



***IMPROVING STUDENTS' ACHIEVEMENT IN WRITING PROCEDURE TEXT  
THROUGH ROUND TABLE TECHNIQUE AT THE FIRST GRADE OF SMK  
HARAPAN BABALAN PANGKALAN BERANDAN KABUPATEN LANGKAT***

***SKRIPSI***

***Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic  
University of North Sumatera Medan as a Partial Fulfillment of The  
Requirements for The Degree Sarjana Pendidikan (S-1)***

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2020***



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BERANDAN KABUPATEN LANGKAT**

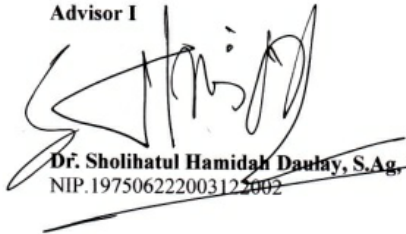
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**Skripsi Berjudul:**

**IMPROVING STUDENTS' ACHIEVEMENT IN WRITING PROCEDURE TEXT  
THROUGH ROUND TABLE TECHNIQUE AT THE FIRST GRADE OF SMK  
HARAPAN BABALAN PANGKALAN BERENDAN KABUPATEN LANGKAT**

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**SURAT PENGESAHAN**

Skripsi yang berjudul : “Improving Students’ Achievement In Writing Procedure Text Through Round Table Technique At The First Grade Of SMK Harapan Babalan Pangkalan Berandan Kabupaten Langkat” oleh Dian Puspita Sari, yang telah dimunaqasahkan dalam sidang munaqasah Sarjana Strata (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

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## **ABSTRACT**

*Skripsi, Department of English Education. Faculty of Tarbiyah Science and Teacher Training. The State Islamic University of North Sumatera Medan. 2018/2019.*

**Keyword:** *Round Table Technique, Achievement, Procedure Text.*

*This study was aimed to find out the improvement of students' achievement in writing Procedure Text through Round Table Technique at SMK Harapan Babalan Pangkalan Berandan. The subject of this study was X-AK 2 of SMK Harapan Babalan. It consisted of 47 students. The research of this study was conducted by using Classroom Action Research. The technique of analyzing data of this research as applied qualitative and quantitative data. The qualitative data was taken from diary notes, interview sheet, observation. The quantitative data was taken from the writing test. The data was taken from the test result which was carried out in two cycles. The test were given to the students in form of pre-test, post-test I in the first cycle and post-test II in second cycle. The mean of the students' score in the second cycle (90) was higher than the mean of the students' score in the first cycle (70.73) and the mean of pre-test (66.5). The percentage of the students who got point up to 75 also grew up. In the pre-test, the students who got up 75 were only 6 of the 30 students (20%). In the post-test I, the students who got up 75 there were 20 of 30 student (66.66%). In post-test II, the student who got up 75 there were 29 of 30 students (96.66%). The improvement was 93.29. In other words here was improvement of the students from the first to the last meeting.*



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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

*Syllabus of curriculum in Senior High School state that are student that students are required to be able to write various types of genres. They are procedure, narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, discussion, review, anecdote, spoof, and news item.*

*In fact, although most students have learned English from kindergarten school, most of them cannot write well. Based on the writer faced, the writer found in SMK Harapan Babalan than students' Ability of such skill was quite low in any kinds of writing, especially in procedure text. Procedure is the working documents of any organization. Instruction is part of procedure that tells the reader how to make or do the something. Although the procedures are much closed to our experience of life, but the students cannot understand make a procedure text. Many times the writer sees the students just starting at a blank piece of paper because they do not know how to start. Procedure writing as one type of genre is a sort of writing, which is usually found in our daily life. Key words for this text are "What need to be done?" or "What should I do?".*

*The main problem is the students cannot write the next, they do not know how to explore their idea in writing, they do not understand about the conjunction, they do not know how to associate the first text to the next text*

*in paragraph. One of the reason of the students' weakness is the teacher's technique used in teaching writing procedure is a traditional strategy and it is not interested or monotonous.*

*Writing is one of the basic skills in English, must be mastered well. It is a good way to develop and understand English, but many of the students are will difficult to express their thoughts and ideas in writing. According to Hyland, writing has been a central topic in applied linguistics for over half a century and remains an area of lively intellectual research and debate.<sup>1</sup> Its complex, multifaceted nature seems constantly to evade adequate description and explanation, and many forms of enquiry have been summoned to help clarify both how writing works and how it should best be taught. Writing means producing written messages that can be a media of communication for one to another. So by the writing students can express their knowledge, messages, feeling, and give ideas and so on to the form of to the learners and to convey them to the readers.*

*The written productive language skill is called writing. It is the skill of the writer to a reader or group readers. Her or his skill is also realized by their ability to apply the rules of the language she or he is writing to transfer the information in their mind to read effectively. The ability of writing includes all the grammatical aspects to the language in writing, the types or the information she or he transferring and the rhetoric and conducting in communicative event too.*

*To solve the problems, teacher must do something to help the students to improve students' achievement in writing procedure. The teacher must find an appropriate technique improving the students' achievement and the technique can be supported by media when it applies in improving students'*

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<sup>1</sup>Hyland K, (2002), *Teaching and Research Writing*, Great Britain: Pearson Education, p.1

*achievement. The media back up the technique to improve students' achievement in writing. The choosing of certain technique use in class should be suited with the goal of teaching learning process based on the curriculum, as the right method will result the better achievement.*

*Now days, curriculum used by most of school is K-13 or Curriculum of 2013 in which have three rubric aspect, those are aspect of science, aspect of skill, aspects of attitude and behavior. The teacher has to find an appropriate technique in teaching which can be applied to improve student's achievement in writing procedure through round table technique. This way that can be used to help students in writing procedure.*

*Round table technique can be done with partners on each team passing a paper back and forth to record responses. Round table technique helps students develop skills and mastery of academic content and it promotes enthusiasm, trust, and mutual support within a team. Using round table technique in writing procedure is also one way to avoid the boredom of the students because it can make classroom enjoyable with using small pieces of paper in the center of the table each person, in turn, records, and ideas. Continue for several rounds. Students write procedure text in team more effective than they write procedure text themselves.*

*The writer's reason in choosing SMK Harapan Babalan has been applying K-13 or Curriculum of 2013 in which have three rubric aspect, those are aspect of science, aspect of skill, aspects of attitude and behavior. The school emphasizes writing skill as the way to understand English. This is aimed at developing skill of the students in learning English. Meanwhile, the*



*writer chooses round table technique as a cooperative learning model because a teaching model is important thing in improving students' ability.*

*The writer is interests in conducting this research in order to know that using round table technique is really effective in teaching writing procedure text. And the result of teaching analysis, the writer expects that it will be use full for the teachers and students in learning and teaching process especially in teaching and learning writing procedure text.*

### **B. Identification of the Problem**

*Based on the background of the study, the research problem can be identified as follows:*

- 1. The students have difficulties to understand of the procedure text.*
- 2. The teachers only provide text for students.*
- 3. The students' ability is low in writing procedure text.*
- 4. The students have less of writing of procedure text.*
- 5. The students have difficulties to achievement in procedure text.*

### **C. Limitation of the Study**

*Based on the identification of study above, the writer limits the study on: improving students' achievement in writing procedure text through round table technique.*

### **D. Formulation of the Study**

- 1. Can Round Table Technique improve the students' achievement in writing procedure text through round table technique?*

2. *How can this technique improve students' achievement in writing procedure text?*

**E. Objectives of the Study**

1. *To find out whether Round Table technique can improve students' achievement.*
2. *To find out that this technique can improve student's achievement in writing procedure text.*

**F. Significance of the Study**

*The significance of the study is useful for:*

1. *English teacher in improving students' achievement in writing procedure*
2. *The students to have a better strategy in learning writing procedure by using round table technique*
3. *Readers in developing information and knowledge from this study, and*
4. *The researchers who are interested to apply the same technique in their teaching procedure writing.*



## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

*In this chapter, the theoretical framework is presented in order to give clear concepts will give much better understanding in improving students' achievement in writing procedure by using round table technique. The concepts are explain clearly to avoid misunderstanding by limiting the scope of the problem.*

*In teaching writing, there are some methods that teacher can use for example round table. Round table is technique where the teacher can make the small group work would be some group. By using it, students can discuss and share their views in writing of procedure text so that they can effectively write without being taught. In addition, the student is not ready to write because they do not know anymore the strategy of writing procedure text. By round table technique, the student takes return to share each other their idea in small paper to build good procedure text themselves. So, it can be assumed round table technique is effective way of teaching writing of procedure text.*

#### **B. Students' Achievement**

*Achievement is the result, the successful, the extent or ability, the progress in learning education experiences that he individual indicate relation with his/her educational learning. Achievement can provide the foundation for collaboration relationships between coaches and teachers,*

*coaches must build on that foundation by establishing trust, maintaining confidentiality, and communicating effectively with teachers.<sup>2</sup>*

### **1. Writing Skill**

*Writing is one of the most important skills in learning language besides reading, speaking, and listening. Writing is one of the language skill use hand to transform what we think in our mind. The goal of writing is the expression of ideas thoughts in the form of written form to be a communication. In the holy Al-Qur'an, writing also important skill should be learned and there is verse that stated i Al-Qur'an that is surah Al-Qalam : 1*

*"Nun. By the pen and by what they (the angels) write (in the Records of men).(Al-Qalam:1)<sup>3</sup>*

*Based on those verse, Allah SWT explained that He taught human being by pen (qalam). Discovery of pen ad writing are the greatest gifts from God. By writing, the generation can transfer their knowledge to the next generations. It shows the tool of writing and writing it self have important roles.*

*"Who teach by the pen. Teach man that which he knew not"(Al-Alag: 4-5)<sup>4</sup>*

*Then with the verse Allah explains that Allah Ta'ala provides qolam (pen) as a means of writing, so that the writing becomes the liaison between*

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<sup>2</sup>S. L'Allier, L. Elish-Piper, R. M. Bean, (2010), *The Reading Teacher, What Matters for Elementry Literacy Coaching? Guiding Principles for Instructional Improvement and Student Achievement*, International Reading Association, Vol. 63, p. 547

<sup>3</sup>Yusuf Ali(2012),*Al-Qur'an Transliterasi Per Kata dan Terjemah Per Kata*, Cipta Bagus Segera, Bekasi, p. 564

<sup>4</sup>*Ibid*, p. 1079

*humans even though they are far apart. As they relate to oral mediation. God teacher is with qolam (pen) that can make his knowledge more attached. Qolam is a solid object that can not move used a information and communication tools.*

*Allah declares that He made man from 'Alaq and then communicated by communicating with qolam (pen). This statement stats that humans are created from the object material through the process, to the perfection of human beings so as to know all the secrets of something, it is as if to say to them.*

*According to Pradiyono, writing is salah satu bentuk perwujudan linguistic competence yang diekspresikan dalam bentuk penggunaan bahasa tulis (written), selain dalam bentuk bahasa lisan (oral)<sup>5</sup> (writing is one form of manifestation of linguistic competence expressed in the from of the use of written language, other than in the form of spoken language (oral)). Anggraini and Amrin state writing is defined as an activity in which a person represents one's experience in the medium of written expression using acceptable linguistics forms<sup>6</sup>. Writing is clearly much more than the production of sounds. Furthermore, Hyland states that writing is central to our personal experience and social identities.<sup>7</sup> So, writing is a product of brain activity in linguistic competence which conveys the writer's thoughts, ideas, messages, social identities and experience in written form.*

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<sup>5</sup>Pradiyono, (2006),*12 Writing Clues for Better Writing Competence*, Andi Offset, Yogyakarta, p. 1

<sup>6</sup>Anggraini T. S and Amrin S, (2014),*Course Book Writing*, Unimed Press, Medan, p. 1

<sup>7</sup>Hyland, K, (2002), *Teaching and Research Writing*. PearsonEducation, Great Britain, p. 1

*Learning about writing is not only about how to put the words in written but also how to package the idea, message, and information correctly in a text, in a certain criteria. We must know what the element of writing to package the idea, message, and information in create the good writing. According to Handoyo, the process of writing involves pre-writing, drafting, revising, editing and proof reading, and publishing.*

*a. Pre-writing*

*In this step, activating schemata is essential for a teacher to get students to know possible topics that they can develop into complete essays easily. Pre-writing also assists student writers in deciding what to write about so that they can organize their thoughts.*

*b. Drafting*

*Once students have written down sufficient ideas at the pre-writing stage, they proceed to a drafting phase. In this case, student writers need to focus on the fluency of writing, not on the grammatical accuracy.*

*c. Responding*

*Responding or giving feedback is primarily intended to see students' first or second drafts.*

*d. Revising and Editing*

*In this step, when revising the drafts, the students review their work on the basis of the feedback given in the responding stage. In editing, students get involved in fine tuning their own drafts as they prepare the final drafts for a product assessment by the teacher.*

e. *Assessing*

*In this phase, the teacher assess the students' essays in which the goal is to see how well each student or each group has completed the work.*

f. *Post-writing*

*Post-writing is any classroom activity that the teacher and students can do with the completed essays*

g. *Reflection*

*Once they have gone through the process-based academic essay writing stages, the students are required to reflect on what they have learned during the entire writing process.<sup>8</sup>*

2. **Genre**

*The genre of language proposed here recognizes that while language is produced by individuals, the shape and structure of the language is to a large degree socially determined. It's concerned with "what's going on" in writing, it asks why a particular type of writing works better than another. According to Knapp and Watkins, the aim of a genre is to provide students with the ability to use the codes of writing (the genres and grammar) effectively and efficiently.<sup>9</sup> Without these codes the process of writing can be a frustrating and unproductive process. How many times do we see students starting at a blank piece of paper because they do not know how to start, let alone proceed with a writing task? A primary aim of teaching writing,*

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<sup>8</sup>Handoyono P.W.(2006), *Bahasa dan Seni, Process-Based Academic Essay Writing Intruction In An EFL Context*, Politeknik Negeri Jember, p. 103-105

<sup>9</sup>Knapp and Watkins, (2005), *Genre Text, Grammar, Technologies for Teaching and Assessing Writing*, University of New South Welles Press, Sydney, p. 17



*therefore, is to provide students with the knowledge become effective users written English.*

*Learning about writing is not only about how to put the words in written but also how to package the idea, message, and information correctly in a text, in a certain criteria. Jeremy Based on generic structure and language feature dominantly used, texts as genre:*

*a. Procedure*

*To help the reader how to do or make something completely.*

*b. Narrative*

*To amuse and entertain the readers and to tell a story.*

*c. Descriptive*

*To described a particular person, place, or thing detail.*

*d. Recount*

*To tell the experience or the something that happened in the past.*

*e. Explanation*

*To explain the purpose involved in the formation or working of natural or social-cultural phenomena.*

*f. Discussion*

*To present information and opinions about issues in more one side of an issue.*

*g. Analytical Exposition*

*To reveal the readers that something is the important case.*

*h. Hortatory Exposition*

*To persuade the readers that something should not be the case or be*

*done.*

*i. News Item*

*To inform readers about events of the day which are considered newsworthy or important*

*j. Report*

*To present information about something as it is.*

*k. Anecdote*

*To share with others an account of unusual or amusing incident.*

*l. Review*

*To critique or evaluate an art work or event for public audience.*

*m. Spoof*

*To tell an event with a humorous twist and criteria the readers. And the research will focus on procedure text.<sup>10</sup>*

*But, in this study the researcher focus on procedure text.*

### **3. Procedure Text**

*Procedure is a text that shows a process. Procedure calls are a well-known and well-understood mechanism for transfer of control and data within a program running.<sup>11</sup> The process of procedure writing is concerned with "how". Key word for this text are "What needs to be done?" or "what should I do?". According to Siahaan and Shinoda social function of procedure is to describe how something is accomplished through a sequence of action or*

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<sup>10</sup>Pradiyono, (2006), *12 Writing Clues for Better Writing Competence*, Andi Offset, Yogyakarta, p. 33

<sup>11</sup>A. D. Birrel and B. J. Nelson, (1984), *ACM Transactions on Computer Systems, Implementing Remote Procedure Calls*, Xerox Palo Alto Research Center, Vol. 2, p.39

*steps.*<sup>12</sup>

*a. The Genre of Procedure*

*The genre of procedure, whether spoken or written, pervades our experience of the world. To make a cake, program a VCR, or find our way to a new and unfamiliar destination, we need to be competent in this genre, however, instructing involves much more than simple, sequential or procedural texts. While the purpose of instructing is to tell someone what to do or how to do it, this can be achieved through a range of textual forms. A recipe for a carrot cake and a pamphlet encouraging householders to be environmentally aware are clearly both about doing something, yet the form and function of each text is quite different.*

*There are many component that must know in learning genre of procedure text, namely the grammatical, structure, textual language.*

*b. Grammatical Features of Procedure*

*1) The notion of address is a key feature of procedure. The address see many be referred to either directly or indirectly, for example:*

*Direct Address*

*Judith, put the rubbish in the bin.*

*Address specified by name*

*(more characteristic of instructions)*

*spoken*

*You, put the rubbish in the bin.*

*Use of second person*

*pronoun*

---

<sup>12</sup>Siahaan and Shinoda, K, (2008), *Generic Text Structure*, Graha Ilmu, Yogyakarta, p. 81

*Indirect Address**() Put the rubbish in the bin.**Address elliptic**It is important to put the rubbish in the bin.**Use of third person pronoun**(It)**Passive Voice*

2) *Action verbs are used in instruction to represent the processes involved in completing a task, for example :*

*Cross Smith street and turn right.**Walk to the next cross street.*

3) *Verbs are in the simple present tense to create a sense of timelessness. They are also stated as imperatives.*

4) *Adverbs are often used to qualify verbs and to provide extra information about how a task should be completed, for example :*

*Slowly, add the remaining ingredients.**Walk quickly across the road.*

5) *Temporal connectives are used in procedural instructions to ensure processes are placed in the correct order of time, for example :*

*First melt the butter, then add the flour*

6) *Conditional connectives are used to provide a premise upon which a command or statement is based, for example :*

*If you get stuck in a traffic jam that is moving, turn the engine off.*

*If you mix the ingredients carefully, there won't be any lumps.*

7) *Modality is used in instructions to lessen the degree of obligation in completing a task, for example :*

*You should save your document before closing.*

*You might like to close the door before you leave.*

*You could read the next section of the book after completing your work.*

c. *Structure of Procedure Text*

1) *Procedural Instruction*

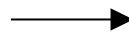
*Procedural instructions such as receipts and directions are concerned with telling someone how to do something. For this reason, procedural texts generally begin with the goal of the task, which is usually stated as a heading, for example "How to Make a Sandwich" or "Directions for Using the Class Computer". Following this stage, a set of ingredients or the materials required to complete the task will often be presented in the order of use. Some instructions, such as directions to use an appliance, may not include this information. The text then proceeds through a sequence of steps specifying how the goal is to be achieved.*

2) *The Steps of Procedure Text*

*The steps may be accompanied by illustrations or diagrams to assist the reader with task at hand. Several texts may include comments at certain stages of the procedure. These three stages goal, materials and sequence of steps are shown in the procedure*

*texts:*

**Making Meatball**

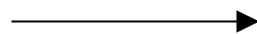


**Goal**

*Ingredients:*

- 1 kilo of very fine minced meat (preferably beef)
  - 2 eggs
  - 300 grams of tapioca flour
  - 4 - 8 cloves of garlic
  - 1 red onion
  - 1 teaspoon of white pepper
  - 2 teaspoons of salt
- } → **Material**

*How to make:*



**Sequence of**

**steps**

- *First of all, mix garlic, red onion, salt, and white pepper in a mortar or mixer.*
- *Second step, mix the spice-mixture with the eggs, the tapioca flour and the minced meat.*
- *After that, use your fingers, add a cup of water, and keep on working until the mixture feels soft and smooth.*
- *Then, boil some water in a rather large pot, at least about 2 liters.*
- *Next step, start rolling the mixture into small meatballs.*
- *Finally, lower the meatballs into the boiling water. When they float up to the surface the meatball is ready to serve.*

***How to Play Snakes and Ladders******Goal******What you need:******Material******Snakes and Ladders board game materials******1 dice******2,3,4 players******Counters of different colors, 1 for each plays.******How to play:******Sequence of steps***

- *Put all counters on start. Sequence*
- *First person roll the dice and moves his of steps counter in counting order the number of place shown the dice.*
- *Other players take their turns.*
- *If a counter lands on the bottom of the ladder, the player moves the counter to the top of that ladder.*
- *If a counter lands on a snake's head, the player moves the counter down the bottom of that snake's tail.*
- *The winner is the first player to reach finish.*

***2) Non Procedural Instructions***

*While the structural features of procedural instructions are easily specifiable, instructions that are not sequential take a range of textual forms, and hence, very structurally. What tend to characterize non procedural instructions are not their structural features but their grammar. However, there are certain similarities in how they are structured rhetorically in order to position the*

*reader, which is evident in the next below.*

### **Ten Ways to Save Petrol**

*Drive smoothly do not race the other cars to the next red light.*

- *Are all the accessories necessary, e.g., roof rack, bull bar, tow bar, etc? They can cause extra weight and drag.*
- *Always choose the best route and time, e.g., don't drive in the rush hour (if possible) and avoid big intersections.*
- *Air conditioning uses up an extra 10% of petrol.*
- *Use public transport when you can. Is it necessary to take your car, somebody else might be going to the same place and you could get a lift.*
- *Don't get into the habit of resting your foot on the brake or clutch. Another bad habit is to rev the engine before you turn the ignition off.*
- *Always use the correct gear, e.g, going up a steep hill don't use a high gear and don't use a low gear when on the open road.*
- *Don't leave the choke out too long.*
- *If you get stuck in traffic jam that is not moving turn the engine off.*
- *Make sure the car is in good working order.*

*From the next, the common structural feature is the goal; that is, "Ten Ways to Save Petrol". The structure of the text has therefore quite an overt rhetorical function; that is, to provide options to the reader rather than to instruct in a dogmatic fashion through a reliance on imperatives. The extent*



*to which this feature is used is clearly related to the purpose and audience, but is evident in a wide variety of non procedural instructions.*

### 3) Textual Language

#### *Sentence Structure*

*The writing attempts to use complex sentences with more than one dependent relationship and while most are successful from a structural point of view, not all succeed semantically.*

*E.g.*

*Compass will also be used...,*

*You should take all things...*

#### *Tense*

*Tense is generally consistent although there is in appropriate use of tense in a conditional clause. (You [will] have).*

## 4. **Cooperative Learning**

*According to Etin and Raharjo, pada dasarnya cooperative learning mengandung pengertian sebagai suatu sikap atau perilaku bersama dalam bekerja. Model belajar cooperative learning merupakan suatu model pembelajaran yang membantu mahasiswa dalam mengembangkan pemahaman dan sikapnya sesuai dengan kehidupan nyata di masyarakat.<sup>13</sup> (basically cooperative learning contains understanding as an attitude or joint behavior in work. Cooperative learning study model is a learning model that helps students develop their understanding and attitudes in accordance with real*

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<sup>13</sup>Etin, S. and Raharjo, (2007), *Cooperative Learning. Analisis Model Pembelajaran IPS*, PT Bumi Aksara, Jakarta, p. 4-5

*life in the community).*

*The key strategy for changing the student's role from passive to active is cooperative learning. Research has showed that having students engage in cooperative learning results in higher achievement, greater retention, more positive feelings by the students about each other and the subject matter, and stronger academic self esteem, compared to competitive and individualistic learning.*

*One of the reasons that cooperative learning is featured as a major strategy for active learning is that there are hundreds of studies dating back to the late 1800's validating the process of having students work cooperatively. There is a major difference between just having students work in a group and structuring cooperative learning. Advice on using cooperative learning effectively includes that groups are more effective when they are small.<sup>14</sup>*

*No one group member will process all of the information, skill, or resources necessary for the highest possible quality presentation. Cooperative learning refers to a set of instructional strategies which include cooperative student interaction over subject matter as an internal part of the process.*

*Cooperative learning can be as simple as two students pairing up to discuss a piece of learning. It can be complex and can include team development activities, cooperative classroom atmosphere through class*

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<sup>14</sup>Roger, T. J. And David, W. J, (2008), *The Annual Report of Educational Psychology in Japan, Active Learning. Cooperation in the Classroom, University of Minnesota, Vol. 47, p. 29*

*building activities, special training in social roles and social skill, specialized tasks for teams, and special scoring, recognition, and reward systems structured for individuals, teams and classes.*

*Research on cooperative learning methods has indicated the team rewards and individual accountability are essential for basic skill achievement. It is not enough to simply tell the student to work together; they must have a reason to take one another's achievement seriously. Further, research indicates that if students are rewarded for doing better than they have in the past, they will be more motivated to achieve than if they are awarded for doing better than others, because reward for improvement makes success neither too difficult nor too easy for students to achieve.*

*a. Elements of Cooperative Learning*

*In successfully establishing and having students complete group tasks within a cooperative learning framework, 14 necessary elements must be present, they are:*

- 1) A clear set of specific student learning outcome objectives.*
- 2) All students in the group accept the targeted outcome.*
- 3) Clear and complete set of task-completion directions or instructions..*
- 4) Heterogeneous groups.*
- 5) Equal opportunity for success.*
- 6) Positive interdependence.*
- 7) Face-to-face.*
- 8) Positive social interaction behaviors and attitudes.*
- 9) Access to information students must learn.*

- 10) *Opportunities to complete required information processing tasks.*
- 11) *Sufficient time spent learning.*
- 12) *Individually accountability.*
- 13) *Public recognition and rewards for group academic success.*
- 14) *Post-group reflection on within-group behaviors. Although all of the elements do not have to be used every time the teacher assigns students to work in groups, teachers who fail to include the requirements report far more difficulties with students and group activities and far less student achievement gains that do teachers who meet them.<sup>15</sup>*

##### **5. Round Table Technique**

*In her contribution to the Round Table Discussion, Marianne Horney Eckardt brings into focus the need to respect the unique qualities of the patient as a human being and to be cognizant of the uniqueness of each patient-therapist relationship.<sup>16</sup> Round table is a simple way can be applied by teacher in improving students' achievement in writing especially procedure writing. The students may problems as group, or use whatever means they wish to master the material.*

*Round table is one of the techniques applies in cooperative learning refers to variety of teaching technique in which students work in small group to help one another learn academic content. The objective of Round Table is*

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<sup>15</sup>Stahl, Robert J, (1994), *ERIC Resource Center, The Essential Elements of Cooperative Learning in the Classroom*, ERIC Digest, p. 3-5

<sup>16</sup>Marianne, H.E, (2015), *The American Journal of Psychoanalysis, What Is Effective In The Therapeutic Process? A Round Table Discussion*, Palgrave Macmillan, Vol.75

*to identify the properties that are important for applications.<sup>17</sup>*

*Round table technique can be done with partner on each team passing a paper back and forth to record responses. Using Round Table technique in writing procedure is also one way to avoid the boredom of the students because it can make classroom enjoyable with using small pieces of paper in the center of the table each person, in turn, records and ideas. Continue for several rounds. Students write procedure text in team more effective than they write procedure text themselves.*

*a. The Scenario of Round Table Technique*

*The teacher can teach the procedure writing with use Round Table Technique, the students' divides into group learning, students can more active and each student is given self-responsibility in each group. During Round Table, students pass a single sheet of paper and single pencil around the table to record responses. All members of the group take turn giving their opinion in order to make good procedure text.*

*1) Teacher gives the topic of procedure text. "How to make Banana Milkshake"*

*2) Students 1 writes the materials needed.*

*The materials are:*

- A banana*
- Some milk*
- Some honey*

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<sup>17</sup>G. Harzer, M. Vazquez, dkk, (2005), *Journal of Magnetism and Magnetic Materials* 294, Round table discussion: Present and future application of nano crystalline magnetic materials, Elsevier B.V, p. 252

- *Some ice*

3) *Student 2 writes the first step to make banana milkshake.*

*First, cut up the banana into a small slice and put them in the blender.*

4) *Student 3 writes the second step.*

*Next, add some milk and honey, and don't miss to put in some ice.*

5) *Student 4 writes the next step.*

*Then, mix them altogether for a few seconds. After everything is well blended, pour the mixture into a glass and have it soon*

6) *The group has the complete text.*

### ***Make Banana Milkshake***

*The materials are:*

- *A banana*
- *Some milk*
- *Some honey*
- *Some ice*

*Steps:*

*First, cut up the banana into small slices and put them in the blender.*

*Next, add some milk and honey. Don't miss to put in some ice. Then, mix them altogether for a few seconds. After everything is well blended, pour the mixture into a glass and have it soon.*

*In applying Round Table Technique, teacher can use the media to back up the technique when teacher applies the technique in hope to improve students' ability in procedure writing. Media is tool for teaching in learning*

*process. As a tool, media support Round Table as a technique. There are many kinds of media such as pictures, diagram, chart, map, games etc. Media is a tool which can create an idea to back up Round Table in teaching and learning to improve students' ability in write the procedure writing.*

*This technique make the students be interesting having writing class. So based on the explanation above, it can be conclude that Round Table technique is more affective in the beginning of language proficiency in the Senior High School. The students know more and more about make or design about procedure text writing very well.*

### **C. Related Studies**

1. *Rezki, Adelina.<sup>18</sup> The Use of Round Table Technique to Improve Students' Writing Skill of Narrative Text at Eleven Grade in Senior High School 1 South Polongbangkeng. The aimed of the research are to find out the students' writing skill of narrative text improvement after being taught by using Round Table Technique and to explain the students' activity in writing narrative text during the implementation of Round Table Technique at Eleventh grade in Senior High School 1 South Polongbangkeng. The subject included 30 students (22 females and 8 males). The instruments were writing test, students' observation checklist, and teachers' observation checklist. The research is a Classroom Action Research (CAR). The researcher got percentage of subjects who were able to pass the standart score ( $\geq 75$ ) from 27% in baseline data into 50% of students in the writing testing cycle 1 and in cycle 2 was became 73%. The researcher concluded that Round Table Technique is effective to be used to improve students' writing skill because there was a significance difference between the progress in writing skill of the students before and after applying Round Table Technique.*
2. *Anisa, Husni Alkaromah.<sup>19</sup> The Use Round Table Technique To Improve Sudents' Speaking Skill At The Second Semester Of The*

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<sup>18</sup>Rezki, Adelina, (2017), *The Use Of Round Table Technique To Improve Students' Writing Skill Of Narrative Text School 1 South Polongbangkeng*. Journal. Pdf.

<sup>19</sup>Anisa, Husni Alkaromah, (2017), *The Use Round Table Technique To Improve Students' Speaking Skill At The Second Semester Of The Eighth Grade Of SMPN 3 Bandar Lampung In The Academic Year Of 2016/2017*. Journal. Pdf.



*Second Semester Of The Eighth Grade Of SMPN 3 Bandar Lampung In The Academy Year Of 2016/2017. The aimed of the research was to find out whether RTT are effective to improve students' speaking skill and to measure how far the significant effectiveness of students' speaking skill before and after teaching speaking using RTT. The researcher is applied quasi experimental research. The object was selected by using cluster random sampling from 187 of population in six classes. The researcher given pre-test and post-test after treatment to the data collected. The instrument was an oral test. The researcher concluded that Round Table technique can give a significant influence towards students' speaking skill. The significant can be seen from Sig (2-tailed) of the equal variance assumed in the independent sample t-test table where the Sig (2-tailed) is 0.002. it is lower than  $\alpha = 0.005$  and its mean its rejected and is accepted.*

#### **D. Conceptual Framework**

*Procedure is text that shows a process. Procedure describes how something is accomplished through a sequence of actions or steps.<sup>20</sup> The process of procedure writing is concerned with "how". Key words for this text are "What needs to be done?" or "What should I do?" According to Siahaan and Shinoda social function of procedure is to describe how something is*

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<sup>20</sup> Anggraini T. S and Amrin S, (2014), *Course Book Writing*, Unimed Press, Medan, p.79

*accomplished through a sequence of action or steps.*<sup>21</sup>

*Procedure writing is one skill which must be mastered by the students by using the effective method so the students' ability in writing will arise. One of effective technique in teaching procedure writing is Round Table. Round Table is one type of cooperative learning because Round Table has some advantages such as student participation can increase, anxiety can decrease, self-esteem and self-direction can increase, academic achievement can increase, and positive attitude toward class can increase.*

*In Round Table, the students' divides in group learning, students can more active and each students is given with self-responsibility in each group. All members of the group take turn in giving their opinion in order to make good procedure. By doing communication in group there will be a good perception among them to formulate the material into reliable procedure. The every group finds the solving of their problems in their works.*

*Therefore, it is expected by applying cooperative learning generates better result in improving students' achievement in procedure writing.*

#### **E. Hypothesis**

*Based on the explanation of the theoretical review above, the hypothesis of this research is the students' achievement in writing procedure text can be improved through Round Table Technique.*

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<sup>21</sup>Siahaan, S. and Shinoda K, (2008), *Generic Text Structure*, Garaha Ilmu, Yogyakarta, p. 81



## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

*Research is a more systemic activity that is directly toward discovery and development of an organized knowledge. According to Best and Khan, research is directed toward the solution of problem.<sup>22</sup> The ultimate goal is to discover cause and effect relationship between variable. The study will apply in action research design.*

#### **1. Action Research**

*Action research is the name given to a series of procedure teachers can engaged in either because they wish to improve aspects of their teaching or they wish to evaluate the success and or appropriateness of certain activities and procedures.*

*Action research was an observation of an activity that was appeared consciously in a class. It was a way in reflecting on the teaching that was done systematically collecting data on everyday practice and then analyzing it in order to have some decisions about the future should be. This is why the term "action" was used for this method of research. Burns stated that action research is research carried out in the classroom by the teacher of the course, mainly with the purpose of solving the problem or improving the teaching learning process.<sup>23</sup> Action research is commonly hailed as a methodology for*

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<sup>22</sup>Best and Khan, (2002), *Research in Education, 7th Ed*, Connaught Circus, New Delhi, p. 20

<sup>23</sup>Burns, A, (2010), *Doing Action Research in English Language Teaching*, Rout ledge,

*social and cultural change. Action research is about improving practice through improving learning, and articulating the reasons and potential significance of the research, in the interests of helping us all to find better ways of living together successfully.<sup>24</sup> Action researched provided us many benefits for practiced teacher, through action research, the teachers become aware of what is really happened in their own classroom.*

*According to Wallace stated that classroom action research is different from the other conventional types of research.<sup>25</sup> It was very focused on individual or small group professional practice and it was not concerned with making general statements. It was more data based and systematic than reflection, but formal and controlled than traditional educational research. Instructors used data readily available from their classes in order to answer practical question about teaching and learning in their classrooms. Action research also helped the teachers gain an understanding of their own attitudes about language and learning. Basically, action research gave the teachers accessed to information about a wide range of classroom practiced. For the purpose of this research, the writer would focus on role that action research can play in brightened our understanding of writing, in general, and the step of made the procedure text specially.*

### **B. The Teaching Learning Procedure**

*The process of doing the treatment to done in to cycles that consists*

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*New York, p. 5*

<sup>24</sup>*J. Mc. Niff and J. Whitehead, (2010), You and Your Action Research Project, Rout ledge, New York, p. 2*

<sup>25</sup>*Wallace, M.J(1998), Action Research for Language Teacher, Cambridge University, United Kingdom, p. 18*

*of six meetings. The first cycle was conducted of four meetings and second cycle was conducted was two meetings. This research is limited on how to improve the students' writing ability to write procedure text through Round Table Technique.*

### **1. The First Cycle**

#### **a. Planning**

*In this phase the researcher designed the steps that would be done in action in teaching and learning process. It was done through an observation. The points made in this design based on the academics theory related to the condition of the scope of the study which had been observed (the writing ability and the Round Table Technique). By making the observation, it was found that there are several problems in writing skill including writing the descriptive text. Most of students didn't know how to start and how to find idea. Those things were not good so that each from them should be improve.*

*This design was assumed able to improve the professional action do in that class. Below were teaching and learning design planned which have been done in planning process:*

- 1) Found out students' problems in writing procedure text by observing them through interview sheet, observation sheet, and questionnaires in the field and then concludes what the problems that have been found.*
- 2) Prepared the observation sheet, interview sheet, and questionnaires that will be used in teaching learning process in the first cycle.*

3) *Prepared the lesson plan for four meetings*

4) *Prepared the material based in the topic related.*

*b. Action*

*In this phase, the scenario of teaching in writing of procedure text through Round Table Technique designed was implemented in the process of teaching and learning classroom. There were many activities in action, they are:*

*1. First Meeting*

*a) Teacher gave the interview sheet and interviewed the students.*

*b) After interviewed the students in order to known about the English learning process especially in writing activity, teacher gave the motivation.*

*c)Teacher explained the procedure text.*

*d) Teacher gave the orientation test*

*e) The last activity was gave the homework.*

*2. Second Meeting*

*a)Teacher divides students into groups; each group consisted of four students.*

*b) Teacher explained about the definition of procedure text, kinds of procedure text, and generic structure.*

*c) Group working through Round Table Technique, students wrote the procedure text "How to operate VCD player".*

*d) Teacher and students discuss about the text that written by students.*

*e) Gave homework.*

### *3. Third Meeting*

*a) Teacher divided students into groups, each group consisted of four students.*

*b) Teacher explained about the generic structure and language features of procedure text.*

*c) Group working through round table technique, students wrote and analyzed the generic structure of procedure text.*

*d) Individual working*

*e) Gave homework*

### *4. Fourth Meeting*

*a) Teacher divided students into to group, each group consisted of four students.*

*b) Teacher explained about the language features, the simple present tense, the use of action verb, and the use of connectives word.*

*c) Group working through round table technique, students analyze the generic structure and language features of the text that given by teacher.*

*d) Individual working, student wrote the procedure text with analysis of generic structure and language features.*

### *c. Observation*

*In this phase, the researcher saw the teaching and learning process run, whether the planned teaching design points were implemented as*



*a whole or not, then whether the result was good or not. Observing step provided the researcher the data as the result of respond of the step in acting. Observing was purposed to find out information of action, such as the students' attitude during the teaching learning process. In this phase, the researcher observed the students' activity in teaching learning process.*

**d. Reflection**

*Hereis feedback process from the action which is had done before. Reflecting is used to help the teacher made decision. In this phase, the researcher indicated the things could result as what have been found during the observing. The result of this phase was used as the basic for the next cycle in order to bring improvement to the professional action of the teaching and learning condition of the students such their skill. The result of the reflection for the first cycle is explained as followed:*

- 1. Teacher explained and gave instruction clearer, but the some of students confused when analyzing the text.*
- 2. Some of students were not concentrated in the teaching and learning process.*
- 3. The students do not cooperated well in their team.*
- 4. Teacher gave students chance to ask material that they not understand.*

**2. The Second Cycle**

*Second cycle is done because in the first cycle was a problem and the*

*problem has already been identified clearly. Second cycle has a purpose, it was to improve or prove the data in first cycle. Second cycle was the follow up first cycle. It also involves the four stages they were planning, action, observation, and reflection.*

*a. Planning*

*After analyzing all observations and students' test of the first cycle, it could be concluded in the second cycle was applied in order to improve the students' achievement, there are:*

- 1. Prepared the observation sheet, interview sheet that will be used to know students' reflection and class condition as a whole.*
- 2. Prepared the lesson plan for two meetings.*
- 3. Prepared media teaching for teaching learning process will be needed to the students.*

*b. Action*

*Activities in Cycle 2*

*1) First Meeting*

- a) Teacher divided students into groups, each group consisted of four students.*
- b) Teacher explained about the definition of procedure text, kinds of procedure text, and generic structure.*
- c) Group working through round table technique, students wrote the procedure text.*
- d) Teacher and students discuss about the text that written by students.*

e) *Gave homework.*

2) *Second Meeting*

a) *Teacher divided students into groups, each group consisted of four students.*

b) *Teacher explained about the language features, the simple present tense, the use of action verb, and the use of connectives word.*

c) *Group working through round table technique, students analyze the generic structure and language features of the text that given by teacher.*

d) *Individual working, students wrote and analyzed the generic structure and the language features of procedure text "How to make Soto Medan".*

c. *Observation*

*In this phase, the researcher got the observation during teaching learning process in the classroom. The attitude of students was better than before where they were not shying to answer of the question by the researcher. Many of the students can response the answer of question by the researcher through orally and made the procedure text individually. The students had braved to ask to the researcher about the material.*

d. *Reflection*

*The result of the reflection for the second cycle was explained as*

*followed:*

- 1) Students were more confident to ask the topics and procedure that they did not understand.*
- 2) Most of students cooperation, it could be seen when they helped their team to analyze the text.*
- 3) Many students easier to understand the aspect that be analyzed from the text.*
- 4) The relationship between teacher and students was brother.*

### ***C. Testing of Writing Procedure***

*To evaluate the students' improvement in writing procedure, there four components have been measured, such as generic structure, textual language, language features, and spelling. The score for generic structure is 60, textual language is 10, language feature is 20, and spelling is 10. So for all components students will get score 100 points.*

#### **D. The Instrument of Data Collection**

*In collecting the data, the researcher used the writing procedure text as the instrument. Asked them to write a procedure text based on the direction of the teacher. The teacher had important rules in order to guide the students to write their procedure text. The teacher kept control the students well. And in scoring the students procedure text, she used four components of scoring writing which proposed by Knapp and Watkins.<sup>26</sup>*

#### **E. The Technique of Data Analysis**

*The data has been collected by qualitative and quantitative data. Wallace stated the qualitative data was used to describe data that were not able to be counted or measured in an objective way. The qualitative data in this study was researcher's diary notes, observation sheet, questionnaire sheet, interview sheets, and questionnaire. Diary notes counted the researcher comment about teaching learning process. Observation sheet, interview sheet, and questionnaire were provided by researcher.*

*According to Wallace, the quantitative data is broadly used to describe what can be measured or counted and therefore be considered objectives.<sup>27</sup> Quantitative data has been used to analyze the score of the students to analyze the improvement of the students' achievement in writing process in each cycle.*

*In finding the mean of the students score, the writer used the following*

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<sup>26</sup>Knapp and Watkins, (2005), *Genre, Text, Grammar. Technologies for Teaching and Assessing Writing*, University of New South Welles Press, Sydney, p. 211

<sup>27</sup>Wallace, M. J, (1998), *Action Research for Language Teacher*, Cambridge University, United Kingdom, p. 38

*formula has been applied.*

*Where:*

*X= the mean of the students*

*$\Sigma x$ = the total score*

*N= the number of students*

*Further, in categorizing the member of master students, the following formula has been applied.*

*Where :*

*P= the percentage of students*

*R= the member of students who get 75 to up*

*T= the total member of students who will do the test*



## **CHAPTER IV**

### **THE DATA ANALYSIS AND RESEARCH FINDINGS**

#### **A. The Data**

*This data was applied by using qualitative and quantitative data. The qualitative data was taken from the student observation, diary notes, and documentation. The quantitative data was taken from the mean of the students' score in writing test. The data was taken from a class which consists of 30 students. This research divided in two cycles. Each cycle consist of four steps of action research (planning, observation, action, and reflection). The first cycle was done in two meetings and second cycle was done in two meetings. So totally there were four meetings in this research.*

##### **1. The Quantitative Data**

*The quantitative data was taken from the results during conducted research in four meetings. The test was given for a moment; a test was pretest and two post-test in the last cycle I and cycle II. So, pretest was given to the students without any treatment. While the test of post test I and post test II were given to the students after teaching for each cycle had been completely finished.*

*The scores of the students from pretest, post-test in cycle I and cycle II showed improvement continuously. The students' achievement got improving from the pretest until post-test II have been described in the table. The students' score in the post-test was higher than in the pretest. The students' score in the post-test II was higher than in the post-test I. The improvement of*



*the students' scores in writing procedure text through round table technique can be seen in Appendix VI.*

## **2. The Qualitative Data**

*The qualitative data was obtained by the observation sheet, interview sheet, diary notes, and documentation. In the quantitative data can be seen both and the students' behavior and progress during the process of teaching and learning process in cycle I and cycle II.*

### **a. Observation Sheet**

*The researcher observed the students of X-AK 2 to improve the students' achievement in writing procedure text through round table technique. An observation sheet was used to measure the level of students' activities during teaching learning process. The observation was focused on the situation of teaching learning process in which the round table technique was applied. And also, the students' activities, behavior, and students' achievement by using the technique which were applied, the researcher observed the students about the situation, complication, and obstacles that found during teaching learning process. The researcher was noted that the students feel happy when the teacher applied round table technique and the students share their ideas actively and creatively. The results of observation can be seen in Appendix III.*

*b. Interview Sheet*

*The interview gained reliable data taken from the students of grade X-AK 2 at SMK Swasta Harapan Babalan Pangkalan Berandan. It was also regarded more factual since the students were forced indirectly to give the explanation what they have experienced in English study especially in writing. In the first meeting was conducted before entering to the classroom. The first interview with the students indicated that most of students didn't understand in detail about procedure text. They didn't know how to construct it, and there were some students just known that it uses simple present tense. The other student forget all of about procedure text, but actually have learn when junior high school.*

*The interview in the last meeting indicated that the students found it was interesting and assistance to learn procedure text through round table technique. The teacher also stated that the using of round table technique was interesting and very suitable for learning procedure text. The detail interview can be seen in Appendix IV.*

*c. Diary Notes*

*Diary notes was written up by the writer in every meeting during the research. The diary notes was used to write down the situation when teaching learning process was done and describe the writers' personal evaluation about the class in every meeting during the research in the round table technique. It useful for knowing all students situation. It*

*was to analyze the students' difficulty in writing. The second was used to know students' opinion after.*

*d. Documentation*

*The documentation immortalize the important moment during this research. The documentation showed the photograph of the students and the teacher activities during teaching and learning process; the students photo in carry out the pretest and post-test, the photo of the students and teacher when learning and teaching process. The documentation can be seen in AppendixVII .*

**The Data Analysis**

**1. The Analysis of Quantitative Data**

*The students' score on cycle I and cycle II was different, it showed that the students' score was improve. The mean of students' score was kept boosting from the pre test until post test second cycle. To know the mean of students' score can be seen in the following formula:*

$$X = \frac{\sum X}{N}$$

*In the pre test, the total score of the students was 1995 and the number of the students who took the test was 30 students, so the mean of the students score was:*

$$X = \frac{1995}{30} = 66,5$$

*In the post-test I, the total score of the students was 2302 and the number of the students who took the test was 30 students, so the mean of the students*

score was:

$$X = \frac{2302}{30} = 76.73$$

In the post-test II, the total score of the students was 2302 and the number of the students who took the test was 30 students, so the mean of the students score was:

$$X = \frac{2705}{30} = 90$$

The comparison of the students' score in the writing test can be seen in this table:

**Table I. Comparison of the students in three writing tests**

<i>Names of test</i>	<i>Pre test</i>	<i>Post-test I</i>	<i>Post-test II</i>
<i>Lowest Score</i>	55	65	70
<i>Higher Score</i>	80	90	100
<i>X</i>	1995	2302	2700
<i>N</i>	30	30	30

It was said the student passed the test if they got score up to 75. The percentage of the students who get score up to 75 also showed the improvement of the students score from the first to the last meeting. The number of calculated by following formula:

$$P = \frac{R}{T} \times 100\%$$

In the pre test, the students who get point up to 75 consisted of 6 students, so the percentage was:

$$P1 = \frac{6}{30} \times 100\% = 20\%$$

In the post-test I, the students who get point up to 75 consisted of 20 students, so the percentage was:

$$P2 = \frac{20}{30} \times 100\% = 66,66\%$$

In the post-test II, the students who get point up to 75 consisted of 29 students, so the percentage was:

$$P3 = \frac{29}{30} \times 100\% = 96.66$$

**Table II. It can be seen on this table below.**

Score	Classification	Number of students			Percentage		
		Pre test	Post test I	Post test II	Pre test	Post test I	Post test II
	Passed	6	20	30	20%	66.66%	96.66%
	Failed	24	10	0	80%	33.33%	3.33%
<b>Total</b>		<b>30</b>	<b>30</b>	<b>29</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## **2. The Analysis of Qualitative Data**

The research was conducted in two cycle and each cycle consisted of two meetings.

### **a. Cycle 1**

After the researcher knew the students score that was low in pretest, the writer round table technique in teaching. In the first cycle, the researcher made a plane. The preparations were lesson plan, the teaching of material of procedure text, the instrument for collecting data like diary notes, interview sheets, and observation sheet. The

*researcher managed the time in three sections. The first section, the researcher made an interview to know the students' opinion about the difficulties in writing and learning procedure text. Secondly, the researcher controlled the time to know their ability in writing. In the last, the researcher managed the class.*

*The researcher worked seriously to make observation objectively. The researcher also asked the students about the difficulties that were faced in writing English, especially procedure text. In the next meeting, the researcher asked the students to explain the material, individually based on their own words. The researcher also used observation sheet to observed the learning process. In the last, the researcher reflected on everything did and the last conclude the lesson.*

*For the tests in cycle I, pre test and post test I have result of different scores. Through KKM that given by school (75), pre test has not passed in the score. Because the score of pre test has low of KKM.*

*Then, for post test 1. In this test has improvement in the score and but it has just little improve of KKM.*

*b. Cycle II*

*In the first cycle, students' score were found improved. But they were not significantly improved. So, the second cycle was conducted in order to get the best result of the students' achievement. The writer conducted the second cycle in two meetings.*

*The teacher gave explanation about procedure text and how design the round table technique clearly and also gave more examples. The writer*

*also provided post-test at the end of the cycle. The action in cycle II same with cycle I. But, in cycle II the writer gave them motivation and pay attention with their activities and explain the material more clear thanks before and gave them chance to ask her some question if there were still not understand related with the lesson. The writer also explained the procedure of the round table technique deeper. In the end of the meeting, the writer gave the conclusion about the material. The students were more interested and enthusiastic in learning procedure text. The situation in cycle II was also more conducive than in cycle I, the students were more confidence in writing procedure text through round table technique. Having evaluated the students' test, the writer found that the students score improvement. Based on observation and the result of the test, the writer concluded that the students were able to write procedure text through round table technique. The students score in the second cycle had increased than the first cycle. In the fact, for the score of students in post test II really have good score, is far of KKM' score*

#### **B. The Research Findings**

*The result of research indicated that there was an improvement on the students' achievement in writing Procedure Text Through Round Table Technique. It was proved by the data which showed the progression mean of the students.*

*The mean of the students' score in the second cycle (90.16) was higher*

*than the mean of the students' score in the first cycle (76.73) and the mean of the pre-test (66.5). the percentage of the percentage of the students who got point up to 75 also grew up. In the pre-test, the students who got point up to 75 were only 6 of 30 students (20%). In the post-test I, the students who got point up to 75 were only 20 of 30 students (66.66%). In the post test II, the students who got point up to 75 there were 30 of 30 students (100%). In other words, there was improvement of the students, became later in the first meeting to the last meeting.*

### ***C. Discussion***

*There were some advantages which can be seen in teaching learning process in the class. One of advantages which can be seen was students' achievement in learning. But, the class are noisy, the students' pay attention on the internet more on learn material. There were some students were confused in the first meeting. They cheated by looking at the composition of one of their friends, that could be seen during the process in the class. But after students was give to explain about material and round table technique during teaching learning process more deep. Students could be easily and creatively.*

*Round table technique was an efficient way to reduce the boredom of the students and increase their motivation in writing procedure texts because it could make the class enjoyable and relaxing. Round table technique was helpful for the students who want or like to expand their ideas or words. This technique make students become more active and learning*



*process.*

*In fact, students stated that round table technique which made them interested in learning writing. They were more enthusiastic to learn procedure text easily and creatively. Mean while researcher was given more attention for students in studying through application round table technique than before conducting it. It was effective for students in learning about writing especially writing procedure text. As the result above, that there was an improvement on the students' achievement in writing procedure text through round table technique.*

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

*Classroom action research concerns in students' achievement with the professionalism of teacher and also solves the problem in teaching learning process, which needs to be done by doing an action and proved with the data collected. After analyzing the data, it was found that the students' score improve from pre-test (66.5), post-test I (76.73), and post-test II (90).*

*Based on the result of the research, it could be concluded that teaching writing by round table technique approach could develop the students' achievement in writing, especially for student the first grade of SMK Harapan Babalan Pangkalan Berandan. So, the conclusions are as following.*

- 1. There i improvement in students' achievement in writing procedure text through round table technique.*
- 2. The mean of the students' score in the cycle II (90), and the cycle I (76.73). The percentage of students who get point up to 75 also grew up and the lowest score in the cycle II 96.66, and in the cycle I 66.66.*
- 3. The hypothesis said "the students' achievement in writing procedure text through round table technique" is accepted.*
- 4. And after taught by round table technique, students' achievement in writing procedure text can be improved, it can be seen from the data in the research.*



## **B. Suggestion**

*Related to the conclusion above, the results of the findings contribute valuable suggestions for those who were interested in teaching writing.*

- 1. The English teachers use it as an input in teaching learning process, especially for English teacher in teaching writing to their students. And it will be a contribution for English teacher, to improve the quality of teaching and learning.*
- 2. For Principal, can improving the quality content, input, process, and outcomes of education and learning in schools. Providing value added positive for schools.*
- 3. The results of the research were expected to encourage other researchers to conduct further study dealing with skills. Further researchers are recommended to use round table technique on different grades of education level such as junior/senior high school level to see the effectiveness of round table technique in composing procedure text to improve their writing skills in different kind text.*

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## **APPENDIX I**

### **LESSON PLAN**

**(Cycle 1)**

**(First Meeting)**

*Education units* : *SMK Swasta Harapan Babalan P. Berandan*

*Class / Semester* : *X/ I*

*Subject / Skill* : *English / Writing*

*Topic* : *Procedure Text*

*Time Allocation* : *2 x 45 minutes*

#### **A. Core Competencies**

- 1. Appreciate and live the religious teachings he embraces.*
- 2. Respect and live honest, discipline, responsibility, caring (tolerance, mutual help) behavior, courage, confidence, and interact effectively with the social and natural environment within the reach of society and its existence.*
- 3. Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.*
- 4. Trying, processing, and serving in the concrete realm (using, parsing, composing, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as studied in schools and other similar source in perspective /theory.*

## **B. Basic competencies**

- 1. Grateful chance could learn language English as language introduction communication internationally.*
- 2. Appreciate behavior well mannered and care in doing communication between personal with teacher and friends.*
- 3. Shows behavior honesty, discipline, trust themselves, and responsible answer in doing communication transactional with teachers and friends.*
- 4. Shows behavior responsibility responsible, caring, cooperation, and lovepeace, in doing communication functional.*
- 5. Understand function social, structural text, and element language of procedure text.*
- 6. Capture meaning procedure text oral and write,very short and simple.*
- 7. Arrange text descriptive oral and stationery to say and ask how to, and ingredients is needed, with pay attention function social, structural text, and element linguistic, in correct and corresponding context.*

## **C. Indicators of Competence Achievement**

- 1. Showing motivation to develop skill in English language.*
- 2. Understanding definition of procedure text about Social Function, Generic Structure, and Language Features.*
- 3. Writing procedure text.*



#### **D. Learning objectives**

1. *Students are able to understand procedure text about Social Function, Generic Structure, and Language Features.*
2. *Students are able to write procedure text.*

#### **E. Learning materials**

1. *Explanation of Procedure Text.*

**Social Function** : *to describe how something is completely done through a sequence of actions or steps.*

**Generic Structure** :

- 1) *Goal : showing the purpose (the title of the text)*
- 2) *Materials : telling the needed material*
- 3) *Steps : describing the steps to achieve the purpose*

**Language Feature** :

- 1) *Using simple present tense*
- 2) *Using imperative sentence (e.g. go, sit, don't put, don't mix, etc)*
- 3) *Using action verb (e.g. turn, put, mix, close, etc)*
- 4) *Using temporal conjunction or numbering to indicate sequence (e.g. first, second, third, ...; then, next, after that, ...; before, after, as soon as, ...)*

*Example of Procedure text:*

## **How to Make Meatball**

### **Material**

<p><b>Ingredients :</b></p> <ul style="list-style-type: none"> <li>• 1 kilo of very fine minced meat (preferably beef)</li> <li>• 2 eggs</li> <li>• 300 grams of tapioca flour</li> <li>• 4 - 8 cloves of garlic</li> <li>• 1 red onion</li> </ul>
--

### **Steps**

<ul style="list-style-type: none"> <li>• First of all, mix garlic, red onion, salt, and white pepper in a mortar or mixer.</li> <li>• Second step, mix the spice-mixture with the eggs, the tapioca flour and the minced meat.</li> <li>• After that, use your fingers, add a cup of water, and keep on working until the mixture feels soft and smooth.</li> <li>• Then, boil some water in a rather large pot, at least about 2 liters.</li> </ul>
--

### **F. Method Of Learning**

- 1) Approach: *scientific*
- 2) Strategy: *Round Table Technique*
- 3) Methods: *Inquiry / Experiential learning.*

### **G. Learning Activities**

<b>Activities</b>	<b>Descriptions of Activity</b>	<b>Time Allocation</b>
<i>Opening</i>	<ul style="list-style-type: none"> <li>• Teacher give greeting to students..</li> <li>• Teacher check attendance list.</li> <li>• Teacher motivates the students to be ready to start the study</li> </ul>	<i>10 minutes</i>

<i>Main Activities</i>	<i>Observing</i> <ul style="list-style-type: none"><li>• <i>Teacher explain about the definition, social function, generic structure and language feature of procedure text.</i></li><li>• <i>Teacher give an example of procedure text.</i></li><li>• <i>Teacher gives the first test.</i></li><li>• <i>Teacher explain the answer key of the test to students.</i></li></ul> <i>Communicating</i> <ul style="list-style-type: none"><li>• <i>Students repeat pronounce about definition of procedure text.</i></li><li>• <i>Students answer the test of procedure text that given by teacher.</i></li></ul> <i>Experimenting</i> <ul style="list-style-type: none"><li>• <i>In this phase, the teacher explains the technique that want to use in learning procedure text.</i></li></ul>	<i>30 minutes</i>          <i>30 minutes</i>
<i>Closing Activities</i>	<ul style="list-style-type: none"><li>• <i>After follow the learning activity in first meeting, student asked how their feel (Reflection).</i></li><li>• <i>Teacher ask students to summary about the topic.</i></li><li>• <i>Teacher gave homework to students.</i></li><li>• <i>Teacher close the lesson.</i></li></ul>	<i>20 minutes</i>

## **H. Sources and Media Learning**

*Sources : English text book, internet, dictionary, lesson plan*

*Media : white board, red marker, black marker*

## **I. Rubric**

<b>ASSESSMENT</b>		<b>CRITERIA</b>	<b>SCORE</b>
<i>Generic Structure (total score 60)</i>	<i>Goal</i>	<i>Very good to excellent</i>	<i>10</i>
		<i>Average to good</i>	<i>8</i>
		<i>Fair to poor</i>	<i>6</i>
		<i>Very poor</i>	<i>4</i>
	<i>Materials</i>	<i>Very good to excellent</i>	<i>20</i>
		<i>Average to good</i>	<i>15</i>
		<i>Fair to poor</i>	<i>10</i>
		<i>Very poor</i>	<i>5</i>
	<i>Steps</i>	<i>Very good to excellent</i>	<i>30</i>
		<i>Average to good</i>	<i>20</i>
		<i>Fair to poor</i>	<i>10</i>
		<i>Very poor</i>	<i>5</i>
<i>Language Features (total score 40)</i>	<i>Using</i>	<i>Very good to excellent</i>	<i>40</i>
	<i>Action Verb</i>	<i>Average to good</i>	<i>30</i>
	<i>&amp;Using</i>	<i>Fair to poor</i>	<i>20</i>
	<i>Temporal Conjunction</i>	<i>Very poor</i>	<i>10</i>
<b>TOTAL</b>			<b>100</b>

*Medan, November*

**2019**

**Head Master**

**Teacher of English**

**Knowing**

**Researcher**

**M. Ilyas**

**Indah PratamaPrida, S.Pd**

**Dian Puspita Sari**  
**NIM. 34153124**

## **LESSON PLAN**

### **(Second Meeting)**

*Education units* : SMK SwastaHarapanBabalan P. Berandan

*Class / Semester* : X/ I

*Subject/Skill* : English / Writing

*Topic* : Procedure Text

*Time Allocation* : 2 x 45 minutes

#### **B. Core Competencies**

5. *Appreciate and live the religious teachings he embraces.*
6. *Respect and live honest, discipline, responsibility, caring (tolerance, mutual help) behavior, courage, confidence, and interact effectively with the social and natural environment within the reach of society and its existence.*
7. *Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.*
8. *Trying, processing, and serving in the concrete realm (using, parsing, composing, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as studied in schools and other similar source in perspective /theory.*

### **C. Basic competencies**

- 1. Grateful chance could learn language English as language introduction communication internationally.*
- 2. Appreciate behavior well mannered and care in doing communication between personal with teacher and friends.*
- 3. Shows behavior honesty, discipline, trust themselves, and responsible answer in doing communication transactional with teachers and friends.*
- 4. Shows behavior responsibility responsible, caring, cooperation, and love peace, in doing communication functional.*
- 5. Understand function social, structural text, and element language of procedure text.*
- 6. Capture meaning procedure text oral and write, very short and simple.*
- 7. Arrange text descriptive oral and stationery to say and ask how to, and ingredients is needed, with pay attention function social, structural text, and element linguistic, in correct and corresponding context.*

### **D. Indicators of Competence Achievement**

- 1. Showing motivation to develop skill in English language.*
- 2. Understanding definition of procedure text about Social Function, Generic Structure, and Language Features.*

3. *Writing procedure text based on round table technique*
4. *Understanding procedure texts based on round table technique.*

**E. Learning objectives**

3. *Students are able to understand procedure text about Social Function, Generic Structure, and Language Features.*
4. *Students are able to write procedure text based on round table technique.*

**E. Learning materials**

1. *Explanation of Procedure Text.*

**Social Function** : *to describe how something is completely done through a sequence of actions or steps.*

**Generic Structure** :

- 1) *Goal : showing the purpose (the title of the text)*
- 2) *Materials : telling the needed material*
- 3) *Steps : describing the steps to achieve the purpose*

**Language Feature** :

- 5) *Using simple present tense*
- 6) *Using imperative sentence (e.g. go, sit, don't put, don't mix, etc)*
- 7) *Using action verb (e.g. turn, put, mix, close, etc)*
- 8) *Using temporal conjunction or numbering to indicate sequence (e.g. first, second, third, ...; then, next, after that, ...; before, after, as soon as, ...)*

*Example of Procedure text*

**How to Make Meatball**

**Material**

**Steps**

<p><i>Ingredients :</i></p> <ul style="list-style-type: none"><li>• 1 kilo of very fine minced meat (preferably beef)</li><li>• 2 eggs</li><li>• 300 grams of tapioca flour</li><li>• 4 - 8 cloves of garlic</li></ul>
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<ul style="list-style-type: none"><li>• First of all, mix garlic, red onion, salt, and white pepper in a mortar or mixer.</li><li>• Second step, mix the spice-mixture with the eggs, the tapioca flour and the minced meat.</li><li>• After that, use your fingers, add a cup of water, and keep on working until the mixture feels soft and smooth.</li><li>• Then, boil some water in a rather large pot, at least about 2 liters.</li></ul>
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**F. Method Of Learning**

4) Approach: *scientific*

5) Strategy: *Round Table technique.*

6) Methods: *Inquiry / Experiential learning.*

**G. Learning Activities**

<b>Activities</b>	<b>Descriptions of Activities</b>	<b>Time Allocation</b>
<i>Opening</i>	<ul style="list-style-type: none"><li>• Teacher give greeting to students..</li><li>• Teacher check attendance list.</li></ul>	<i>10 minutes</i>



	<ul style="list-style-type: none"> <li>• <i>Teacher motivates the students to be ready to start the study</i></li> </ul>	
<i>Main Activities</i>	<p><i>Observing</i></p> <ul style="list-style-type: none"> <li>• <i>Teacher remain previous topic.</i></li> <li>• <i>Teacher explains procedure text with the application of round table technique.</i></li> <li>• <i>Teacher divided all students into six group. Each group consist of five group.</i></li> <li>• <i>Teacher explain how to organize connected idea in order to produce good writing.</i></li> </ul> <p><i>Communicating</i></p> <ul style="list-style-type: none"> <li>• <i>Teacher gives the different of procedure texts to each group to be identified based on generic structure and language features of procedure texts.</i></li> <li>• <i>Teacher asks each group to write procedure text individually based on round table technique that had done in their group.</i></li> <li>• <i>Teacher asks some students to read their procedure texts writing in front of the class.</i></li> </ul> <p><i>Experimenting</i></p> <ul style="list-style-type: none"> <li>• <i>Teacher watches every group.</i></li> <li>• <i>Teacher asks every group to present their product.</i></li> <li>• <i>Teacher gives comment for their presentation.</i></li> </ul>	<p><i>30 minutes</i></p> <p><i>30 minutes</i></p>

	<ul style="list-style-type: none"> <li>• <i>Teacher give the second test as written test.</i></li> </ul>	
<i>Closing Activities</i>	<ul style="list-style-type: none"> <li>• <i>Teacher asks students to summary about the topic.</i></li> <li>• <i>Teacher ask students to collect their product and the written test.</i></li> <li>• <i>Teacher close the lesson.</i></li> </ul>	<i>20 minutes</i>

### **H. Sources and Media Learning**

*Sources : English text book, internet, dictionary, lesson plan*

*Media : white board, red marker, black marker*

### **I. Rubric**

<b>ASSESSMENT</b>		<b>CRITERIA</b>	<b>SCORE</b>
<i>Generic Structure (total score 60)</i>	<i>Goal</i>	<i>Very good to excellent</i>	<i>10</i>
		<i>Average to good</i>	<i>8</i>
		<i>Fair to poor</i>	<i>6</i>
		<i>Very poor</i>	<i>4</i>
	<i>Materials</i>	<i>Very good to excellent</i>	<i>20</i>
		<i>Average to good</i>	<i>15</i>
		<i>Fair to poor</i>	<i>10</i>
		<i>Very poor</i>	<i>5</i>
	<i>Steps</i>	<i>Very good to excellent</i>	<i>30</i>
		<i>Average to good</i>	<i>20</i>
		<i>Fair to poor</i>	<i>10</i>
		<i>Very poor</i>	<i>5</i>
<i>Language Features (total score 40)</i>	<i>Using Action</i>	<i>Very good to excellent</i>	<i>40</i>
	<i>Verb &amp; Using</i>	<i>Average to good</i>	<i>30</i>
	<i>Temporal</i>	<i>Fair to poor</i>	<i>20</i>
	<i>Conjunction</i>	<i>Very poor</i>	<i>10</i>
<b>TOTAL</b>			<b>100</b>

**2019**

**Medan, November**

**Head Master**

**Teacher of English**

**Knowing**

**Researcher**

**M. Ilyas**

**Indah PratamaPrida, S.Pd**

**Dian Puspita Sari**  
**NIM. 34153124**

## **LESSON PLAN**

### **(Second Meeting)**

*Education units* : SMK SwastaHarapanBabalan P. Berandan

*Class / Semester* : X/ I

*Subject/Skill* : English / Writing

*Topic* : Procedure Text

*Time Allocation* : 2 x 45 minutes

### **C. Core Competencies**

9. *Appreciate and live the religious teachings he embraces.*
10. *Respect and live honest, discipline, responsibility, caring (tolerance, mutual help) behavior, courage, confidence, and interact effectively with the social and natural environment within the reach of society and its existence.*

11. *Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.*
12. *Trying, processing, and serving in the concrete realm (using, parsing, composing, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as studied in schools and other similar source in perspective /theory.*

**D. Basic competencies**

1. *Grateful chance could learn language English as language introduction communication internationally.*
2. *Appreciate behavior well mannered and care in doing communication between personal with teacher and friends.*
3. *Shows behavior honesty, discipline, trust themselves, and responsible answer in doing communication transactional with teachers and friends.*
4. *Shows behavior responsibility responsible, caring, cooperation, and love peace, in doing communication functional.*
5. *Understand function social, structural text, and element language of procedure text.*
6. *Capture meaning procedure text oral and write, very short and simple.*

7. *Arrange text descriptive oral and stationery to say and ask how to, and ingredients is needed, with pay attention function social, structural text, and element linguistic, in correct and corresponding context.*

**E. Indicators of Competence Achievement**

1. *Showing motivation to develop skill in English language.*
2. *Understanding definition of procedure text about Social Function, Generic Structure, and Language Features.*
3. *Writing procedure text based on round table technique*
4. *Understanding procedure texts based on round table technique.*

**F. Learning objectives**

5. *Students are able to understand procedure text about Social Function, Generic Structure, and Language Features.*
6. *Students are able to write procedure text based on round table technique.*

**J. Learning materials**

1. *Explanation of Procedure Text.*

**Social Function** : *to describe how something is completely done through a sequence of actions or steps.*

**Generic Structure** :

- 1) *Goal : showing the purpose (the title of the text)*

2) *Materials* : telling the needed material

3) *Steps* : describing the steps to achieve the purpose

**Language Feature :**

9) *Using simple present tense*

10) *Using imperative sentence (e.g. go, sit, don't put, don't mix, etc)*

11) *Using action verb (e.g. turn, put, mix, close, etc)*

12) *Using temporal conjunction or numbering to indicate sequence (e.g. first, second, third, ...; then, next, after that, ...; before, after, as soon as, ...)*

*Example of Procedure text*

### **How to Make Meatball**

**Material**

**Steps**

*Ingredients :*

- 1 kilo of very fine minced meat (preferably beef)
- 2 eggs
- 300 grams of tapioca flour
- 4 - 8 cloves of garlic

- *First of all, mix garlic, red onion, salt, and white pepper in a mortar or mixer.*
- *Second step, mix the spice-mixture with the eggs, the tapioca flour and the minced meat.*
- *After that, use your fingers, add a cup of water, and keep on working until the mixture feels soft and smooth.*
- *Then, boil some water in a rather large pot, at least about 2 liters.*

**K. Method Of Learning**

7) *Approach: scientific*

*8) Strategy: Round Table technique.*

*9) Methods: Inquiry / Experiential learning.*

**L. Learning Activities**

<b>Activities</b>	<b>Descriptions of Activities</b>	<b>Time Allocation</b>
<i>Opening</i>	<ul style="list-style-type: none"><li>• <i>Teacher give greeting to students..</i></li><li>• <i>Teacher check attendance list.</i></li><li>• <i>Teacher motivates the students to be ready to start the study</i></li></ul>	<i>10 minutes</i>
<i>Main Activities</i>	<p><i>Observing</i></p> <ul style="list-style-type: none"><li>• <i>Teacher remain previous topic.</i></li><li>• <i>Teacher explains procedure text with the application of round table technique.</i></li><li>• <i>Teacher divided all students into six group. Each group consist of five group.</i></li><li>• <i>Teacher explain how to organize connected idea in order to produce good writing.</i></li></ul> <p><i>Communicating</i></p> <ul style="list-style-type: none"><li>• <i>Teacher gives the different of procedure texts to each group to be identified based on generic structure and language features of procedure texts.</i></li><li>• <i>Teacher asks each group to write procedure text individually based on round table technique that had done in their group.</i></li></ul>	<i>30 minutes</i> <i>30 minutes</i>

	<ul style="list-style-type: none"> <li>• <i>Teacher asks some students to read their procedure texts writing in front of the class.</i></li> </ul> <p><i>Experimenting</i></p> <ul style="list-style-type: none"> <li>• <i>Teacher watches every group.</i></li> <li>• <i>Teacher asks every group to present their product.</i></li> <li>• <i>Teacher gives comment for their presentation.</i></li> <li>• <i>Teacher give the second test as written test.</i></li> </ul>	
<i>Closing Activities</i>	<ul style="list-style-type: none"> <li>• <i>Teacher asks students to summary about the topic.</i></li> <li>• <i>Teacher ask students to collect their product and the written test.</i></li> <li>• <i>Teacher close the lesson.</i></li> </ul>	<i>20 minutes</i>

### ***M. Sources and Media Learning***

*Sources : English text book, internet, dictionary, lesson plan*

*Media : white board, red marker, black marker*

### ***N. Rubric***

<b><i>ASSESSMENT</i></b>		<b><i>CRITERIA</i></b>	<b><i>SCORE</i></b>
<i>Generic Structure (total score 60)</i>	<i>Goal</i>	<i>Very good to excellent</i>	<i>10</i>
		<i>Average to good</i>	<i>8</i>
		<i>Fair to poor</i>	<i>6</i>
		<i>Very poor</i>	<i>4</i>
	<i>Materials</i>	<i>Very good to excellent</i>	<i>20</i>
		<i>Average to good</i>	<i>15</i>





*Time Allocation : 2 x 45 minutes*

**D. Core Competencies**

- 13. Appreciate and live the religious teachings he embraces.*
- 14. Respect and live honest, discipline, responsibility, caring (tolerance, mutual help) behavior, courage, confidence, and interact effectively with the social and natural environment within the reach of society and its existence.*
- 15. Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.*
- 16. Trying, processing, and serving in the concrete realm (using, parsing, composing, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as studied in schools and other similar source in perspective /theory.*

**E. Basic competencies**

- 1. Grateful chance could learn language English as language introduction communication internationally.*
- 2. Appreciate behavior well mannered and care in doing communication between personal with teacher and friends.*
- 3. Shows behavior honesty, discipline, trust themselves, and responsible answer in doing communication transactional with teachers and*

*friends.*

4. *Shows behavior responsibility responsible, caring, cooperation, and lovepeace, in doing communication functional.*
5. *Understand function social, structural text, and element language of procedure text.*
6. *Capture meaning procedure text oral and write,very short and simple.*
7. *Arrange text descriptive oral and stationery to say and ask how to, and ingredients is needed, with pay attention function social, structural text, and element linguistic, in correct and corresponding context.*

**F. Indicators of Competence Achievement**

1. *Showing motivation to develop skill in English language.*
2. *Understanding definition procedure text about social function, generic structure, and language features.*
3. *Writing procedure text.*

### **G. Learning Objectives**

1. *Students are able to understand procedure text about social function, generic structure, and language features..*
2. *Students are able to write procedure text.*

### **O. Learning Materials**

2. *Explanation of Procedure Text.*

**Social Function** : *to describe how something is completely done through a sequence of actions or steps.*

**Generic Structure** :

- 1) *Goal : showing the purpose (the title of the text)*
- 2) *Materials : telling the needed material*
- 3) *Steps : describing the steps to achieve the purpose*

**Language Feature** :

- 13) *Using simple present tense*
- 14) *Using imperative sentence (e.g. go, sit, don't put, don't mix, etc)*
- 15) *Using action verb (e.g. turn, put, mix, close, etc)*
- 16) *Using temporal conjunction or numbering to indicate sequence (e.g. first, second, third, ...; then, next, after that, ...; before, after, as soon as, ...)*

*Example of Procedure text*

## **How to Make Meatball**

### **Material**

### **Steps**

<p><b>Ingredients :</b></p> <ul style="list-style-type: none"> <li>• 1 kilo of very fine minced meat (preferably beef)</li> <li>• 2 eggs</li> <li>• 300 grams of tapioca flour</li> <li>• 4 - 8 cloves of garlic</li> <li>• 1 red onion</li> </ul>	<ul style="list-style-type: none"> <li>• First of all, mix garlic, red onion, salt, and white pepper in a mortar or mixer.</li> <li>• Second step, mix the spice-mixture with the eggs, the tapioca flour and the minced meat.</li> <li>• After that, use your fingers, add a cup of water, and keep on working until the mixture feels soft and smooth.</li> <li>• Then, boil some water in a rather large pot, at least about 2 liters</li> </ul>
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### **P. Method Of Learning**

10) Approach: *scientific*

11) Strategy: *Round Table Technique.*

12) Methods: *Inquiry / Experiential learning.*

### **Q. Learning Activities**

<b>Activities</b>	<b>Descriptions of Activity</b>	<b>Time Allocation</b>
<i>Opening</i>	<ul style="list-style-type: none"> <li>• Teacher give greeting to students.</li> <li>• Teacher check attendance list</li> <li>• Teacher motivates the students to be</li> </ul>	<i>10 minutes</i>

	<i>ready to start the study.</i>	
<i>Main Activities</i>	<i>Observing</i> <ul style="list-style-type: none"> <li>• <i>Teacher explains again procedure text about social function, generic structure, and language features briefly.</i></li> </ul>	<i>30 minutes</i>
	<i>Communicating and Experimenting</i> <ul style="list-style-type: none"> <li>• <i>Teacher asks students to make procedure text as the last written test in the cycle II individually.</i></li> </ul>	<i>30 minutes</i>
<i>Closing Activities</i>	<ul style="list-style-type: none"> <li>• <i>Teacher asks the students to collect their test.</i></li> <li>• <i>Teacher close the lesson.</i></li> </ul>	<i>20 minutes</i>

**R. Sources and Media Learning**

*Sources : English text book, internet, dictionary, lesson plan*

*Media : white board, red marker, black marker*

**S. Rubric**

<b>ASSESMENT</b>	<b>CRITERIA</b>	<b>SCORE</b>
------------------	-----------------	--------------

<i>Generic Structure (total score 60)</i>	<i>Goal</i>	<i>Very good to excellent</i>	<i>10</i>
		<i>Average to good</i>	<i>8</i>
		<i>Fair to poor</i>	<i>6</i>
		<i>Very poor</i>	<i>4</i>
	<i>Materials</i>	<i>Very good to excellent</i>	<i>20</i>
		<i>Average to good</i>	<i>15</i>
		<i>Fair to poor</i>	<i>10</i>
		<i>Very poor</i>	<i>5</i>
	<i>Steps</i>	<i>Very good to excellent</i>	<i>30</i>
		<i>Average to good</i>	<i>20</i>
		<i>Fair to poor</i>	<i>10</i>
		<i>Very poor</i>	<i>5</i>
<i>Language Features (total score 40)</i>	<i>Using Action</i>	<i>Very good to excellent</i>	<i>40</i>
	<i>Verb &amp; Using</i>	<i>Average to good</i>	<i>30</i>
	<i>Temporal</i>	<i>Fair to poor</i>	<i>20</i>
	<i>Conjunction</i>	<i>Very poor</i>	<i>10</i>
<b>TOTAL</b>			<b>100</b>

*Medan, November*

*2019*

*Head Master*

*Teacher of English*

*Knowing  
Researcher*

*M. Ilyas*

*Indah PratamaPrida, S.Pd*

*Dian Puspita Sari  
NIM. 34153124*

## **APPENDIX II**

### **PRE TEST**

*Answer the question below!*

- 1. Mention the purpose of procedure text!*
- 2. Mention the generic structure in procedure text!*
- 3. Mention minimize three of the language features in procedure text!*

*Every group, create a procedure text with the title is “**How to Operate VCD Player**”*

**Answer keys :**

*The Purpose : to describe how something is completely done through a sequence of actions or steps.*

*Generic Structure :*

- 4) Goal : showing the purpose (the title of the text)*
- 5) Materials : telling the needed material*
- 6) Steps : describing the steps to achieve the purpose*

*Language Feature :*

*17) Using simple present tense*

*18) Using imperative sentence (e.g. go, sit, don't put, don't mix, etc)*



*19) Using action verb (e.g. turn, put, mix, close, etc)*

*20) Using temporal conjunction or numbering to indicate sequence (e.g. first, second, third, ...; then, next, after that, ...; before, after, as soon as, ...)*

### *How to Operate VCD Player*

#### *Material :*

- *VCD player*
- *Remote control*
- *CD*

#### *Steps :*

- *First, insert the plug into an outlet*
- *Second, press the power of VCD player*
- *Third, press open button*
- *Next, put VCD into VCD player*
- *Press close button*
- *The movie is ready served*

## **POST TEST I**

*Every group, create a procedure text with the title is “**How to Make Banana Milkshake**” based on round table technique.*

### **Answer keys**

#### *How to Make Banana Milkshake*

##### *Material :*

- *A banana*
- *Some milk*
- *Some honey*
- *Some ice*

##### *Steps :*

- *First, cut up the banana into a small slice and put them in the blender.*
- *Next, add some milk and honey, and don't miss to put in some ice.*
- *Then, mix them altogether for a few seconds. After everything is well blended, pour the mixture into a glass and have it soon.*

## **POST TEST II**

*Grouply, create a procedure text with the title is “ **How to Play Snakes and Ladders**” based on round table technique.*

### **Answer keys**

#### *How to Play Snakes and Ladders*

##### *Material :*

- *Snakes and Ladders board game materials*
- *1 dice*
- *2,3,4 players*
- *Counters of different colors, 1 for each player.*

##### *Steps :*

- *Put all counters on start.*
- *First person rolla the dice and moves his of steps counter in counting order the number of place shown the dice.*
- *Other players take their turns.*
- *If a counter lands on the bottom of the ladder, the player moves the counter to the top of that ladder.*
- *If a counter lands on a snake's head, the player moves the counter down the bottom of that snake's tail.*
- *The winner is the first player to reach finish.*

**APPENDIX III**

**OBSERVATION SHEET**

**(Cycle I)**

Put checklist (✓) in column 1, 2, 3, and 4 based on your observation!

1 = poor      2 = fair      3 = good      4 = very good

FOCUS	TOPIC	1	2	3	4
<p><i>The writer (as the teacher)</i></p>	<ul style="list-style-type: none"> <li>- <i>The teacher motives students</i></li> <li>- <i>The teacher divided the student into group</i></li> <li>- <i>The teacher explains how the students write their procedure text through round table technique</i></li> <li>- <i>The teacher give chance to the students to ask question in teaching learning process</i></li> <li>- <i>The teacher motivates the students to produce the best writing from them</i></li> <li>- <i>The teacher manages the time effectively and efficiently</i></li> <li>- <i>The teacher give feedback to the students</i></li> </ul>			<p>✓</p>	<p>✓</p> <p>✓</p>
			✓	✓	
				✓	

<p><b>The students</b></p>	<ul style="list-style-type: none"> <li>- <i>The students pay attention to the teachers explanation</i></li> <li>- <i>The students have good cooperation in group discussion</i></li> <li>- <i>The students ask the teacher when they don't understand</i></li> <li>- <i>The students feel happy when the teacher apploes round table technique</i></li> <li>- <i>The students share their ideas actively and creatively</i></li> <li>- <i>The students produce good result in writing procedure text</i></li> </ul>		<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	
<p><b>Context</b></p>	<ul style="list-style-type: none"> <li>- <i>The classroom is safe from crowded</i></li> <li>- <i>The classroom is comfortable</i></li> <li>- <i>The classroom has teaching aids(markers, white board, duster, etc)</i></li> </ul>			<p>✓</p> <p>✓</p> <p>✓</p>	

**Observer**

***Indah Pratama Prita, S.Pd***

**OBSERVATION SHEET**

**(Cycle II)**

*Put checklist (✓) in column 1, 2, 3, and 4 based on your observation!*

*1 = poor      2 = fair      3 = good      4 = very good*

<b>FOCUS</b>	<b>TOPIC</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p><i>The writer (as the teacher)</i></p>	<ul style="list-style-type: none"> <li>- <i>The teacher motives students</i></li> <li>- <i>The teacher divided the student into group</i></li> <li>- <i>The teacher explains how the students write their procedure text through round table technique</i></li> <li>- <i>The teacher give chance to the students to ask question in teaching learning process</i></li> <li>- <i>The teacher motivates the students to produce the best writing from them</i></li> <li>- <i>The teacher manages the time effectively and efficiently</i></li> <li>- <i>The teacher give feedback to the students</i></li> </ul>				<p align="center">✓</p> <p align="center">✓</p> <p align="center">✓</p> <p align="center">✓</p> <p align="center">✓</p> <p align="center">✓</p> <p align="center">✓</p> <p align="center">✓</p>
<p><i>The students</i></p>	<ul style="list-style-type: none"> <li>- <i>The students pay attention to the teachers explanation</i></li> </ul>				<p align="center">✓</p>

	<ul style="list-style-type: none"> <li>- <i>The students have good cooperation in group discussion</i></li> <li>- <i>The students ask the teacher when they don't understand</i></li> <li>- <i>The students feel happy when the teacher applies round table technique</i></li> <li>- <i>The students share their ideas actively and creatively</i></li> <li>- <i>The students produce good result in writing procedure text</i></li> </ul>				<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>
<b>Context</b>	<ul style="list-style-type: none"> <li>- <i>The classroom is safe from crowded</i></li> <li>- <i>The classroom is comfortable</i></li> <li>- <i>The classroom has teaching aids(markers, white board, duster, etc)</i></li> </ul>				<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>

**Observer**

**Indah Pratama Prita, S. Pd**



**APPENDIX IV**

**INTERVIEW SHEET**

**INTERVIEW**

***Interview with the students in the first meeting***

*The writer : what is procedure text?*

*Student 1 : I forget what it is.*

*Student 2 : I've just known that it uses simple present tense.*

*The writer : have you ever learnt about procedure text before?*

*Student 1 : yes miss. When I junior high school.*

*Student 2 : yes of course. I just learned it in my english course.*

*The writer : have you ever written procedure text?*

*Student 1 : yes, I have. But I forget what it is.*

*Student 2 : I have ever written it in my English course.*

*The writer : did you have difficulties when you learned procedure text?*

*Student 1 : I'm still confused about procedure text.*

*Student 2 : I'm still confused about the generic structures and language features of procedure text.*

***Interview with the students in the last meeting***

*The writer : do you find any difficulties in learning procedure text by applying the round table technique?*

*Student 1 : No, i don't. I enjoyed to do it.*

*Student 2 : No miss, it is interesting technique in learning.*

*The writer : does round table technique help you in learning procedure text?*

*Student 1 : yess miss. The technique help me to make a procedure text.*

*Student 2 : yes of course miss.*

***Interview with the teacher in the first meeting***

*The writer : what do you think about this class?*

*The teacher : there are different characteristics of each student. I think this class is morepotential than others. If we as the teacher can get their interesting in learning process, so they will be active and spirit to learn the lesson.*

*The writer : what are the difficulties when teaching procedure text in this class?*

*The teacher : there are some students who are very difficult to understand it.*

***Interview with the teacher in the last meeting***

*The writer : what do you thing about round table technique? It is*

*significance to improve student's achievement in writing procedure text?*

*The teacher : it is good and interesting technique. I think the technique gives students chance to explore their communication skill and their writing skill. Individually, each student can share his/her opinion, knowledge and thinking.*

*The writer : do you want to applies this technique in your class later?*

*The teacher : yes, I do.*

*I think it can be alternative technique. So, I will apply this technique in my classroom.*

**APPENDIX V****THE STUDENTS' ATTEDANCE LIST**

<i>N O</i>	<i>NAME</i>	<i>ATTENDANCE LIST</i>				
		<i>Pre- Test</i>	<i>Explanatio n</i>	<i>Post- Test 1</i>	<i>Discussio n</i>	<i>Post- Test II</i>
1	ANGGA PRATAMA	✓	✓	✓	✓	✓
2	APRIYANI PUTRI	✓	✓	✓	✓	✓
3	AQILA SAFIRA Z.	✓	✓	✓	✓	✓
4	ARDIAN PADILA R.	✓	✓	✓	✓	✓
5	AYU M. P.	✓	✓	✓	✓	✓
6	ARI SYAHPUTAR	✓	✓	✓	✓	✓
7	BAYU SETIAWAN	✓	✓	✓	✓	✓
8	CHAIRIDATUL R.	✓	✓	✓	✓	✓
9	DAVID HAFIZA	✓	✓	✓	✓	✓
10	DENI ALFIANDA	✓	✓	✓	✓	✓
11	DEVI YANTI	✓	✓	✓	✓	✓
12	DILA SARTIKA	✓	✓	✓	✓	✓
13	DILA SINTYA	✓	✓	✓	✓	✓
14	EGI M. SRG	✓	✓	✓	✓	✓
15	ELI SAFRIYANI	✓	✓	✓	✓	✓
16	ELIZA NURUL H.	✓	✓	✓	✓	✓
17	FIRMAN S. S.	✓	✓	✓	✓	✓
18	HILDA MAYA P	✓	✓	✓	✓	✓
19	IRFATA CHANDRA	✓	✓	✓	✓	✓

20	<i>KHAIRUL ANNISA</i>	✓	✓	✓	✓	✓
21	<i>KHAIRUN S.</i>	✓	✓	✓	✓	✓
22	<i>M. RIZKI</i>	✓	✓	✓	✓	✓
23	<i>PERDANA Y. S.</i>	✓	✓	✓	✓	✓
24	<i>PITMA YANI</i>	✓	✓	✓	✓	✓
25	<i>RAMADANI S.</i>	✓	✓	✓	✓	✓
26	<i>SASTRIA S.</i>	✓	✓	✓	✓	✓
27	<i>SISKA F. S.</i>	✓	✓	✓	✓	✓
28	<i>SRI MULYANI</i>	✓	✓	✓	✓	✓
29	<i>VIVI ALYANDA Z.</i>	✓	✓	✓	✓	✓
30	<i>ZIHAN SAHARA</i>	✓	✓	✓	✓	✓

**APPENDIX VI****The Students' Score in Pre Test, Post Test I, Post Test II**

<i>N O</i>	<i>INITIAL STUDENTS' NAME</i>	<i>VALUE</i>		
		<i>FIRST CYCLE</i>		<i>SECOND CYCLE</i>
		<i>PRE TEST</i>	<i>POST TEST I</i>	<i>POST-TEST II</i>
1	AP	60	70	85
2	AP	65	70	90
3	ASZ	55	65	75
4	APR	70	75	80
5	AMR	60	70	90
6	AS	75	80	100
7	BS	60	65	80
8	CR	60	80	95
9	DH	65	70	85
10	DA	70	80	100
11	DY	65	75	90
12	DS	60	70	85
13	DS	65	70	90
14	EMS	80	85	95
15	ES	60	70	90
16	ENH	75	80	100
17	FSS	70	75	90
18	HMP	70	85	95
19	IC	60	80	95
20	KA	70	80	100
21	KS	65	75	85
22	MR	65	70	80
23	PYS	80	90	100
24	PY	65	75	85
25	RS	60	80	95
26	SS	60	75	70
27	SFS	70	85	90
28	SM	75	90	95
29	VAZ	80	85	100
30	ZS	60	75	90
	<b>TOTAL</b>	<b><math>\Sigma x = 1995</math></b>	<b><math>\Sigma x = 2302</math></b>	<b><math>\Sigma x = 2700</math></b>
	<b>MEAN</b>	<b><math>X = 66.5</math></b>	<b><math>X = 76.73</math></b>	<b><math>X = 90</math></b>

## **APPENDIX VII**

### **Diary Notes**

#### **The First Meeting**

*The research as the teacher, introduce my self and told the student my aim in doing research. The students were interested for the coming of the researcher who will be their new teacher. They felt enthusiastic to ask some questions about the researcher, especially ma address and my status who engagement already or not yet.*

*The students ere given a test, they were tested of procedure test. Here, the researcher made the test without any treatment. Based on answer, they till had difficulties to answer the question. The students look so lazy and uninterested in doing the test, they make noise.*

*The past away, I was as the research asked them about text and the kindness. Then, directly in this meeting the teacher introduce procedure text and explain about the definition, social function, and language feature of procedure text included example. Most of them have a good responses during the teaching learning process.*

*Then, the teacher gave the first test and explained answer key of the test to students. Then, the teacher asked them to repeat pronounce about definition of procedure text and answer the test of procedure text that given by teacher. In this phase, the teacher explained the technique that want to used in learning procedure text.*

### ***The Second Meeting***

*In this meeting, the teacher explain procedure text with the application round table technique. After given explanation, the teacher divided into six group, each group consist of 5 students. Before that, the teacher explained ho to organize connected idea in order to procedure good writing. Then, the teacher gave the different of procedure texts to each group to be identified based on generic structure and language features of procedure texts and the teacher asked each group to write procedure text individually based on round table technique that had done in their group. After that, some students were read their tasks in front of the class.*

### ***The Third Meeting***

*In here, the teacher remain previous topic. Then, the teacher explained procedure text with application of round table technique with three level and asked them analyzed that had done in font of the class and asked them to make round table technique with three level about how to make meatball.*

*The learning process by round table technique run well. The situation during teaching was very conducive, enjoyed, fun, active, brave, and interesting by using technique.*

### ***The Fourth Meeting***

*This meeting was the last meeting. In here, the teacher explained procedure text again about socialfunction, generic structure, and language*



*features briefly. Then the teacher asked them to make procedure text as the last written test in the cycle II individually.*

*In this time, all the students were serious doing the test. Because the last meeting I said good bye to them and said thank you full caused they were help me.*

**DOCUMENTATION**









*The learning process by round table technique*

## **BIOGRAPHY**

**Name** : *Dian Puspita Sari*  
**Student Number** : *34.15.3.124*  
**Gender** : *Female*  
**Place, date of birthday** : *P. Berandan, 10 Maret 1996*  
**Address** : *- Jl. PancingTangkul II Kemenangan*  
**Name of Father** : *Sularto*  
**Name of Mother** : *Lima Wati*  
**Name of Young Brothers** : *HariAndrian and M. IlhamSahbana*

### **Background of Education**

- 1. Primary School at SD N 050757 Alur Dua Baru P. Berandan (2002-2008)*
- 2. Junior High School at SMP N 2 Babalan P. Berandan (2008-2011)*
- 3. Senior High School at SMK S Harapan Babalan P. Berandan (2011-2014)*