 8.76$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$
67 – 72	72.5	1.42	0.4222				
61 – 66	66.5	0.74	0.2704	0.15	3	2	-0.34
55 – 60	60.5	0.06	0.0239	0.25	5	4	-0.2
49 – 54	54.5	-0.63	0.26435	-0.02	-0.4	5	-13.5
43 – 48	48.5	-1.31	0.09510	0.17	3.4	4	0.18
37 – 42	42.5	-2.00	0.02275	0.07	1.4	3	1.14
	36.5	-2.68	0.03680	-0.01	0.2	2	9
						X^2	-3.72

Based on the table above, the reseracher found that $x^2_{count} = -3.72$ while $x^2_{table} = 11.070$ cause $x^2_{count} < x^2_{table}$ ($-3.72 < 11.070$) with degree of freedom (dk) $= 6-1 = 5$ and significant level $\alpha = 5\%$. So distribution of XI TGSA-1 class (pre-test) is normal.

6. Median

No	Interval	F	Fk
1	37 – 42	2	2
2	43 – 48	3	5
3	49 – 54	4	9
4	55 – 60	5	14
5	61 – 66	4	18
6	67 – 72	2	20

Position of Me in the interval of classes is number 4, that:

$$Bb = 54.5$$

$$F = 9$$

$$Fm = 5$$

$$i = 6$$

$$n = 20$$

$$1/2n = 10$$

$$Me = Bb + i \left(\frac{n/2 - F}{fm} \right)$$

$$= 54.5 + 6 \left(\frac{10-9}{5} \right)$$

$$= 54.5 + 6 (0.2)$$

$$= 54.5 + 1.2$$

$$= 55.7$$

7. Modus

No	Interval	F	Fk
1	37 – 42	2	2
2	43 – 48	3	5
3	49 – 54	4	9
4	55 – 60	5	14
5	61 – 66	4	18
6	67 – 72	2	20

$$L = 54.5$$

$$d_1 = 1$$

$$d_2 = 1$$

$$i = 6$$

So:

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

$$= 54.5 + \frac{1}{1+1} 6$$

$$= 54.5 + 0.5 (6)$$

$$= 54.5 + 3$$

$$= 57.5$$

B. Result of The Normality Test of XI TGSA-2 in Pre-Test

1. The score of XI TGSA-2 class in pre-test from low score to high score:

40	40	45	45	45	50	50	50	50	55
55	55	55	55	55	60	60	60	65	65

2. High = 65

Low = 45

Range = high – low

= 65 – 40

= 25

3. Total of classes = $1 + 3.3 \log (n)$

= $1 + 3.3 \log (20)$

= $1 + 3.3 (1.30)$

= $1 + 4.29$

= $5.29 = 5$

4. Length of classes = $\frac{\text{range}}{\text{total of class}} = \frac{25}{5} = 5$

5. Mean

Interval Class	F	X	x'	fx'	x' ²	fx' ²
40 – 44	2	42	+3	6	9	18
45 – 49	3	47	+2	6	4	12
50 – 54	4	52	+1	4	1	4

55 – 59	6	57	0	0	0	0
60 – 64	3	62	-1	-3	1	3
65 – 69	2	67	-2	-4	4	8
$i = 5$		-	-	9	-	45

$$M_x = M^1 + i \frac{\sum fx^1}{N}$$

$$= 57 + 5 \left(\frac{9}{20} \right)$$

$$= 57 + 5 (0.45)$$

$$= 57 + 2.25$$

$$= 59.25$$

$$SD_t = i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx^1}{n} \right)^2}$$

$$= 5 \sqrt{\frac{45}{20} - \left(\frac{9}{20} \right)^2}$$

$$= 5 \sqrt{2.25 - (0.45)^2}$$

$$= 5 \sqrt{2.25 - (0.20)}$$

$$= 5 \sqrt{2.05}$$

$$= 5 \times 1.43$$

$$= 7.15$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_o	$\frac{(f_o-f_h)}{f_h}$
65 – 69	69.5	1.43	0.4236				
60 – 64	64.5	0.73	0.2673	0.15	3	2	-0.33
55 – 59	59.5	0.03	0.0120	0.25	5	3	-0.4
50 – 54	54.5	-0.66	0.25463	-0.24	-4.8	6	-2.25
45 – 49	49.5	-1.36	0.08691	0.17	3.4	4	0.17
40 – 44	44.5	-2.06	0.01970	0.07	1.4	3	1.14
	39.5	-2.76	0.00289	0.02	0.4	2	4
						X^2	2.33

Based on the table above, the reseracher found that $x^2_{count} = 2.33$ while $x^2_{table} = 11.070$ cause $x^2_{count} < x^2_{table}$ ($2.33 < 11.070$) with degree of freedom (dk) = $6-1 = 5$ and significant level $\alpha = 5\%$. So distribution of XI TGSA-2 class (pre-test) is normal.

6. Median

No	Interval	F	Fk
1	40 – 44	2	2
2	45 – 49	3	5

3	50 – 54	4	9
4	55 – 59	6	15
5	60 – 64	3	18
6	65 – 69	2	20

Position of Me in the interval of classes is number 4, that:

$$Bb = 54.5$$

$$F = 9$$

$$Fm = 6$$

$$i = 5$$

$$n = 20$$

$$1/2n = 10$$

$$Me = Bb + i \left(\frac{n/2 - F}{fm} \right)$$

$$= 54.5 + 5 \left(\frac{10-9}{6} \right)$$

$$= 54.5 + 5 (0.17)$$

$$= 54.5 + 0.85$$

$$= 55.35$$

7. Modus

No	Interval	F	Fk
1	40 – 44	2	2
2	45 – 49	3	5
3	50 – 54	4	9
4	55 – 59	6	15
5	60 – 64	3	18
6	65 – 69	2	20

$$L = 54.5$$

$$d_1 = 2$$

$$d_2 = 3$$

$$i = 5$$

So:

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

$$= 54.5 + \frac{2}{2+3} 6$$

$$= 54.5 + 0.4 (5)$$

$$= 54.5 + 2$$

$$= 56.5$$

Appendix 6

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by using direct method and variant of the second class as control class sample by using conventional method are used homogeneity test, which the formula:

$$S^2 = \frac{n \sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypotheses:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

A. Variant of the XI TGSA-1 class is:

No.	Xi	Xi ²
1	37	1369
2	40	1600
3	45	2025
4	45	2025
5	45	2025
6	50	2500
7	50	2500
8	52	2704
9	52	2704
10	55	3025
11	57	3249
12	57	3249

13	60	3600
14	60	3600
15	62	3844
16	62	3844
17	64	4096
18	66	4356
19	68	4624
20	68	4624
Σ	1095	61536

$$n = 20$$

$$\Sigma xi = 1095$$

$$\Sigma xi^2 = 61536$$

So:

$$\begin{aligned}
 S^2 &= \frac{n\Sigma xi^2 - (\Sigma xi)^2}{n(n-1)} \\
 &= \frac{20(61536) - (1095)^2}{20(20-1)} \\
 &= \frac{1230720 - 1199025}{20(19)} \\
 &= \frac{31695}{380} \\
 &= 83.40
 \end{aligned}$$

B. Variant of the XI TGSA-2 is:

No.	Xi	Xi ²
1	40	1600
2	40	1600

3	45	2025
4	45	2025
5	45	2025
6	50	2500
7	50	2500
8	50	2500
9	50	2500
10	55	3025
11	55	3025
12	55	3025
13	55	3025
14	55	3025
15	55	3025
16	60	3600
17	60	3600
18	60	3600
19	65	4225
20	65	4225
Σ	1055	56675

$$n = 20$$

$$\Sigma xi = 1055$$

$$\Sigma xi^2 = 56675$$

So:

$$\begin{aligned} S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{20(56675) - (1055)^2}{20(20-1)} \\ &= \frac{1133500 - 1113025}{20(19)} \\ &= \frac{20475}{380} \\ &= 53.89 \end{aligned}$$

The formula was used to test homogeneity was:

1. XI TGSA-1 and XI TGSA-2

$$\begin{aligned} F &= \frac{\text{The biggest variant}}{\text{The smallest variant}} \\ &= \frac{83.40}{53.89} \\ &= 1.55 \end{aligned}$$

After doing the calculation, the researcher found that $F_{\text{count}} = 1.55$ with α 5% and dk = 20 and 20 from the distribution list F, researcher found that $F_{\text{table}} = 2.024$, cause $F_{\text{count}} < F_{\text{table}}$ ($1.55 < 2.024$). So, there is no difference the variant between the XI TGSA-1 class and XI TGSA-2 class. It means that the variant is homogenous.

Appendix 7

RESULT OF NORMALITY IN POST TEST

A. Result of Normality Test of XI TGSA-1 in Post Test

1. The score of XI TGSA-1 class in post-test from low score to high score:

50	65	65	65	70	70	70	70	70	80
80	80	80	80	80	85	85	85	90	90

2. High = 90

Low = 50

Range = high – low

$$= 90 - 50$$

$$= 40$$

3. Total of classes = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (20)$$

$$= 1 + 3.3 (1.30)$$

$$= 1 + 4.29$$

$$= 5.29 = 5$$

4. Length of classes = $\frac{range}{total\ of\ class} = \frac{40}{5} = 8$

5. Mean

Interval Class	F	X	x'	fx'	x' ²	fx' ²
50 – 57	1	53.5	+3	3	9	9
58 – 65	3	61.5	+2	6	4	12
66 – 73	5	69.5	+1	5	1	5
74 – 81	6	77.5	0	0	0	0
82 – 89	3	85.5	-1	-3	1	3
90 – 97	2	93.5	-2	-4	4	8
<i>i</i> = 8		-	-	7	-	37

$$\begin{aligned}
 M_x &= M^1 + i \frac{\sum fx'}{N} \\
 &= 77.5 + 8 \left(\frac{7}{20} \right) \\
 &= 77.5 + 8 (0.35) \\
 &= 77.5 + 2.8 \\
 &= 80.3
 \end{aligned}$$

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n} \right)^2} \\
 &= 8 \sqrt{\frac{37}{20} - \left(\frac{7}{20} \right)^2} \\
 &= 8 \sqrt{1.85 - (0.35)^2} \\
 &= 8 \sqrt{1.85 - 0.12}
 \end{aligned}$$

$$= 8\sqrt{1.73}$$

$$= 8 \times 1.31$$

$$= 10.48$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f _h	f _o	$\frac{(f_0-f_h)}{f_h}$
90 – 97	97.5	1.64	0.4495				
82 – 89	89.5	0.88	0.3106	0.14	2.8	2	-0.28
74 – 81	81.5	0.11	0.0438	0.27	5.4	3	-0.44
66 – 73	73.5	-0.65	0.25785	-0.21	-4.2	6	2.43
58 – 65	65.5	-1.41	0.07927	0.18	3.6	5	0.39
50 – 57	57.5	-2.17	0.01500	0.06	1.2	3	1.5
	49.5	-2.93	0.00169	0.01	0.2	1	4
						X ²	7.6

Based on the table above, the reseracher found that $x^2_{\text{count}} = 7.6$ while $x^2_{\text{table}} = 11.070$ cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($7.6 < 11.070$) with degree of freedom (dk) = $6-1 = 5$ and significant level $\alpha = 5\%$. So distribution of XI TGSA-1 class (post-test) is normal.

6. Median

No	Interval	F	Fk
1	50 – 57	1	1
2	58 – 65	3	4
3	66 – 73	5	9
4	74 – 81	6	15
5	82 – 89	3	18
6	90 – 97	2	20

Position of Me in the interval of classes is number 4, that:

$$Bb = 73.5$$

$$F = 9$$

$$Fm = 6$$

$$i = 8$$

$$n = 20$$

$$1/2n = 10$$

$$Me = Bb + i \left(\frac{n/2 - F}{fm} \right)$$

$$= 73.5 + 8 \left(\frac{10-9}{6} \right)$$

$$= 73.5 + 8 (0.16)$$

$$= 73.5 + 1.28$$

$$= 74.78$$

7. Modus

No	Interval	F	Fk
1	50 – 57	1	1
2	58 – 65	3	4
3	66 – 73	5	9
4	74 – 81	6	15
5	82 – 89	3	18
6	90 – 97	2	20

$$L = 73.5$$

$$d_1 = 1$$

$$d_2 = 3$$

$$i = 8$$

So:

$$\begin{aligned} M_o &= L + \frac{d_1}{d_1 + d_2} i \\ &= 73.5 + \frac{1}{1+3} 8 \\ &= 73.5 + 0.25 (8) \\ &= 73.5 + 2 \\ &= 75.5 \end{aligned}$$

B. Result of Normality Test of XI TGSA-2 in Post Test

1. The score of XI TGSA-2 class in post-test from low score to high score:

40	40	50	50	50	60	60	60	60	70
70	70	70	70	70	70	75	75	75	80

2. High = 80

Low = 40

Range = high – low

$$= 80 - 40$$

$$= 40$$

3. Total of classes = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (20)$$
$$= 1 + 3.3 (1.30)$$
$$= 1 + 4.29$$
$$= 5.29 = 5$$

4. Length of classes = $\frac{range}{total\ of\ class} = \frac{40}{5} = 8$

5. Mean

Interval Class	F	X	x'	fx'	x' ²	fx' ²
40 – 47	2	43.5	+3	6	9	18
48 – 55	3	51.5	+2	6	4	12
56 – 63	4	59.5	+1	4	1	4
64 – 71	7	67.5	0	0	0	0
72 – 79	3	75.5	-1	-3	1	3
80 – 87	1	83.5	-2	-2	4	4
<i>i</i> = 8		-	-	11	-	41

$$\begin{aligned}
 M_x &= M^1 + i \frac{\sum fx'}{N} \\
 &= 59.5 + 8 \left(\frac{11}{20} \right) \\
 &= 59.5 + 8 (0.55) \\
 &= 59.5 + 4.4 \\
 &= 63.9 / 64 \\
 \\
 SD_t &= i \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n} \right)^2} \\
 &= 8 \sqrt{\frac{41}{20} - \left(\frac{11}{20} \right)^2} \\
 &= 8 \sqrt{2.05 - (0.55)^2} \\
 &= 8 \sqrt{2.05 - 0.30}
 \end{aligned}$$

$$= 8\sqrt{1.75}$$

$$= 8 \times 1.32$$

$$= 10.56$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$
80 – 87	87.5	2.22	0.4868				
				0.06	1.2	1	-0.17
72 – 79	79.5	1.47	0.4292				
				0.17	3.4	3	-0.12
64 – 71	71.5	0.71	0.2611				
				-0.22	-4.4	7	-2.60
56 – 63	63.5	-0.05	0.48006				
				0.27	5.4	4	-2.60
48 – 55	55.5	-0.80	0.21186				
				0.15	3	3	0
40 – 47	47.5	-1.56	0.05938				
				0.05	1	2	1
	39.5	-2.32	0.01017				
						X^2	-4.49

Based on the table above, the reseracher found that $x^2_{count} = -4.49$ while $x^2_{table} = 11.070$ cause $x^2_{count} < x^2_{table}$ ($-4.49 < 11.070$) with degree of freedom (dk) $= 6-1 = 5$ and significant level $\alpha = 5\%$. So distribution of XI TGSA-2 class (post-test) is normal.

6. Median

No	Interval	F	Fk
1	40 – 47	2	2
2	48 – 55	3	5
3	56 – 63	4	9
4	64 – 71	7	16
5	72 – 79	3	19
6	80 – 87	1	20

Position of Me in the interval of classes is number 4, that:

$$Bb = 63.5$$

$$F = 9$$

$$Fm = 7$$

$$i = 8$$

$$n = 20$$

$$1/2n = 10$$

$$Me = Bb + i \left(\frac{n/2 - F}{fm} \right)$$

$$= 63.5 + 8 \left(\frac{10-9}{7} \right)$$

$$= 63.5 + 8 (0.14)$$

$$= 63.5 + 1.12$$

$$= 64.62$$

7. Modus

No	Interval	F	Fk
1	40 – 47	2	2
2	48 – 55	3	5
3	56 – 63	4	9
4	64 – 71	7	16
5	72 – 79	3	19
6	80 – 87	1	20

$$L = 63.5$$

$$d_1 = 3$$

$$d_2 = 4$$

$$i = 8$$

So:

$$\begin{aligned} M_o &= L + \frac{d_1}{d_1 + d_2} i \\ &= 63.5 + \frac{3}{3+4} 8 \\ &= 63.5 + 0.43 (8) \\ &= 63.5 + 3.44 \\ &= 66.94 \end{aligned}$$

Appendix 8

HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by using direct method and variant of the second class as control class sample by using conventional method are used homogeneity test, which the formula:

$$S^2 = \frac{n \sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypotheses:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

A. Variant of the XI TGSA-1 class is:

No.	Xi	Xi ²
1	50	2500
2	65	4225
3	65	4225
4	65	4225
5	70	4900
6	70	4900
7	70	4900
8	70	4900
9	70	4900
10	80	6400
11	80	6400
12	80	6400

13	80	6400
14	80	6400
15	80	6400
16	85	7225
17	85	7225
18	85	7225
19	90	8100
20	90	8100
Σ	1510	115950

$$n = 20$$

$$\Sigma xi = 1510$$

$$\Sigma xi^2 = 115950$$

So:

$$\begin{aligned}
 S^2 &= \frac{n\Sigma xi^2 - (\Sigma xi)^2}{n(n-1)} \\
 &= \frac{20(115950) - (1510)^2}{20(20-1)} \\
 &= \frac{2319000 - 2280100}{20(19)} \\
 &= \frac{38900}{380} \\
 &= 102.37
 \end{aligned}$$

B. Variant of the XI TGSA-2 is:

No.	Xi	Xi ²
1	40	1600
2	40	1600

3	50	2500
4	50	2500
5	50	2500
6	60	3600
7	60	3600
8	60	3600
9	60	3600
10	70	4900
11	70	4900
12	70	4900
13	70	4900
14	70	4900
15	70	4900
16	70	4900
17	75	5625
18	75	5625
19	75	5635
20	80	6400
Σ	1265	82675

$$n = 20$$

$$\Sigma xi = 1265$$

$$\Sigma xi^2 = 82675$$

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)^2}{n(n-1)}$$

$$\begin{aligned}
&= \frac{20(82675) - (1265)^2}{20(20-1)} \\
&= \frac{1653500 - 1602225}{20(19)} \\
&= \frac{53275}{380} \\
&= 140.20
\end{aligned}$$

The formula was used to test hypothesis was:

1. XI TGSA-1 and XI TGSA-2

$$\begin{aligned}
F &= \frac{\textit{The biggest variant}}{\textit{The smallest variant}} \\
&= \frac{140.20}{102.37} \\
&= 1.37
\end{aligned}$$

After doing the calculation, the researcher found that $F_{\text{count}} = 1.37$ with α 5% and $dk = 20$ and 20 from the distribution list F, researcher found that $F_{\text{table}} = 2.024$, cause $F_{\text{count}} < F_{\text{table}}$ ($1.37 < 2.024$). So, there is no difference the variant between the XI TGSA-1 class and XI TGSA-2 class. It means that the variant is homogenous.

Appendix 9

COMPARISON SCORE OF STUDENTS' WRITING ABILITY IN PRE-TEST AND POST-TEST

A. Comparison Score of Students' Writing Ability in Pre-test (Experimental and Control Class)

No.	Initial Name	Result Pre-test of Experimental Class	Initial Name	Result Pre-test of Control Class
1	NS	37	YP	40
2	MS	40	RSS	40
3	PSN	45	SRS	45
4	IF	45	AK	45
5	HH	45	HS	45
6	DM	50	WRN	50
7	SH	50	RAH	50
8	RTA	52	AHS	50
9	RMS	52	AGH	50
10	ESH	55	LBN	55
11	JSR	57	PRH	55
12	EWL	57	SSH	55
13	NA	60	NL	55

14	RAN	60	AAF	55
15	SSP	62	SS	55
16	PS	62	ERH	60
17	ES	64	RYH	60
18	AAS	66	CS	60
19	AA	68	RH	65
20	HSH	68	AASH	65

B. Comparison Score of Students' Writing Ability in Post-test (Experimental and Control Class)

No.	Initial Name	Result Post-test of Experimental Class	Initial Name	Result Post-test of Control Class
1	NS	50	YP	40
2	MS	65	RSS	40
3	PSN	65	SRS	50
4	IF	65	AK	50
5	HH	70	HS	50
6	DM	70	WRN	60
7	SH	70	RAH	60
8	RTA	70	AHS	60

9	RMS	70	AGH	60
10	ESH	80	LBN	70
11	JSR	80	PRH	70
12	EWL	80	SSH	70
13	NA	80	NL	70
14	RAN	80	AAF	70
15	SSP	80	SS	70
16	PS	85	ERH	70
17	ES	85	RYH	75
18	AAS	85	CS	75
19	AA	90	RH	75
20	HSH	90	AASH	80

Appendix 10

T-test of The Both Averages in Pre-Test

The formula was used to analyse hypothesis test of the both averages was t-test, that:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{60 - 59.25}{\sqrt{\left(\frac{(20 - 1)83.40 + (20 - 1)53.89}{20 + 20 - 2}\right)\left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$Tt = \frac{0.75}{\sqrt{\left(\frac{19(83.40) + 19(53.89)}{38}\right)(0.05 + 0.05)}}$$

$$Tt = \frac{0.75}{\sqrt{\left(\frac{1584.6 + 1023.91}{38}\right)(0.05 + 0.05)}}$$

$$Tt = \frac{0.75}{\sqrt{\left(\frac{2068.51}{38}\right)(0.1)}}$$

$$Tt = \frac{0.75}{\sqrt{54.43 (0.1)}}$$

$$Tt = \frac{0.75}{\sqrt{5.44}}$$

$$Tt = \frac{0.75}{2.33}$$

$$Tt = 0.321$$

Based on researcher calculation result of homogeneity test of the both averages, researcher found that $t_{\text{count}} = 0.321$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 20 + 20 - 2 = 38$, $t_{\text{table}} = 2.021$. So, $t_{\text{count}} < t_{\text{table}} (0.669 < 2.021)$ and H_0 is accepted, it means no difference the average between the first class as experimental class and the second class as control class in this research.

Appendix 11

T-test of The Both Averages in Post-Test

The formula was used to analyse homogeneity test of the both averages was t-test, that:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{80.3 - 64}{\sqrt{\left(\frac{(20 - 1)102.37 + (20 - 1)140.20}{20 + 20 - 2}\right)\left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$Tt = \frac{16.3}{\sqrt{\left(\frac{19(102.37) + 19(140.20)}{38}\right)(0.05 + 0.05)}}$$

$$Tt = \frac{16.3}{\sqrt{\left(\frac{1945.03 + 2663.8}{38}\right)(0.05 + 0.05)}}$$

$$Tt = \frac{16.3}{\sqrt{\left(\frac{4613.33}{38}\right)(0.1)}}$$

$$Tt = \frac{16.3}{\sqrt{121.40 (0.1)}}$$

$$Tt = \frac{16.3}{\sqrt{12.14}}$$

$$Tt = \frac{16.3}{3.48}$$

$$Tt = 4.684$$

Based on researcher calculation result of homogeneity test of the both averages, researcher found that $t_{\text{count}} = 4.684$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 20 + 20 - 2 = 38$, $t_{\text{table}} = 2.021$. So, $t_{\text{count}} > t_{\text{table}}$ ($4.684 > 2.021$) and H_a is accepted, it means there was the difference average between the first class as experimental class and the second class as control class in this research.

Appendix 12

INDICATOR OF WRITING IN PRE-TEST

(EXPERIMENTAL CLASS AND CONTROL CLASS)

A. Assessment Indicator of Writing in Pre-Test in Experimental Class

No.	Initial Name	Indicator of Writing					
		Content	Organization	Vocabulary	Grammar	Mechanic	Total
1	NS	15	8	7	5	2	37
2	MS	15	8	7	8	2	40
3	PSN	19	8	7	8	3	45
4	IF	20	7	7	8	3	45
5	HH	20	7	7	8	3	45
6	DM	25	7	7	8	3	50
7	SH	25	7	7	8	3	50
8	RTA	25	9	7	8	3	52
9	RMS	25	9	7	8	3	52
10	ESH	25	10	8	9	3	55
11	JSR	25	10	9	10	3	57
12	EWL	25	10	9	10	3	57
13	NA	25	12	10	10	3	60

14	RAN	25	12	10	10	3	60
15	SSP	25	13	11	10	3	62
16	PS	25	13	11	10	3	62
17	ES	25	14	11	10	4	64
18	AAS	25	15	12	10	4	66
19	AA	26	16	12	10	4	68
20	HSH	26	16	12	10	4	68

B. Assessment Indicator of Writing in Post-Test of Experimental Class

No.	Initial Name	Indicator of Writing					Total
		Content	Organization	Vocabulary	Grammar	Mechanic	
1	NS	24	10	7	5	4	50
2	MS	25	16	12	8	4	65
3	PSN	25	16	12	8	4	65
4	IF	25	16	12	8	4	65
5	HH	27	16	12	10	5	70
6	DM	27	16	12	10	5	70
7	SH	27	16	12	10	5	70
8	RTA	27	16	12	10	5	70
9	RMS	27	16	12	10	5	70

10	ESH	27	18	15	15	5	80
11	JSR	27	18	15	15	5	80
12	EWL	27	18	15	15	5	80
13	NA	27	18	15	15	5	80
14	RAN	27	18	15	15	5	80
15	SSP	27	18	15	15	5	80
16	PS	27	18	18	17	5	85
17	ES	27	18	18	17	5	85
18	AAS	27	18	18	17	5	85
19	AA	27	18	20	20	5	90
20	HSH	27	18	20	20	5	90

C. Assessment Indicator of Writing in Pre-Test of Control Class

No.	Initial Name	Indicator of Writing					Total
		Content	Organization	Vocabulary	Grammar	Mechanic	
1	YP	15	8	7	8	2	40
2	RSS	15	8	7	8	2	40
3	SRS	19	8	7	8	3	45
4	AK	20	7	7	8	3	45
5	HS	20	7	7	8	3	45

6	WRN	25	7	7	8	3	50
7	RAH	25	7	7	8	3	50
8	AHS	25	7	7	8	3	50
9	AGH	25	7	7	8	3	50
10	LBN	25	10	8	9	3	55
11	PRH	25	10	8	9	3	55
12	SSH	25	10	8	9	3	55
13	NL	25	10	8	9	3	55
14	AAF	25	10	8	9	3	55
15	SS	25	10	8	9	3	55
16	ERH	25	11	9	11	4	60
17	RYH	25	11	9	11	4	60
18	CS	25	11	9	11	4	60
19	RH	26	14	10	11	4	65
20	AASH	26	14	10	11	4	65

D. Assessment Indicator of Writing in Post-Test of Control Class

No.	Initial Name	Indicator of Writing					Total
		Content	Organization	Vocabulary	Grammar	Mechanic	
1	YP	15	8	7	8	2	40

2	RSS	15	8	7	8	2	40
3	SRS	24	10	7	5	4	50
4	AK	24	10	7	5	4	50
5	HS	24	10	7	5	4	50
6	WRN	25	11	9	11	4	60
7	RAH	25	11	9	11	4	60
8	AHS	25	11	9	11	4	60
9	AGH	25	11	9	11	4	60
10	LBN	27	16	12	10	5	70
11	PRH	27	16	12	10	5	70
12	SSH	27	16	12	10	5	70
13	NL	27	16	12	10	5	70
14	AAF	27	16	12	10	5	70
15	SS	27	16	12	10	5	70
16	ERH	27	16	12	10	5	70
17	RYH	27	17	12	14	5	75
18	CS	27	17	12	14	5	75
19	RH	27	17	12	14	5	75
20	AASH	27	18	15	15	5	80

Appendix 13

Chi Square Table

Dk	Significant level					
	50%	30%	20%	10%	5%	1%
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000

17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26,018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

Appendix 14

Z-Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.00368	0.00357
-2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
-2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
-2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
-1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
-1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
-1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551

-1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
-1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
-1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
-1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
-1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
-1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
-0.9	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
-0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
-0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
-0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
-0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
-0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
-0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
-0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

Z-Table

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952

Appendix 15

Percentage Points of the t Distribution

Pr df	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793

35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Pr df	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079

71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526
∞							

INSTRUMENT FOR PRE TEST

1. Pengantar

Tes ini bertujuan untuk menjangar data dari siswa/i mengenai student's ability in writing procedure text dan jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.

2. Petunjuk

- Pilihlah sebuah judul di bawah ini kemudian tulis dalam bentuk teks prosedur berdasarkan pengetahuan anda.
- Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.

3. Soal

Pilihlah sebuah judul di bawah ini kemudian tulis dalam bentuk teks prosedur.

- Cara memperbaiki kursi kayu yang rusak.
- Cara membuat konstruksi atap menggunakan aplikasi Auto CAD.
- Cara merawat perabotan kayu.

How to Repair a Broken wooden chair

Tools and materials:

- hammer
- nails
- woods
- saw

Steps:

- Firstly, choose the suitable wood to a chair.
- Saw the wood based on the size.
- Put the wood into the broken chair.
- Stick the wood by using nails and hammer.
- Finally, the broken wooden is finish to be repaired.

Content	: 15
Organization	: 8
Vocabulary	: 7
Grammar	: 8
Mechanic	: <u>2</u>
	<u>40</u>

DEVI CLAUDY SIHOTANG
XI-TGSA²

claudia Sihotang (CS)

INSTRUMENT FOR PRE TEST

1. Pengantar

Tes ini bertujuan untuk menjangkau data dari siswa/i mengenai student's ability in writing procedure text dan jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.

2. Petunjuk

- Pilihlah sebuah judul di bawah ini kemudian tulis dalam bentuk teks prosedur berdasarkan pengetahuan anda.
- Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.

3. Soal

Pilihlah sebuah judul di bawah ini kemudian tulis dalam bentuk teks prosedur.

- Cara memperbaiki kursi kayu yang rusak.
- Cara membuat konstruksi atap menggunakan aplikasi Auto CAD.
- Cara merawat perabotan kayu.

HOW TO MAKE A ROOF CONSTRUCTION USING AUTO CAD

MATERIALS

- LAPTOP
- MOUSE

STEPS

STEP ONE : TURN ON THE LAPTOP.

STEP TWO : OPEN THE AUTOCAD APPLICATION.

STEP THREE : SETTING LAYER ON THE APPLICATION.

STEP FOUR : SPECIFY THE TYPE DIMENSIONS ON THE LAYER.

STEP FIVE : AFTER THAT SELECT THE CLASSIC LAYER FOR DRAW 2D.

STEP SIX : DRAW EACH PART OF A ROOF CONSTRUCTION.

Content	: 25
Organization	: 11
Vocabulary	: 9
Grammar	: 11
Mechanic	: 4
	<hr/>
	60
	<hr/>

Evika Wandani Lubis
XI- Tqca 1

INSTRUMENT FOR PRE TEST

1. Pengantar

Tes ini bertujuan untuk menjangking data dari siswa/i mengenai student's ability in writing procedure text dan jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.

2. Petunjuk

- Pilihlah sebuah judul di bawah ini kemudian tulis dalam bentuk teks prosedur berdasarkan pengetahuan anda.
- Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.

3. Soal

Pilihlah sebuah judul di bawah ini kemudian tulis dalam bentuk teks prosedur.

- Cara memperbaiki kursi kayu yang rusak.
- Cara membuat konstruksi atap menggunakan aplikasi Auto CAD.
- Cara merawat perabotan kayu.

How to treat the furniture

Materials : water cleanner

Tools : duster, and feather duster

- Steps :
- First, Categorize the furniture based on the type and size.
 - take the water cleanner onto the furniture.
 - Use duster to dry the water cleanner.
 - Wait until dry and clean.
 - If the furniture still dirty after leaving for a few minutes.
 - Use the feather duster to clean the furniture.
 - You just rub the furniture surface
 - Finally, the furniture already clean.

Content : 25
Organization : 10
Vocabulary : 9
Grammar : 10
Mechanic : $\frac{3}{57}$ +
57
//

Mahyudi Siregar
XI-TGSA¹

INSTRUMENT FOR PRE TEST

1. Pengantar

Tes ini bertujuan untuk menjangkau data dari siswa/i mengenai student's ability in writing procedure text dan jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.

2. Petunjuk

- Pilihlah sebuah judul di bawah ini kemudian tulis dalam bentuk teks prosedur berdasarkan pengetahuan anda.
- Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.

3. Soal

Pilihlah sebuah judul di bawah ini kemudian tulis dalam bentuk teks prosedur.

- Cara memperbaiki kursi kayu yang rusak.
- Cara membuat konstruksi atap menggunakan aplikasi Auto CAD.
- Cara merawat perabotan kayu.

HOW TO CARE FOR WOODEN FURNITURE

TOOLS:

- Duster
- Broom
- Vacuum cleaner
- Mask

Step 1 : ~~pe~~ prepare tools and materials.

Step 2 : Take a wash cloth.

Step 3 : wear a mask.

Step 4 : Start cleaning furniture, and be careful.

Step 5 : Then wipe the furniture clean.

Content	: 15
Organization	: 8
Vocabulary	: 7
Grammar	: 8
Mechanic	: 2
	+
Total	: <u>40</u>

INSTRUMENT FOR POST TEST

1. Pengantar

Tes ini bertujuan untuk menjangka data dari siswa/i mengenai student's ability in writing procedure text dan jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.

2. Petunjuk

- Pilihlah sebuah judul di bawah ini kemudian tulis dalam bentuk teks prosedur berdasarkan pengetahuan anda.
- Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.

3. Soal

Pilihlah sebuah judul di bawah ini kemudian tulis dalam bentuk teks prosedur.

- Cara membuat meja belajar berbahan kayu.
- Cara membuat block desain pintu menggunakan aplikasi Auto CAD.
- Cara mencetak gambar yang sudah didesain.

Nama : Juwita Sari Ritonga

Kelas : IX TGA-1

HOW TO MAKE A WOODEN DESK

Tools :

- wood
- nails
- paint
- varnish

Materials :

- saw
- hammer
- brush
- sand paper

- Steps :
1. firstly, cut the wood into some pieces by using a saw.
 2. then, joint them become a shape of table. Use the hammer and nails as need as possible.
 3. Next, clean the wood surface by using sand paper.
 4. After that, paint the table using paint and brush. ~~then~~ choose your favorit color.
 5. Finally, put a varnis on the table surface. wait until dry!

Content	: 27
organization	: 18
Vocabulary	: 15
Grammar	: 15
Mechanic	: 5
	<hr/>
	80
	<hr/>

INSTRUMENT FOR POST TEST

1. Pengantar

Tes ini bertujuan untuk menjangkau data dari siswa/i mengenai student's ability in writing procedure text dan jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.

2. Petunjuk

- Pilihlah sebuah judul di bawah ini kemudian tulis dalam bentuk teks prosedur berdasarkan pengetahuan anda.
- Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.

3. Soal

Pilihlah sebuah judul di bawah ini kemudian tulis dalam bentuk teks prosedur.

- Cara membuat meja belajar berbahan kayu.
- Cara membuat block desain pintu menggunakan aplikasi Auto CAD.
- Cara mencetak gambar yang sudah didesain.

Hasanah Sari Hsb-
XI - TGS A'

How to Print a picture that Has Been Designed

Tools : * Computer
* Printer

Materials : * Paper
* Ink

Content	: 27
Organization	: 18
Vocabulary	: 20
Grammar	: 20
Mechanic	: 5 +
	<hr/>
	90
	<hr/>

Steps :

- First, before starting to print, connect the printer cable to the laptop
- Second, press control "P" command on the laptop and the command table will be shown on the laptop
- Third, replace the printer type that corresponds to the printer in use.
- Fourth, choose the paper and click the window shown in the table
- Fifth, click preview on the table
- Last, click on the print command in the laptop corner of the table.

~~XXXXXXXXXX~~

~~XXXXXXXXXX~~

INSTRUMENT FOR POST TEST

1. Pengantar

Tes ini bertujuan untuk menjangkau data dari siswa/i mengenai student's ability in writing procedure text dan jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.

2. Petunjuk

- Pilihlah sebuah judul di bawah ini kemudian tulis dalam bentuk teks prosedur berdasarkan pengetahuan anda.
- Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.

3. Soal

Pilihlah sebuah judul di bawah ini kemudian tulis dalam bentuk teks prosedur.

- Cara membuat meja belajar berbahan kayu.
- Cara membuat block desain pintu menggunakan aplikasi Auto CAD.
- Cara mencetak gambar yang sudah didesain.

Nama : Pahrol Rozi

Kelas : ~~XI~~ TGS-2

~~Cara~~ How to Make a door block desain Using AUTO CAD.

* MATERIALS:

- Laptop / Computer
- Mouse

* Steps :

- Firstly, specify what project will use auto cad.
- Secondly, make sure that your computer meets the requirements.
- Thirdly, install auto CAD. Familiarize yourself with how to breathe inside.
- ~~create a~~ Fourthly, create a new image. Specify a small gear icon at the bottom of the screen.
- Fifthly, click the home icon on the left side of the ribbon.
- Sixthly, select the line icon from the drop down menu. Check the next inside into the drawing field.
- Seventhly, click the left mouse ~~into the drawing~~ button near the center of the field. click "@4<0" in the command area.
- Eighthly, your four inch thick line has been finished.
- Lastly, ~~save~~ save your picture.

Content	: 27
organization	: 16
Vocabulary	: 12
Grammar	: 10
Mechanic	: 5
	<hr/>
	70

INSTRUMENT FOR POST TEST

1. Pengantar

Tes ini bertujuan untuk menjangkau data dari siswa/i mengenai student's ability in writing procedure text dan jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.

2. Petunjuk

- Pilihlah sebuah judul di bawah ini kemudian tulis dalam bentuk teks prosedur berdasarkan pengetahuan anda.
- Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.

3. Soal

Pilihlah sebuah judul di bawah ini kemudian tulis dalam bentuk teks prosedur.

- Cara membuat meja belajar berbahan kayu.
- Cara membuat block desain pintu menggunakan aplikasi Auto CAD.
- Cara mencetak gambar yang sudah didesain.

Name : ANDINI AYU SUBEPTI HARAHAP

Class : ~~TGSA~~ XI-TGSA-2

How to print a picture that has been designed

Tools : # Printer
Laptop

Materials : # ink
paper

- Steps :
- First, turn on the laptop and open the Ms. Office Word.
 - Second, press CTRL + O (to open our document). Then, ~~click~~ press CTRL + P. There will appear a dialog column on there.
 - Next, click "OK". Make sure that your computer is connected to the printer. Make sure also that the paper has been put into the printer, and the important one, your printer has been filled by ~~the~~ ink.
 - The last, you can see the result!

Content	= 20	27
Organization	= 14	18
Vocabulary	= 10	15
Grammar	= 8	15
Mechanic	= 4	5
	<u>168</u>	<u>80</u>









KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faksimile (0634) 24022

Nomor : B - 319 /In.14/E.4c/TL.00/04/2018

10 April 2018

Hal : **Izin Penelitian**
Penyelesaian Skripsi.

Yth. Kepala SMK Negeri 2 Padangsidempuan
Kota Padangsidempuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa :

Nama : Aprinda Efendi Daulay

NIM : 14 203 00013

Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Alamat : Unte Manis Gg.Bidan Ujung No.10

adalah benar Mahasiswa IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Genre Based Language Teaching (GBLT) on Students' Writing Proedure Text at Grade XI SMK Negeri 2 Padangsidempuan". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.



Hida, M Si
20920 200003 2 002



PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SEKOLAH MENENGGAN KEJURUAN (SMK) NEGERI 2 PADANGSIDEMPUAN
(KELOMPOK TEKNOLOGI DAN REKAYASA)

Website : <http://www.smk2pasid.sch.id> e-mail : smk2padangsidempuan@yahoo.co.id
Jl. Setan Nari pada Mulu No. 36 Padangsidempuan Telp. (0634) 21444 KP. 22715

Padangsidempuan, 16 April 2018

Nomor : 421.5/ 087 /SMK.02/2018
Lamp. : --
Hal : Surat Izin Melaksanakan Penelitian

Yayasan Yid,
Bagas Dekan Fakultas Tarbiyah dan
Ilmu Keguruan (IAIN) Padangsidempuan

di -
Padangsidempuan

Dengan Hormat,

Dengan ini menyatakan dengan sebenarnya, bahwa Mahasiswa IAIN Padangsidempuan, yang
sebenarnya .

Nama : Aprinda Efendi Daulev
NIM : 14.203.00013
Fakultas/jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ini kami menerangkan bahwa kami dapat memberikan izin dan kesempatan kepada yang
bersangkutan melaksanakan kegiatan dimaksud di SMK Negeri 2 Padangsidempuan.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya, atas kerja
sama yang baik diucapkan terimakasih.



KEPALA SEKOLAH,

Drs. H. SUYANTO
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Nomor : 71/ Jn.14.E.6a/PP.00.9/09/2017 Padangsidempuan, 20 September 2017
Sifat : Biasa
Lampiran : -
Hal : Pengajuan Judul dan Pembimbing Skripsi

Kepada Yth. Bapak/Ibu

1. Rayendriani Fahmei Lubis, M.Ag (Pembimbing I)
2. Fitti Rayani, M.Hum (Pembimbing II)

Di -
Padangsidempuan

Assalamu 'alaikum Wr. Wb

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkajian judul skripsi Jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi Pembimbing Skripsi dan melakukan penyempurnaan judul bila mana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama/NIM : Aprinda Efendi Daulay / 1420100013
Fak/ Jurusan : Tarbiyah dan Ilmu Keguruan / TBI-1
Judul Skripsi : The Effect of Genre Based Language Teaching (GBLT) on Students' Writing Procedure Text at Grade XI SMK Negeri 2 Padangsidempuan

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terimakasih.

Ketua Jurusan TBI

Rayendriani Fahmei Lubis, M.Ag
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Sekretaris Jurusan TBI

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Mengucapkan

s.s. Dekan

Wakil Dekan Bidang Akademik

Dr. Lalya Hilda, M.Si
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Pernyataan Kesediaan sebagai Pembimbing

~~BERSEDIA/TIDAK BERSEDIA~~

Pembimbing I

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~~BERSEDIA/TIDAK BERSEDIA~~

Pembimbing II

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