IMPROVING STUDENTS' WRITING PROCEDURE TEXT THROUGH MAKE A MATCH TECHNIQUE AT TENTH GRADE OF MAS AL-MANAAR PTPTN IV PULU RAJA

A THESIS

Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan as a Partial Fulfillment of the Requirements for the Degree of Educational Bachelor S.1. Program

By:

NADILA NOVI SAPITRI

(34.16.2.098)

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN

2020

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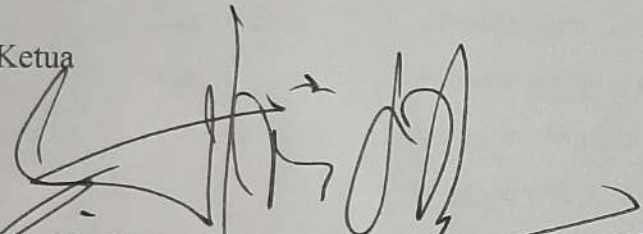**STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

2020

SURAT PENGESAHAN

Skripsi yang berjudul: "Improving Students' Writing Procedure Text through Make a Match Technique at Tenth Grade of MAS AL-MANAAR PT.PN IV PULU RAJA" oleh Nadila Novi Sapitri, yang telah di munaqasyahkan dalam sidang munaqasyah Sarjana Strata (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

30 Oktober 2020 M
13 Rabi'ul-Awwal 1442 H

Dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

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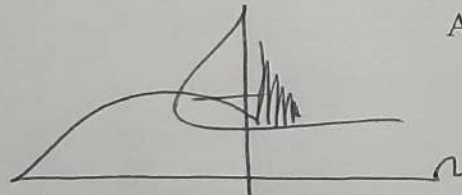**Fakultas Ilmu Tarbiyah dan Keguruan UINSU Medan**

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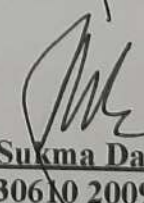
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AssalamualaikumWr.Wb

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Judul   :**"Improving Students' Writing Procedure Text through Make A Match Technique at Tenth Grade of MAS Al-Manaar PT.PN IV PULU RAJA"**

      Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU Medan.

      Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terimakasih.

Wassalamualaikum Wr.Wb.

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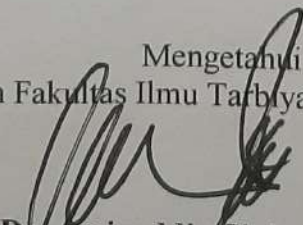
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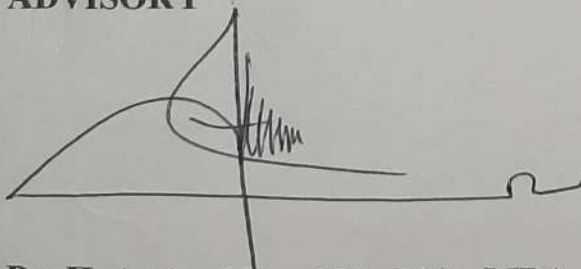
Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

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Yang Membuat Pernyataan

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ABSTRACT

Nadila Novi Sapitri, 0305162098, Improving Students' Writing Procedure Text through Make A Match Technique at Tenth Grade of MAS Al-Manaar PTPN IV Pulu Raja in Academi Year 2020/2021. Thesis (2020).Department of English Education, Faculty of Tarbiyah and Teachers' Training, State Islamic University of North Sumatra Medan. Advisor (I) Dr. H. Amiruddin MS., MA., MBA., Ph.D, Advisor (II) DeasyYunitaSiregar, M.Pd.

Key Word: *Classroom Action Research, Make a Match Technique, Writing Procedure Text*

Writing is one of the things that are difficult for students to do. Students' writing ability still low, lack of vocabularies and confused to develop ideas in writing is difficulty of students to write, especially writing procedure text. This research discussed the difficulties faced by students at tenth grade of MAS Al-Manaar PTPN IV Pulu Raja. This research was conducted by using Classroom action Research. It taken from one class at tenth grade consists of 28 students. The researcher taken from two cycles.In collected the data, the researcher was taken by quantitative and qualitative data. In qualitative was taken by observation sheet, interview, and documentation. And in the quantitative data was taken by Pre-test, Post-test I and Post-test II. The score of students' in pre-test 0%, from 28 students no students can answer the test. In Post-test I there were improvement from students, it can be seen from the score of students increase to 69,43% from 28 students, 9 students can passed the text to achieved Passing Grade, and in Post-test II almost all of them can passed the test because the score of students 84,42% and 25 students passed the test and only 3 students still failed, the Minimum Passing Grade up 75. Meanwhile in qualitative data, they were so enthusiast and active when teaching learning about writing procedure text. They follow the instruction well. So, Make a Match technique can improve students' writing procedure text at Tenth Grade of MAS Al-Manaar PTPN IV Pulu Raja.

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This "Skripsi" is presented to English Education Department, Faculty of Tarbiyah and Teachers' Training State Islamic University of North Sumatera Utara as a partial fulfillment of the requirements for the degree of S.Pd.

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Medan, On August,'2020

Nadila Novi Sapitri
NIM. 030416103

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CHAPTER I

INTRODUCTION

A. **Background of Study**

There are four languages skill in learning English, namely reading, speaking, listening and writing. Writing is one from the other language skill that always available in learning English from Elementary school until Senior High School. Richard and Renandya[1] state that writing is the most difficult skill for foreign language learners. The difficulty for the students has in writing when they write something and translating their ideas they still confuse. Therefore, learning how to write well as early as possible is very important for the students to achieve better understanding and to practice it along their academic life.

The types of text writing are: recount, descriptive, report, narrative, and procedure text. In the senior high school learn about one of the type writing is procedure text. Procedure text is a text that describes how to make something with follows the steps. Procedure text is one of the genres in writing that must be well mastered by the students. Procedure text that tells about how to, make or use something. It will give students a step by step guide so that students can achieve a specific goal.[2]Procedure text not only learns in school but also they can find in daily life. The students can find the procedure text in cooking recipe, snack packaging, atm machines or etc. it helpful for students in learning procedure writing. In the terms of writing skill, the students are expected to

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[1]Richards, J. C, and Renadya W. A. *Methodology in Language Teaching.*2002. Cambridge: Cambridge University Press.

[2]Muhammad AmiqHabibulah, *The Use of Video in Teaching Writing Procedure Text,* SimkiPedagogis Journal, 1 (8), 2017, P.2

develop their skills in expressing meaning through simple texts. When the Students reach their understood about writing, they can fulfill their needs like writing letter, using procedure text well, and describing something.

Based on the observation in MAS Al-Manaar PTPN IV Pulu Raja, the students is still very confused in learning writing especially procedure text. All of the cannot write the instruction of procedure text. Sometimes they do not know about the translate the text because they still lack of vocabulary. They also look not interest to follow the learning writing process. They not follow the steps of procedure text when they write something, and then sometimes they get bored with the technique in learning. They needed the various technique to make their learning process is more active and they was not get bored. So, students still low ability to write the procedure text.

Based on the students' problem above, ways that make the students were interest in writing procedure text have to be developing. One way that can help the students were interest is with by various techniques. The researcher chose make a match technique to be applied in teaching process of writing especially in writing procedure text. Because with the make a match technique the students were more active and can follow the instruction well.

Make a Match is one of Cooperative Learning by Lorna Curran which is interesting for students. According Huda "This technique gives a chance to students to work together with others".[3] Students not only can work together with their friends but also can be more enthusiastic in learning English. This technique creates a joyful learning because it is like a game. When learning

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[3]Miftahul Huda, Model-Model PembelajarandanPengajaran, Yogyakarta: PustakaPejara, 2012, P. 135

with make a match technique the class will more active because class were divide into two groups, group A and B and the teachers will prepares two card that contain pictures and explanation of the picture. And then the teacher was explaining about the procedure text with picture. After that the teacher was begin to share the card to students. Group A was get a card that contains a picture and group B was get a card that contains about explanation of the picture. After all of them get a card, the teacher were tell them what must they to do. The teacher shows them a picture to make something on the whiteboard with the materials and steps that have not been filled. So the students group A and B must to work together to make and match between picture and the explanations of the picture and fill the picture that the teacher gives. By using this technique in teaching procedure text, the students' writing procedure text is better. Moreover, they already can write the procedure well with follow the generic structure of procedure text.

Because of some problems that face the students' above, in this research, the researcher would like to solve the students' writing ability of procedure txt and develop their ability through make a match technique in teaching learning process. And then based of the reason above, the researcher would like to conduct a research under the title "**Improving Students' Writing Procedure Text through Make a Match Technique at Tenth Grade of MAS Al-Manaar PTPN IV Pulu Raja in Academic Year 2020/2021.**

B. **Identification of Study**

1. Students got difficulties in writing because they not focus in writing process.

2. Students was confuse about the instruction of procedure text.

3. Students' writing ability still low

4. Students less idea in writing.

5. Students lack of vocabularies.

C. Scope of Study

Based on the problems identified above, the researcher focuses on improving students' writing procedure text through make and match technique on the tenth grade students.

D. Formulation of Study

Based on the background of study above, then the reseacher formulated the problem into research question as follow : "Can make a match improve students' ability to write procedure text at Tenth grade of MAS Al-ManaarPulu Raja?

E. Objectives of Study

Based on the formulation of study, the objective of this study is was to know make a match can improve students' ability to write procedure text at Tenth grade of MAS Al-ManaarPulu Raja.

F. The Significance of the Study

Based on the objectives research above can be the benefits of this study are as follow :

1. Theoretical

In theory, the result of this study are expected to be valuable input in adding insight to the development of science and education, especially in improving writing procedure text by using make a match technique in the school. This research is expected to be able to contribute to the learning

media in schools and be able to optimize the skills and student learning outcomes.

2. Practical

    a. As input for the teacher, especially in subject as a tool used in the delivery of material.

    b. As thought information to improve the quality of learning

    c. Guidelines for writers as prospective teachers to be applied later in the field.

    d. Further information material and comparisons for other readers or researches.

    e. The results of this study are expected to provide inspiration to improve students' writing procedure text trough make a match technique.

    f. This research can contribute in the form of the formation of quality students in accordance with religious values and norms, producing human resources who behave, mindset and heart always remember Allah SWT.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

In this study, a theory is needed that can solve all concepts of the term. Misunderstandings in this study must be avoided, for this reason the researcher clarifies the terms and their application in thin study. A theoretical explanation of these terms will be explained in this section.

1. Writing

    a. Definition of Writing

In language skills, writing is one of the important skills. Writing is process of rethinking in an ongoing organization.[4] Writing skills can be taught to students after students understand to the other skills are considered the most difficult things to master. This is one of the lively intellectual debates or as research field and also central topic in applied linguistics is writing. "Writing is functional of communication that can enable students to develop their own planning imagination."[5] It means that, learner can express their own idea, express thought, feeling, experience, etc by writing.

According to Dewi, appreciation of language in the form of symbols, letters or words is called writing. The main writing is communication. Writing is meant there is text. The kinds of writing are

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[4]CyntiaBoardmen, (2002), *A Writing to Communicate (Paragraph and Essay),* New York: Longman, P.11

[5]Richard Kern, (2000), *Literacy and Language Teaching.* New York: Oxford University Press, P.172

narrative, persuasive, expository, descriptive, etc[6]. In writing, the words that the reader can understand are arranged.

According to Celce and Mursia, writing is producing written words that can be used as text, but in order for good communication to occur, the text must be read and understandable.[7] It can be conclude that one of the language skills that requires a mental and physical process by students in order to be able to express feelings, ideas, opinions and messages which are described in word for word called writing.

Based on Way, one of the communication skills is writing. Therefore, the information is needed and complete details in writing.[8] To be able to communicate through writing, the writing must be understandable by the reader and information that shows the intent of the writing. The process of arranging letters, words, sentences into writing using the use of grammar, punctuation, spelling, and related elements in writing.

According to Al-Qur'an[9], learners must have an important skill that is writing and in the Al-Qur'an there is a verse about writing, namely surah Surah Al-A'rafayat154 :

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[6]UtamiDewi, (2013), *How to Write,* Medan: La- Tansa Press, p.2

[7]M. Celce and Murcia Elite Olstain, (2000), *Discourse and Context in Language Teaching,* New York: Cambridge University Press, p.142

[8]R.V. Way, (2000), *A Paragraph Writin,* Oxford: Heineman Education Books, p.18

[9]RismanBustaman, *TulisMenulisKhitabahSebagaiPilarKeilmuanPersfektif Al-Qur'an: PendekatanTafsirTematik, Hermeneutik, danLinguistik,* IAIN BatuSangkar: Sumatra Barat. P.615

وَلَمَّا سَكَتَ عَن مُّوسَى ٱلْغَضَبُ أَخَذَ ٱلْأَلْوَاحَ ۖ وَفِى نُسْخَتِهَا هُدًى وَرَحْمَةٌ لِّلَّذِينَ هُمْ لِرَبِّهِمْ يَرْهَبُونَ ﴿١٥٤﴾

Meaning : "*when the anger of moses was appeased, he took up the tablets: in the writing thereon was guidance and mercy for such as fear their lord*".

Based on the verse above explained that a useful article can give us knowledge and understanding to be a guide so we did not get lost in the wrong ways. We can understand that by writing we can convey useful information and can broadcast the religions of Allah SWT to all corners of the world so that the existence of the Islamic religion is maintained.[10]

The other version in Holy Qur'an, surah Al-Ankabut: 48

وَمَا كُنْتَ تَتْلُوْا مِنْ قَبْلِهٖ مِنْ كِتٰبٍ وَّلَا تَخُطُّهٗ بِيَمِيْنِكَ اِذًا لَّارْتَابَ الْمُبْطِلُوْنَ

Meaning: *And thou wast not (able) to recite a book before this (book came), nor art thou (able) to transcribe it with the right hand: in that case indeed, would the talkers of vanities have doubted.*

In the context of education about writing, can be formulated as a written code of ethics : 1) it is forbidden to falsify written works or plagiarism, whether direct or not, bot written and oral sources, because it

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[10]Ahmad Mustafa Al-Marghi, (1974), *Tafsir Al-Margi*, Semarang: Toha Putra, p.67

is a not good, and 2) it is forbidden to accuse others already plagiarism and falseness in the paper, if the accusation is not baseless and is not supported by true data and facts.

There are still many benefits to writing. For example, by writing it is easy to remember and understand the knowledge/ topics we write. Like being guided to implant deeper into our minds by writing, science is firmly imprinted in our minds. In context, the messenger of Allah in one of the hadist said:

ثنا وَكِيعٌ، عَنْ أَبِي كِيرَانَ، قَالَ: سَمِعْتُ الشَّعْبِيَّ، قَالَ: " إِذَا سَمِعْتَ شَيْئًا فَاكْتُبْهُ وَلَوْ فِي الْحَائِطِ

Meaning: *Asy-Sya'bi said "if you hear something (knowledge) then write down even on the wall"*

Implied, the message in the hadith wan intended to write as a media to remember the knowledge, so it is not quickly forgotten. Without writing, we will not know the traces of a past civilization. Writing gives style and markers about the characteristics of a civilization.[11]

b. Writing Process

Getting good writing takes several steps in the writing process. Education gets that and focuses it on the writing process. Pouring out ideas in mind is one of the successes that occur in writing. People can

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[11]Ibid, p.139

change their writing with what's on their mind; things need to pour into new writing and reduce writing blocks. Complex thinking is needed in the writing process. The writing process also includes problem solving and decision making.

According to Lundsteen, the writing process requires good intelligence from a writer to make the ideas or thinking outlined in the form of the text and will be made into a writing that has a purpose.[12]

According Graham and Perin in Pardiyono, there are benefit of writing: 1) the use of strategies (planning, evaluation, and revision) in order to achieve goals such as writing reports leads to writing skills, 2) students also better understand and add insight by making writing as a tool.[13] To get good written work requires a writing process approach that includes writing steps.

1. Planning

At planning, three things that the writer must to pay attention. The first is purpose of writing, choosing good information to be written, using good language. The second is readers; the writers must receive input from readers about the structure of the text and words in writing. And the third is content structure, the writer should write the best in order of the fact, idea of argument.[14] In this stage, discovery and design of initial ideas that are still in random form, and the structure of

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[12]Barbara C. Palmer and Friends, (1994), *Developing Cultural Literacy Through the Writing Process,* Boston Ondon: Allyn and Balcon, p.1-2

[13]Pardiyono, (2007), *PastiBisa: Teaching Genre-Based Writing,* Yogyakarta: CV Andi Offset, p.72

[14] Martin H. Manser. (2006). *The Facts on File Guide to Good Writing, USA: Acid Free Paper,* p.36

the writing is still not improved and then pouring all the ideas and connecting word for word so that there are plans to make it a good writing.

2. Drafting

In this stage, the author develops idea to make sentences that have been arranged in to a reading. The purpose of drafting is to develop an existing idea and let it float in to form a consistent sentence. In drafting, do not need to pay attention to spelling, pronunciation or grammar.

3. Editing and Revising

In this stage, the writer strangeness the content of the writing. Before the draft has not been completed, the writer does not need to revise the writing. The writer has to do is revise each paragraph first.[15] In revising process, several things must be considered: revising content, revising sentence and editing. 1. Revising all writing structure, 2. Revising all of the paragraph in writing and revise sentences must be related, 3. Revising good word selection.[16]

4. Publishing

In this stage, after everything has been rechecked and there are no errors in writing again, the writing is ready to be published.[17]

c. **Purpose of Writing**

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[15] Whitaker, (2009), *Academic Writing Guide,* Seattle: City University of Seattle Press, p.8

[16]Beverly Ann Chin, (2004), *How to Write a Great Research Paper,* Canada: Jhon Wiley & Sons, Inc, p. 23

[17] Nita WirdasariNst, (2017), *The Influence of Summarizing Technique to the Students' Writing Ability at 8th Grade Perguruan Al-UlumTerpadu Medan.*

To communicate information or ideas is the purpose of writing. Besides that, other purposes of writing can also be identified, as follow:[18]

1. As an information tool, to convey information about a particular problem or topic. Writing can be used as the purpose of conveying something that you want to convey so that the readers know about it.

2. As an educational tool, to add insight into the knowledge of students, the writings of pliers are used as books to write in depth discussions.

3. As an entertaining tool, writing can also be entertaining for some people, because many people like to read writing which contain humor. Writing in the form of a book can be in the form of comics, magazine and etc.

4. As an inspirational tool, a lot of writing comes from a person's biography about their life journey which is made into a book that can be read by many people and makes it a life motivation.

5. As a means of persuasion, writing can also be in the form of letter which can be an agreement between several people to agree on something.

From the purpose it can be educate for the reader, the information is more complex to present, for entertain, make a reading that makes reader interested in reading the writing.

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[18]Chris Juzwiak, *Stepping Stones A Guided Approach to Writing Sentences and Paragraph, New York: Martins', p.18*

d. Genre of Writing

In writing, pay attention to several cases that often exist, one of which is genre. Genre is another word for grouping text. Genre is a designation to certain types of text, different from traditional types of literature. In social purpose, this type of text is defined as a social goal that relates to the level of context. Genres are also identified according to their stages and can be clarified based on their social goals.

According to I Wydigeryasa, some kinds of text will learned by students. There are descriptive text, recount text, narrative text, procedure text, hortatory text, spoof text, report text, news item, etc.[19]

1. Text of Descriptive

    A text that describes in detail an object, it can be people or things and sees with the eye to make an idea.

2. Recount Text

    A text that comes from the past that occurs in an event or past experience and will be written and retold in text form.

3. Narrative Text

    A text that is a fairy tale or things in the past in which there is a problem and the plot advances to the end of the resolution to the problem in the story.

4. Procedure text

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[19] I Way, Digeryasa, (2014), *Collage Academic Writing: A Genre Based Perspective*, Medan: Unimed Press, p.3

Procedure text is a text that designs or does something in detail following the correct steps. In this text, it is explained in detail how to make things or do something in the order.

5. Report text

Report text is a type of text that tells about natural events and other events that are around us to be used as a report in text form.

6. Explanation text

In this text tells about a formation or process. This text describes how something actually exists.

7. Discussion text

Discussion text is a text that review problematic discourse, this text requires an opinion from a different point of view.

8. Hortatory text

This text's function to persuade the readers to do or not to do something[20]

9. News Item

News item are important things that can be told or reported.

In this case, the researcher only focuses on procedure text. Procedure text is a text that designs or does something in detail following the correct steps. In this text, it is explained in detail how to make things or do something in the order.

2. **Procedure Text**

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[20]RinaLestiyaningsih, (2017), *The Effectiveness of Using Video for Teaching Procedure Text Writing,* p.21

a. Definition of Procedure Text

A text is something in a meaningful context that is contained in the linguistic unit.[21] Language as a communication system that can be arranged for cohesive units which are also called text. The use of spoken and written language is contained in the context of the text.[22]Procedure text is the creation of something structured with instructions in the correct order. Which becomes the focus in writing is how to complete a job in the right order or obedience to the procedures.[23]

According to Siahaan and Shioda,[24] there are three components contained in procedure text, namely: the material, method and reorientation that the author uses to explain how to make things in the right order and in good steps.

Based on the definition above procedure text is the process to make something by follow the steps until completely. This text is in the form of instructions which contain imperative sentences. This text also explains the purpose, the tool and ingredients to be used and the steps for making something until finish. Procedure text divided into two forms namely: the written form and oral form. Oral form is usually uses

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[21]SanggamSiahaan and KhisnoShinoda, (2008), *Generic Text Structure,* Yogyakarta:GrahaIlmu, p.1

[22]Pardiyono, (2007), *PastiBisa! Teaching Genre-Based Writing,* Yogyakarta*:* CV Andi Offset, p.2

[23]Pardiyono, (2006), *Writing Clauses for Better Writing Competence*, Yogyakarta: Andi, p.172

[24]SanggamSiahaan&KisnoShinoda, (2008), *Generic Text Writing Competence,* Yogyakarta: Andi,p. 172

in the tutorial video or doing something. The researcher focuses on written form.

b. Generic Structure of Procedure Text

According to Swales, in order to achieve communication goals, text structure is the supporting tool.[25] The same as any other text type. The generic structure also belongs to the procedure txt according to it is communicative purposes. But there are certain goals in common with other texts.

According to Pardiyono, procedure text have 3 generic structures, there are: goal, material and steps.

1. Describe something that can be achieved is a form of goal or purpose. All forms of the text have different purposes according to the type of text. The purpose of this text is to ley the reader or the audience making something.

2. Material is usually related to the material that will be used for the material to be discussed. Material can be in the form of food or equipment to be used.

3. The last one is the manufacturing step. Here will be explained from the beginning of making a thing to the end being something that is intended. At this stage will be explained in sequence.

From the discussion, it is concluded that there are three generic structures of the procedure text, namely: goals, material and step. To

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[25]J. Swales, (1990), *Genre Analysis,* UK: Cambridge University Press, p.9

achieve a functional goal, namely to explain to readers and audience how to make or operate something in a good sequence of steps a generic structure is needed.

c. Grammatical Features of Procedure Text

Procedure text has grammar features, namely:

1. Subject addresses can be directed indirectly or directly.

2. In completing a task, active verbs are used as process instruction.

3. Using simple present tense to complete the task.

4. Adverb is used to describe time, place, and manner.

5. The temporal connector (conjunction) is usually used in instructions to ensure the process is in the correct order.

6. Imperative sentence always used in its preparation.[26]

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[26]Knapp & Watkins (2005), *Genre, Text, and Grammar,* Sydney: UNSW Press, p.156

d. Example of Procedure Text

Picture 2.1

Goal	How to Cook Soup
Material	2 carrots, 2 potatoes, 2 cloves garlic, 1 cauliflower, 5 meat ball, cooking oil, pepper, salt, water, celery
Steps	a. First, peel garlic, potato, carrot, cauliflower and meat ball with knife. Then, cut into pieces. b. Second, grab a frying pan and cooking oil. Enter the garlic and sauce until fragrant. c. Third, take a pot and put enough water d. After that, add the garlic, potato,

	carrot, cauliflowerand meat ball. Don't forget give the salt andpepper.
	e. Wait for 5 until 7 minutes
	f. Finally, pour the soup into bowls, sprinkle withcelery and eat while warm

Adobted from (Setyawan et all, 2015 :58)

3. Make a Match

a. Definition Make a Match

According Suprijono, Make a match technique is one method in cooperative learning developed by Lorrna Curran. One of the cooperative methods developed and introduced by Curran is Make a Match Technique. [27]Make a Match techniques are one of the co-operative learning methods developed and introduced by Curran.[28] In general, the application of learning methods includes four main activities, namely the initial activity is the orientation, the core activities in the learning process, reinforcement and feedback and assessment. At the orientation activities the teacher seeks to focus attention and students' readiness to learn lessons. Furthermore, the core activities of teachers using specific teaching methods which aim to make it easy for students to engaged in learning. On strengthening activities and

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[27]Suprijono A, (2010), *Cooperative Learning: TeoridanAplikasi PAIKEM,* Yogyakarta: PustakaBelajar

feedback, the teacher gives the student a task to be done with regard to material that has been studied, and the last activity carried out an assessment of the succeed of the students who achieved the students through the learning process[29]

Techniques used to increase and develop student interest in learning and teachers can vary new learning. This factor attracts attention to make a good impression. Make a match is one of the technique is used in teaching writing. In this technique the teacher must prepare some card that contains several concepts, vocabulary items or topics and answer. Method is a set of procedure of collection of technique used in a systematic way to accomplish something in learning process. The principle that exists in make a match is the students must search and find a partner when in the classroom with certain materials that create an atmosphere in the classroom fun.

According to Arifah and Kusumarasdyanti, in cooperative learning, the appropriate technique is make a match. Make a match is included in the game because students play to find their partner. In this technique, students can be grouped into two parts, namely group A and B. Students A will receive a card containing questions based on the specified topic and group B will receive a description card of the question. Students begin to actively look for their partners and match

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[29]Sumiati&Asra, (2013), *MetodePembelajaran,* Bandung: CV Wacana Prima, P.97.

their card, after they get the partner, the will report it to the teacher and will make a sentence from the words they get.[30]

Istarani suggest when the teacher wants to apply the make a match technique in class, the teacher must prepare a card containing questions based on the topic and answers to these questions.[31]

In holy Qur'an also explain about Help each other in study. Surah Al-Maidah ayat 2:

وَتَعَاوَنُوا۟ عَلَى ٱلْبِرِّ وَٱلتَّقْوَىٰ ۖ وَلَا تَعَاوَنُوا۟ عَلَى ٱلْإِثْمِ وَٱلْعُدْوَٰنِ ۚ وَٱتَّقُوا۟ ٱللَّهَ ۖ إِنَّ ٱللَّهَ شَدِيدُ ٱلْعِقَابِ ۝

Meaning: *and help you in (do) virtue and piety, and do not help (cooperation) in sins distance. And fear Allah, truly Allah his torment heavy.[32]*

From the surah show orders to all beings to do help in kindness and piety, that is helping each other and encourage each other in doing what Allah SWT commended. And prevent himself from the actions that are prohibited.

In Hadist also explained about work together:

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[30]Arifah M &Kusumarasdyati, (2013), *The Effectiveness of Make a Match Technique for Teaching Writing Descriptive Text to The Seventh Grades OF smpn 1 karangbinagunLamongan, UNESA, 1(1),P.1-8*

[31]Istarani, (2011), *58 Pembelajaran Model Inovatif: Referensi Guru dalamMenentukan Model Pembelajaran,* Medan: Penerbit Media Persada.

[32]Departemen Agama RI, (2006), *AL-Qur'an danTerjemahannya,* Kudus: Menara kudus, p.106

حَدَّثَنَا مُحَمَّدُ بْنُ الْعَلَاءِ حَدَّثَنَا أَبُو أُسَامَةَ عَنْ بُرَيْدٍ عَنْ أَبِي بُرْدَةَ

عَنْ أَبِي مُوسَى عَنِ النَّبِيِّ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ أَنَّهُ كَانَ إِذَا أَتَاهُ

السَّائِلُ أَوْ صَاحِبُ الْحَاجَةِ قَالَ اشْفَعُوا فَلْتُؤْجَرُوا وَلْيَقْضِ اللَّهُ

عَلَى لِسَانِ رَسُولِهِ مَا شَاءَ

Meaning : "Having told us Muhammad bin Al 'Ala` had told us Abu Usama from Buraid from Abu Burdah from Abu Musa from the Prophet sallallaahu' alaihi wasallam "If someone asks or needs a need to come to him, then he said: 'Give help so that you will gain mutual reward and may Allah carry out what He pleases through the words of His Messenger" (HR Bukhari)

مَنْ نَفَّسَ عَنْ مُؤْ مِنٍ كُرْبَةًمِنْ كُرَبِ الدُّنْيَانَفَّسَ اللهُ عَنْهُ كُرْبَةً

مِنْ كُرَبِ يَوْمِ الْقِيَامَةِ.وَمَنْ يَسَّرَعَلَى مُعْسِرٍيَسَّرَاللهُ عَلَيْهِ فِى

الدُّنْيَاوَالْاَخِرَةِ.وَمَنْ سَتَرَمُسْلِمًاسَتَرَاللهُ فِى الدُّنْيَاوَالْاَخِرَةِوَاللهُ فِى

عَوْنِ الْعَبْدِمَامَاكَانَ الْعَبْدُعَوْنِ اَخِيْهِ

It means : "Whoever tries to stretch a distress from the difficulties of world, then Allah will extend it from a tribulation on the day of judgement and whoever tries to provide conveniece for the trouble person, then Allah will provide convience for him in the world and the hereafter. Whoever tries to cover up the ugliness of muslims, God will

cover up the ugliness in the world and the hereafter. God always help his fellow brother".

The hadist explanation above is every human being should realize that there is law of cause in effect in this world. The existence of terms rich because of the poor. The existence of term strong because of the weak. Everyone should be aware of the advantages and disadvantages he has. We as a Gods' creatures must always help each other and respect to each other. It aims for the realization of harmony to peace in the life of society".[33]

Maduratna said that make a amtch technique can be used by all level of students and all topic.[34]

It can be concluded that, to improve students writing ability, the teacher can apply the make a match technique as a learning process. In this technique students do not only work individually but in gorups, it means that students can be more aive in the teaching anf learning process. This technique cn also incraese students' interest in increasing their willingness to learn because this techninue is a fun technique.

b. **The Instruction of Make a Match**

It is difficult and sometimes bored that students feel in learning writing. Teachers as educators must find techniques that can increas learning interest in their students. Make a match is a technique that

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[33]Ad darimidalamsunnahnya, (1994), *BabuFiiRukhsinFiiKitabatilIlmijilid I,* Beirut : DarulFikri, p.127

[34]Maduratna R, (2014), The Impact of Applications of Make a Match Technique toward Students' Vocabulary Mastery, Indonesa: Bandar Lampung University.

teacher can use as a learning technqiue in the classroom. But in practice, this technique musr require good preparation.

Learning type was mostly pleasant atmosphere intended for previous material repetition. However, in delivering new material ,the teacher should asked students to learn topic as provision before class.[35]There are some instructions to play make a match technique in the class:

1. The teacher prepares cards that will be used in the learning process, cards that contain questions and cards that contain answer of the question.

2. A card received by each student.

3. Each student begins to think the answer of card held.

4. To matching the card, each students must looking for the partner

5. Students get more score if they already match with partner before the time.

6. After one around of cards to be shuffle again each student get different cards than before.

7. Always to repeat until the learning process is complete.

8. In the last section, the students give the conclusions together.

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[35]Novriansyah, Benny, *The Implementation Of "Make A Match" Method To Increase Arabic Composition Competence On Student Of Madrasa In Indonesia,* Excellence International Journal Of Education And Research, 2018, 5 (3), P.38

c. **Advantages of Make a Match Technique**

The advantages of Make a Match teaching model will be as follows[36]:

1. Available to improve learning activities both physically and cognitively.

2. Create pleasant atmosphere that included game during learning.

3. Improve students' mastery of material.

4. Effectively facilitate students to be confident to express their mind in composition and to be discipline in teamwork.

5. Increase social intercourse and emotional question.

Whereas, the disadvantages of this model are as follows:

1. It potentially wastes time if not managed properly.

2. Group presentation should be guided heading to materials

3. It creates noise during matching game, teacher have to ensure other class will not be disturbed.

4. Some students rely solely on his ability, teacher have to look carefully to all groups during composition to maximize interaction process among them.

According to Suprijono[37], in learning English, teachet applies make a match techniques to encourage and increase students' interest in learning. When using this technique, students are more active and

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[36]NurSafitriWahyuningsih,*PenerapanModelPembelajaranKooperatifTi pe Make A-Match*.Yogyakarta Public University, 2011.
[37]Suprijono, 2010*, Cooperative Learning : TeoridanAplikasi PAIKEM*, Yogyakarta : PustakaBelajar

concentrate on learning because they have to match the cards until the topic is complete and also students more pay attention to their teacher in teaching learning process.

B. Conceptual Framework

Writing skills can be said to be the most difficult and complex skills among existing skills because they require assessment and conceptual devicesn not just rhetorical and grammatical devices. Students also have to do or produve writing as one of the competencies of writing. Melinda[38] states that writing procedure text is one of the writing competence that students have to produce or perfomed. In this case the researcher will use the other technique to make the students more interesting in writing procedure text be better. The technique uses is make a match technique. This technique will focus to make student more active in the class. So, the teacher will be divide class into two groups. The group one will be hold the picture of material and the steps about the procedure text, and then the group two will be hold the sentence of the picture. And all of them must match between the picture and the sentence. After that they will write the material and the steps of the subject and they have to answer the step correctly.

A. Related Study

The relevant research to the study of this research it conducted and the result of M. Miftahul Huda (2015), English Language Education Department, Faculty of Education and Teacher Training, Walisongo State Islamic University (Uin) Semarang, also was done a research entittled "Improving

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[38] Melinda Prawati, Sofian&EndangSusilawati, *Teaching Procedure Text Through Demontration,* TanjungPura University, P.2

Students' Ability In Writing Procedure Text Through Demonstration". The background of the study in this research is based on the phenomenon that student have difficulties in writing procedure text because the teacher just explains the material orally without being supported by teaching aids. The result is the students' ability to write is low. To improve students' ability in writing procedure text, the teacher needs a strategy through using an aid that facilitates on writing procedure text. Demonstration is one of aid that can be used in teaching writing procedure text. Using realia, students are able to write procedure text easily.

This research is aimed at finding the answer to the following research questions. How is students' improvement of procedure text writing at the seventh grade of MTs. Al Islam Jepara in the academic year of2014/2015, after being taught through using demonstration? How is students' engagement improvement in teaching learning process of procedure text at the seventh grade of MTs. Al Islam Jepara in the academic year of 2014/2015 after being taught through using demonstration? Its objectives are: Identify the improvement of students' ability in writing procedure text, in the seventh grade students of MTs. Al Islam Jepara in the academic year of 2014/2015.Identify the students' engagement in teaching learning process of procedure text, in the seventh grade of MTs. Al Islam Jepara in the academic year of 2014/2015 after being taught through using demonstration? This research is a classroom action research. It was done through two cycles with different types of demonstration, subject, data collection and analysis technique. The most problem occurred at the first cycle. It happened because

students felt difficult with the material although they had heard before. They also felt unfamiliar with some of difficult words within the text. In the second cycle, they could write better because they were divided in groups, they were motivated in writing procedure text. They also gave full attention to teacher's explanation. In this research, the writer took a test of their improvement in each cycle. The mean of students' writing score in the first cycle was 64.9, with the highest and the lowest score of 70and 55. The mean of students' writing score in the second cycle was 72.3, with the highest and the lowest score of 86 and 57.Finally the result of this research shows that students' ability was improved in each cycle after they were taught using demonstration. They were better in their procedure text's writing. It was signed by their improvements of each writing component, i.e.: content, organization, vocabulary, language use and mechanic.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this study is classroom action research. Classroom action research is carrying out if : there is group decision and the commitment to elaborate, aimed to improve the professionalism of the teacher, the main reason want to know, aimed to get knowledge and as an efforts of problem solving[39].

In classroom action research, the researcher collected data by conducting two cycles. Each cycle contained four steps: Planning, action, observation, reflection.

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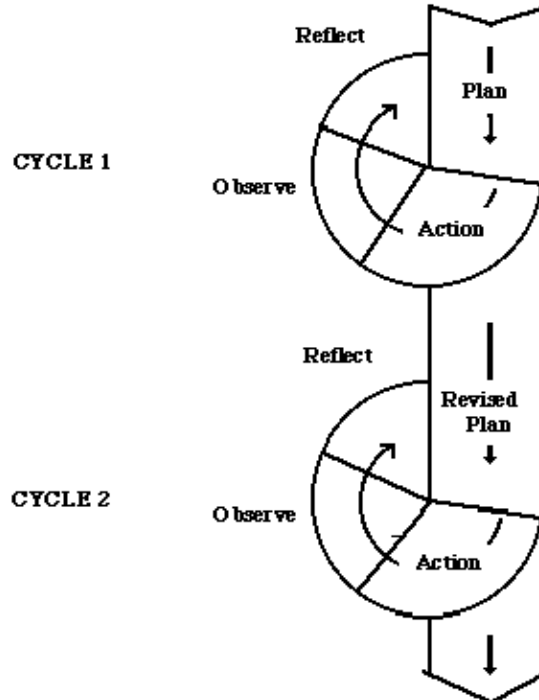
[39]CandraWijayaSyahrum, (2013), *PenelitianTindkanKelas*, Medan: CitaPustaka Media Perintis, p.46-47

(Figure of Classroom Action Researcj from Kemmis and Mc Taggart

B. **Research Setting**

This research was conducted at MAS Al-Manaar PTPN IV PULU RAJA, KabupatenAsahan, Sumatra Utara. This research was conducted of tenth grade and consists of 28 students in one class. This school was chosen because of some reasons. They were 1) the access to enter that school easy, 2) the school was not far from house of the researcher.

C. **The Location of Research**

This research was conducted at MAS Al-Manaar PTPN IV PULU RAJA, which is located at Desaorikadusun II, jalanlintassigura-gura, kecamatanpulurakyat, kabupatenAsahan, Sumatra Utara.

D. **Procedure of Collecting Data**

1. **Planning**

The planning stage is based on the results of the initial test reflection. At this stage the planned action, namely:

a. Develop a lesson plan which contains steps in learning activities that used make a match technique.

b. Prepare learning tool supports the implementation that measure, namely: student's worksheet and subject that are relevant to research.

c. Develop questions or test used to look at the ability of learners.

    d. Make the observation sheet to see the effort of teacher to imrpove the creativity of learners, and how learning conditions, combined with make a match technique.

2. Action

a. After a well- conceived planning stage, then carried out the implementation of the action. Implementation of the action was to conduct teaching material with the technique. Applied a lesson plan and teach the students with make a match technique in teaching writing procedure text. After the preparing the lesson plan, the writer implementing it. In the action stage, the researcher uses make a match technique.

b. In the activity, the researcher introduced make a match technique to the participants while teaching the procedure text.

c. The participants learnt the introduce ourselves, they will search for new vocabulary and will practice the make a match technique to learn new vocabulary.

d. After that, the participants will be dividing into group A and group B. Each participant from group A will get one picture or question that must have the answer. Then the participants from group B have the answer from the card.

e. After having a card, the participants will give the time to go around the class to find their partner that had a matching card with the other participants.

f.   After finding their partner, the participants will report it to teacher to check whether it will right or wrong and they will be give score.

3. Observation

The observation make in the classroom when teaching and learning activities take place, the observation conducted by the teacher to check the students' participation and classroom atmosphere when the technique was implemented. In addition, some activities performed at this stage include:

a.   The teacher observed and recorded events when students follow the learning process and asked to them what the difficulties that they faced in writing procedure text.

b.   Checked the result of the test on each cycle.

The important aspects in observation were sources of data, the instrument used in collecting the data, and the technique of the data.

4. Reflecting

After collecting the data, the researcher analyzed the data of teaching learning process. The researcher reflected and analyzed the result from the action and observation in teaching and learning process of writing procedure text using make a match technique was good to imply at tenth grade of Mas A-manaar or not.

E. Technique of Collecting Data

Data collection techniques used by researcher in using the technique of the test, interview and documentation.

1. Test

Test is a set of questions, exercise or other instruments which are used to measure skill, knowledge, and intelligence of an individual or groups. Writing test was used to know the students' writing skill. In this research, written test was used especially essay test to know and measure the students' mastery in writing procedure text. Pre-test and post-test are test was used by the researcher.

Pre-test gave by the researcher before implementing the treatment to know students' ability in writing procedure text. Post-test gave by the teacher after implementing the treatment, and to know improvement of students' ability in writing procedure text before and after implementing the treatment.

Soring Guidance and The Explanation of Criterion by Jacob et.al

ITEM ANALYSIS	SCORE	CRITERIA
Content	27 – 30	Very good to excellent: knowledge, substantive, through development of topic sentence, relevant to assigned topic
	22 - 26	Average to good : some knowledge of subject, adequate range, limited, development of topic sentence, mostly relevant to topic, but luck detail.
	17 - 21	Fair to poor: limited knowledge of subject, little substance, inadequate of topic.
	13 – 16	

		Very poor: does not show the knowledge of subject , not substantive, not pertinent, or not enough to evaluate.
Organization	18 – 20	Very good to excellent : ideas clearly stated/supported, cohesive, time, sequence, spatial, particular to general to particular.
	14 – 17	Average to good : somewhat copy, loosely organized but main ideas stand out, limited support, logical sequencing and development.
	10 – 13	Fair to good : non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	7 – 9	Very poor, does not communicative, no organization, or not enough to evaluate.
Vocabulary	18 – 20	Very good to excellent, exact words, effective words idioms choices and usage, words form mastery appropriate register
	14 – 17	Average to poor, adequate range, occasional errors of words/idioms for, choices, usages, but meaning not obscured.
	10 – 13	Fair to poor limited range, frequent errors to words/idiom form, choice, usage and meaning obscured.

	7 – 9	Very poor, does not communicative, no organization, or not enough to evaluate.
Language Use	22 - 25	Very good to excellent, effective complex, construction few errors of agreement tense, number, word order/function, articles, pronouns, preposition.
	18 – 21	Average to good : simple construction minor problems in complex instruction several errors of agreement, tense, number of words order/function, articles, pronoun preposition and meeting seldom obscured.
	11 – 17	Fair to poor : major problem in simple complex construction frequent errors of negotiation, tense, number of words order/function, articles, pronoun preposition and or fragments meaning confused or obscured.
	5 – 10	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicated, and not enough to evaluate.
Mechanics Skill	5	Very good to excellent: demonstrated mastery of convention, few errors of spelling punctuation, capitalization, writing sentences.
	4	Average to good, occasional errors of spelling

		punctuation, capitalization, writing sentences, but meaning not obscured.
	3	Fair to poor : frequent errors of spelling punctuation, capitalization, poor hand writing, meaning obscured or confused.
	2	Very poor, no mastery convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate.

2. Interview

Interview is instrument of collecting data that provide direct communication between researcher and respondent. In interview, there were question and answer section.[40] In this research, the researcher interviewed the students and the teacher to get information about the teaching and learning process.

3. Documentation

Different types of documentation may be used in connection with the researcher who was conducted to the study. The document can be photo, video or etch. In this research, the researcher document in the form of pictures. Photo can provide information about the state/ classroom situation when researcher and students carry out learning.

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[40]RusydiAnanda et al, (2015), *PeneltianTindakanKelas,* Bandung:CitraPustaka Media, p.88

F. Technique of Analyzing Data

This study was applied quantitative and qualitative data. Quantitative data was found by analyzing the score of the students. These data was analyzed by collecting score of the test in the question. To know the mean of students' score in each cycle, the researcher was applied the following formula:

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

In which :

$\overline{X}$ = Means of Students Score

N = Number of subject

$\sum x$ = The total score

To categorize the number of component student, the following formula was applied:

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

Where:

P = The percentage of students who got point 75

R = The number of students who got point 75 above

T = The total number od students who took the test

Then, to analyze the data, the researcher uses descriptive qualitative to analyzedata.Then, to analyze the data, the researcher uses descriptive qualitative to analyzedata. Miles and Huberman technique for

qualitative data consist of 3 steps: data reduction, data display, and conclusion drawing and verification.[41]

Data reduction means the process of selecting, identifying, classifying andcoding the data that are considered important. In conducting research, the researcherwill get the data. The researcher must select data that will give valuable informationin research. Thus, at first the researcher has to do reduction to analyze the data. Basedon the concept of data reduction, reducing the data in this researcher is chosen byidentifying students' understanding in writing procedure text by using make a match. learning model.

Data display means the process to simply the data in the form of sentence,narrative, or table. Data display refers to show data that have been reduced in the formof patterns. It benefits to help the researcher in understanding the data.In short, the steps in analyzing the data are: (1) the researcher collects the datathrough observation, test and interview. Then, the researcher selects, identify, andfocuses on the data by referring to formulation of the research strategy. (2) Afterselecting the data, the researcher displays those data into good sentences. (3) Afterdisplaying data, the conclusion is drawn.

Conclusions drawing and verification is the last step of analysis is drew conclusion and verification. From the start of the data collection, the qualitative data analysis is beginning to decide what things mean is

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[41]Andrea Daniel, (2010), *Perception Gaps Between Headquarters and Subsidiary Managers: Differing Perfective on Subsidiary Roles and Their Implication,* Wiesbaden: Gabler, p:138

nothing regulation, patterns, explanation, possible configuration, causal flows and preposition.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Findings

Quantitative and qualitative data are kinds of data were analyzed. The quantitative data was taken from the means of students' score in taking test. And the qualitative data were taken from interview, observation sheet and photograph. The researcher conducted in one class with 28 students. It was accomplished in two cycles. Each cycle consisted of four step, they are planning, action, observation and reflection.

1. Quantitative Data

The quantitative data were taken from the result of the test given to the students. The test given still relevant to the topic taught and discussed in the classroom in ever cycle.

a. Pre-Test

Before conducting the first cycle, the researcher did the pre-test to find out the students' ability of procedure text.

Written test and interview were given by the researcher in pre-test section. The Minimum Passing Grade (MPG) for English subject in the school was 75. The researcher gave the written test to students to know ability of students in writing procedure text. And gave interview to know them knowledge and the difficulties in writing especially in writing procedure text.

Table 4.1

The students' Score before Treatment (Pre-Test)

No	Initial of Name	Score	
		Pre Test	Criteria of Success >75
1	ADR	57	Failed
2	AK	42	Failed
3	DT	63	Failed
4	DMM	60	Failed
5	DSW	46	Failed
6	EY	34	Failed
7	FAL	40	Failed
8	FS	59	Failed
9	HS	70	Failed
10	HP	54	Failed
11	HYC	49	Failed
12	IM	44	Failed
13	JS	42	Failed
14	MA	40	Failed
15	MAR	47	Failed
16	MS	34	Failed
17	MSV	41	Failed
18	MR	35	Failed
19	NN	59	Failed
20	NY	61	Failed
21	RNI	34	Failed
22	RP	57	Failed
23	RS	58	Failed
24	SAK	60	Failed
25	SAM	46	Failed
26	SG	49	Failed

27	YL	61	Failed
28	UA	40	Failed
Total **The Mean Score**		$\sum X = 1328$ $X = 49.3571$	

The number of students was took the test was 28 students. After the test conducted, it was found there were no students who passed the test and got the score 75 or up to 75. In addition, the total score of students in pre-test was 1382, the mean from the total score was 49,35.

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

$$P1 = \frac{0}{28} \times 100\% \qquad\qquad P2 = \frac{28}{28} \times 100\%$$

$$= 0\% \qquad\qquad\qquad = 100\%$$

Table 4.2 The Percentage of the Students' score in Pre-test

	Criteria	Total of Students	Percentage
P1	Success	0	0%
P2	Unsuccess	28	100%
Total		28	100%

From the result, the ability in writing procedure test of students was very low. It can be seen from the percentage score of students 0%. It means that, no one from them can answer the test clearly until passed the passing grade of English score.

b. Post-Test Cycle I

In cycle I, the researcher gave test to the students after applying the Make a Match technique in writing procedure text. Some of them the have scored above their minimum passing grade (MPG). The following is student's score.

Table 4.3

The Students' Score in Post-Test Cycle I

No	Initial of Name	Post Test I	Score Criteria of Success ≥75
1	ADR	80	**Passed**
2	AK	62	Failed
3	DT	72	Failed
4	DMM	90	**Passed**
5	DSW	80	**Passed**
6	EY	86	**Passed**
7	FAL	56	Failed
8	FS	81	**Passed**
9	HS	74	Failed
10	HP	34	Failed
11	HYC	71	Failed
12	IM	60	Failed
13	JS	66	Failed
14	MA	63	Failed
15	MAR	81	**Passed**
16	MS	74	Failed
17	MSV	68	Failed
18	MR	74	Failed
19	NN	64	Failed
20	NY	86	**Passed**
21	RNI	78	**Passed**

22	RP	83	**Passed**
23	RS	34	Failed
24	SAK	63	Failed
25	SAM	68	Failed
26	SG	68	Failed
27	YL	53	Failed
28	UA	73	Failed
TOTAL		**∑X = 1942**	
The Mean Score		**X̄ = 69.35**	

From the result, the students who passed the test were 9 students and 19 students still failed in the test. The total score of the students was 1942. It means that there is an improvement after the application of the technique used, but it is still seen that the students; ability in writing procedure text was still low. It could be seen of the mean score of the students was 69,35. So, the score did not get success categorize.

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

$$P1 = \frac{9}{28} \times 100\% \qquad\qquad P2 = \frac{19}{28} \times 100\%$$

$$= 32,1\% \qquad\qquad\qquad\qquad = 67,8\%$$

Table 4.4 The Percentage of the Students' score in Pre-test

	Criteria	Total of Students	Percentage
P1	Success	9	32,1%
P2	Unsuccess	19	67,8%
Total		28	100%

From the data above showed that the students' score was low although there have been improvements. There were 9 students who got point up 75, it means that just 32,1% students who can passed the test. It can be seen there are improvement from pre-test to post-test, the students' ability in writing procedure post-test I in the Cycle I was categorized unsuccessful, it would continue in the second cycle.

c. Post-Test Cycle II

The researcher chose to continue the research in cycle II because in Cycle I the score of students in procedure text score still failed. The aim was to improve score of students in writing procedure text after doing post-test in cycle I. The following is student's score.

Table 4.5

The Students' Score in Post-Test Cycle II

No	Initial of Name	Score Post Test II	Criteria of Success >75
1	ADR	85	Passed
2	AK	79	Passed
3	DT	85	Passed
4	DMM	93	Passed
5	DSW	89	Passed
6	EY	89	Passed
7	FAL	72	**Failed**
8	FS	89	Passed
9	HS	87	Passed
10	HP	71	**Failed**
11	HYC	83	Passed
12	IM	86	Passed

13	JS	84	Passed
14	MA	85	Passed
15	MAR	88	Passed
16	MS	84	Passed
17	MSV	88	Passed
18	MR	87	Passed
19	NN	84	Passed
20	NY	90	Passed
21	RNI	84	Passed
22	RP	88	Passed
23	RS	74	**Failed**
24	SAK	80	Passed
25	SAM	85	Passed
26	SG	89	Passed
27	YL	78	Passed
28	UA	88	Passed
TOTAL		∑X = 2364	
The Mean Score		x = 84.42	

From the data, almost all of the students passed the test. The students who passed the test were 25 students and 3 students failed in the test cycle II. Total score of the students was 2364, the mean from total score was 84,4. It means that there is improvement students' in writing procedure text from cycle I to cycle II.

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

$$P1 = \frac{25}{28} \times 100\% \qquad\qquad P2 = \frac{3}{28} \times 100\%$$

$$= 89{,}29\% \qquad\qquad\qquad = 10{,}71\%$$

Table 4.6 The Percentage of the Students' score in Post-Test II

	Criteria	Total of Students	Percentage
P1	Success	25	89,29%
P2	Unsuccess	3	10,71%
Total		28	100%

From the result above showed that the students' score improve after in cycle II. There were only 3 students cannot passed the test, and 25 students can passed the test, it can be seen from the percentage of the mean score was 89, 28% from 28 students can passed the test. From the percentage, it means that students' writing procedure text post-test in cycle II was categorized successful and there are improvement students' in writing procedure text from cycle I to cycle II.

Table 4.7

Students' Score from Pre-Test, Post-Test I, and Post-Test II

No.	Initial Name	Pre-Test	Post-Test I	Post-Test II
1	ADR	57	80	85
2	AK	42	62	79
3	DT	63	72	85
4	DMM	60	90	93
5	DSW	46	80	89

6	EY	34	86	89
7	FAL	40	56	72
8	FS	59	81	89
9	HS	70	74	87
10	HP	54	34	71
11	HYC	49	71	83
12	IM	44	60	86
13	JS	42	66	84
14	MA	40	63	85
15	MAR	47	81	88
16	MS	34	74	84
17	MSV	41	68	88
18	MR	35	74	87
19	NN	59	64	84
20	NY	61	86	90
21	RNI	34	78	84
22	RP	57	83	88
23	RS	58	34	74
24	SAK	60	63	80
25	SAM	46	68	85
26	SG	49	68	89
27	YL	61	53	78
28	UA	40	73	88
	Total	**∑X = 1382**	**∑X = 1942**	**∑X = 2364**

		$\overline{X} = 49{,}35$	X = 69,35	X = 84,42

Table 4.6

The Percentage of Students' Writing Ability

Competence Test	The Competence Students	Percentage
Pre-Test	0	0%
Post-Test I	9	69,35%
Post-Test II	23	84,42%

From the result above, it can be seen there are improvement of students' ability in writing procedure. In pre-test there were no students can answer the test until achieve the passing grade, and the percentage also 0% it means that the students was very low in writing procedure text. In post-test I there has been an improvement in their ability to write procedure text. There were 9 students whose scores reached a passing grade and their score had 69,35% increase, that means some of them already understood how to write procedure text with the structure of the text. in post-test II, the students' score was 84,42% the score was taken from 25 from 28 students who successfully answered the test by achieving a passing grade, and only 3 students still got low scored.

Based on the data, it can be said that the students can improve their ability in writing procedure text by using make a match technique. It

made them more enjoyable and active in the class in learning procedure text.

2. Qualitative Data

Qualitative data included from interview, observation sheet, and documentation. All of the qualitative data was taken in two cycles and have four meetings been conducted. The researcher used two cycle and each cycle include two meeting. Every cycle had four stages there are planning, action, observation, and reflection. Revision used in the next cycle for improve students' ability in the writing procedure text.

a. Observation Sheet

Based on the existing observation sheet, the observation sheet can be seen from the activities carried out by teacher and students in the teaching and learning process. Activities carried out by the teacher and students in the classroom are accordance with the existing lesson plans or not. The results of the observation sheet cycle I showed that the activities carried out by teacher were in accordance with the lesson plan, but before the treatment was given, students still did not seem interested in the teaching learning process, and they also became bored and inactive. After treatment, it was seen that there was an increase in students' interest in taking lesson, and the were also actively following it.

b. Photography

Photography is also important in collecting the data. Photography can be used as documentation during rooming lessons. In photography

every moment is immortalized, such as when students are actively participating in lesson, students work together to complete assignment, teacher are giving explanations of material and so on.

c. **Cycle I**

1. Planning

In planning all preparations for the teaching and learning process are well prepared, all preparations include lesson plans, observation sheets, media as teaching tools, material on procedure text and camera as tools for documentation. After everything has been prepared, learning begins by explaining the purpose of the material and applying the make a match technique as material for teaching writing procedure text.

2. Action

Before did the actions, the researcher gave the pre-test to know their ability in writing procedure text and make sure they did not work together and did it individually.

In action the researcher was explained about definition, goal, and generic structure also example of procedure text. After all of the material about procedure text delivered well, the researcher asked to them to tell the difficulties that their felt about the material. The researcher divides class into two groups, and gave cards. Group A got the picture cards and group B got the answer of the picture. And then the researcher begun implemented make match technique to teach procedure text about "How to Make Friend Rice". Each of

them had to make a match their card. The students were very excited to make a match the picture and the class was very active. And the last the researcher asked to them to remade "how to make fried rice" with their own words. After that the researcher gave post-test to the students.

3. Observation

In the observation section, the researcher observes the activities carried out by students during the learning process. It still seems that some students did not follow the lesson well, they still looked confused when they wanted to match their cards forward, it was because they did not know meaning of the pictures. And the results of their test still not clear enough, in their content test not show the steps well, they only write what they know about it without think the good writing. They only make the content of their writing according to what they know, so their writing gets meaningful but incomplete. But it seems clear that they have become active even though the researcher must accompany the technique that has been used.

4. Reflection

In the reflection stage, the researcher evaluated the teaching learning process. The researcher asked the students their difficulties in learning procedure text, there was still many things that need to be improved in the first cycle in order to improve

students' writing procedure text. Based on data, the researcher needed to make the cycle II to improve their skill in writing procedure text.

d. Cycle II

1. Planning

In planning, the researcher as the teacher prepared the material about procedure text.

2. Action

In action, the researcher asked to them still remembers about the procedure text material that had been explained. And then, the researcher was applied the make a match technique in writing procedure text. The researcher divides class into four groups. Two groups had picture cards, and two groups more had the answer of picture cards. The researcher showed two picture on white board, so the students group A and B and C and D worked together to finished the picture. After that, the researcher re-explains how to make something properly following the correct manufacturing steps and complete arrangement until the manufacture of something is presented properly. And the students will observe carefully so that they can remember and make the contents of their writing better and get the intended meaning. And the class more active then cycle I, they also more understood about writing procedure text.

3. Observation

The observation was done in cycle II. Based on the result the students can write the procedure text well. Most of them got scores up 75. Based on the researcher observed there was improvement of students active in the class. From the results of their writing tests there was an improvement in the content section, almost all of all them wrote it well and followed the steps of the correct way of making so that the meaning of their painting could be understood. The students also more interested with the material about procedure text by using make a match technique. Many differences value that they got from pre-test, post-test I, and Post-test II. And they also got new vocabularies.

4. Reflection

Reflection in cycle II, it can said teaching procedure text by using make a match can improved the students' ability at tenth grade of MAS Al-Manaar PTPN IV Pulu Raja. It can be seen from the result of post-test cycle II, most of them reached the Minimum Passing Grade (MPG). And then 89% the improvement from pre-test until post-test II.

B. Discussion

This research was the application of Make a match technique to improve students' writing procedure text at tenth grade of MAS Al-ManaarPulu Raja. This research was used make a match technique as an effective technique to improve students' in writing procedure text and the students become more

active in learning process. The effectiveness of implementing make a match as a technique, it can be seen from the value of students' test in pre-test, post-test I and post-test II. There was an increase in the value that students can achieve in each cycle in appendix.

In quantitative data it can be seen before implementing make a match technique, the students still had difficulties and not active in teaching learning process in the class room. The score's students in Pre-Test are so low, there was no students can achieve the test, 0 from 28 students not achieve the Minimum Passing grade (MPG) or up to 75. It means that 0% the mean score of the students. And then after implemented the make a match technique cycle I, the score of Post-Test I of students increase become 69,35% in mean score. It means that there were 9 students from 28 student achieved score up to75. Meanwhile in Post-test II, the mean score of students 84,42% there were 25 students passed the test.

One among the advantages of this technique are students looking for a partner while learning about concept or topic, in an atmosphere fun[42]. Characteristic the main model of make a match is the participants students are asked to find a pair of cards that are is the answer or question material certain in learning. According Shoimin[43] that the characteristics of the learning model make a match is to have a close relationship with characteristic of students who like played. In qualitative data was taken from observation sheet, interview and documentation. All of data in qualitative was run well.

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[42]Rusman, (2017), *BelajardanPembelajaranBerorientasiStandar Proses Pendidikan.*Jakarta : PT. KharismaUtama, p.314

[43]A.Shoimin, (2016), *68 Model PembelajaranInovatifDalamkurikulum 2013,* Yogyakarta :ArRuzz Media. P.98

Every cycle, the researcher prepared lesson plan, material and tools about procedure text, gave the students exercise to fill text about procedure text. And make them to be active in class because they work with a group, so their responded of this technique was good. Make a match technique made students more active in teaching learning process. Most of the also interested to follow the active class situation, and they always together to follow instruction in that technique, so they can passed the test that given by the teacher.

It can be concluded that Make a Match technique can improve the students' writing procedure. It can be seen from the result of quantitative data, the score of students from Pre-test, Post-test I, and Post-Test II showed improvement. And also the qualitative data showed that the students were more active and there was interested to follow class so that teaching learning process running well. The teacher also can controlled the class.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

1. Ability of students before implementing make a match technique was very low and they still have difficulties to answer the test. Before implementing the technique, the researcher gave them and the mean score of pre-test was 0% it means that no one students from 28 students can answer the test.

2. After implementing the make a match technique, the students can follow the instructions of the technique well and then the class is more active. The students' ability in writing procedure text also improved by using make a match, it be shown from the score of students in Post-Test cycle I there were 9 students from 28 students who passed the test with the mean score was 69,34% and then also in cycle II, the researcher gave the test again. The students mean score were 84,42% and it took from 25 students from 28 students who passed the test.

3. The responded of student was very good, they follow the instructions that given by the researcher and also teacher to fill exercise. They also more active and interested in teaching learning process. And there are the improvements in their score, it means that they already understood about writing procedure text.

b. Suggestions

The result of research showed the implementation make a match technique in writing ability of students. These following suggestions are offered:

1. For English Teacher, to use make a match technique is more effective in teaching procedure text. This technique can improve the students' interested in learning English and the atmosphere class is more enjoyable.

2. For the school, with this technique it can help students to improve their ability of writing in procedure text.

3. For students in the UINSU to be researcher, this research can be useful to conduct the same research with the various variable as next to researcher.

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APPENDIX

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

CYCLE I

Nama Sekolah   : MAS AL-Manaar PTPN IV PULU RAJA

Mata Pelajaran   : Bahasa Inggris

Material   : Procedure Text

Kelas   : X

Standar Kompetensi : Menulis

Alokasi Waktu   : 2 x 45 menit (2 pertemuan)

Kompetensi Dasar : 4.6.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual penggunaan teknologi dan kiat-kiat (tips), pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.6.2 menyusun teks prosedur, lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar sesuai dengan konteks.

1. **Indikator**
   a. Menyebutkan fungsi dari teks prosedur.
   b. Mengetahui ciri kebahasaan teks prosedur.
   c. Menelaah teks presedur.
   d. Menyusun teks prosedur berdasarkan struktur teks

2. **Tujuan Pembelajaran**

   a. Peserta didik dapat mengetahui fungsi dari teks prosedur.

   b. Peserta didik dapat mengetahui ciri kebahasaan teks prosedur.

   c. Peserta didik dapat menelaah teks prosedur.

   d. Peserta didik dapat menyusun teks prosedur berdasarkan struktur teks.

3. **Materi Pembelajaraan**

   Fungsi Sosial : memberikan informasi untuk mencapai hasil terbaik dengan cara yang efisien, menghindari kecelakaan, kerusakan, limbah, dll.

   Struktur teks :

   - Tujuan atau judul teks prosedur

   - Material

   - Langkah-langkah

   Grammar :

   - Kalimat imperatif, positif dan negatif

   - Ekspresi dan kosakata yang biasa digunakan dalam tes prosedur

   - Kata benda tunggal dan jamak dengan atau tanpa artikel (a, an, the, this, those, my, their, dll)

   - Pidato, tekanan, intonasi, ejaan, tanda baca, dan tulis tangan.

4. **Metode Pembelajaraan**

   Make-A-Match Technique

5. **Kegiatan Pembelajaran**

   Pertemuan pertama :

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Guru menyapa siswa dan mengecek kehadiran	5 menit

	2. Guru menanyakan tentang materi teks procedur 3. Guru memberikan motivasi kepada siswa 4. Guru menjelaskan tujuan pembelajaran yang akan dipelajari	
Kegiatan Inti	Ekplorasi dan Elaborasi 1. Guru menjelaskan cara penulisan teks prosedur tentang ciri-ciri kebahasaan yang dipakai dalam menulis prosedur teks 2. Guru memberikan contoh menulis teks prosedur 3. Guru menanyakan apakah siswa sudah paham tentang penjelasan materi teks prosedur 4. Guru memberikan tugas kepada siswa untuk mengukur apakah siswa paham tentang materi yang telah dijelaskan 5. Siswa mengerjakan tugas yang telah diberikan oleh guru Konfirmasi 1. Siswa mengerjakan tugas yang telah diberikan secara individual tentang cara pembuatan nasi goreng dengan generic structure dari teks prosedur teks yang	30 menit

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	telah dijelaskan	
Penutup	1. Guru mengumpulakan tugas yang telah dikerjakan oleh siswa 2. Guru menanyakan kesulitan yang dialami siswa dalam menulis teks prosedur 3. Guru mengakhiri pelajaran dengan mengucapkan salam.	5 menit

Pertemuan kedua

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pembuka	1. Guru menyapa siswa dan mengecek kehadiran 2. Guru menanyakan tentang materi teks procedur 3. Guru memberikan motivasi kepada siswa 4. Guru menjelaskan tujuan pembelajaran yang akan dipelajari	5 menit
Kegiatan inti	Eksplorasi dan Elaborasi 1. Guru kembali menjelaskan ciri-ciri kebahasaan, generic structure dalam penulisan teks prosedur 2. Guru membagi kelas menjadi 2 kelompok 3. Guru memperlihatkan gambar di papan tulis	

	4. Guru membagikan kartu gambar pada kelompok A dan kartu jawaban dari gambar pada kelompok B 5. Guru meminta siswa untuk mengisi gambar kosong yng ada di depan kelas dengan tujuan, material, dan langkah yang benar. 6. Siswa grup A meletakkan gambar dari awal proses pembuatan "How to make Fried Rice" dan Grup B harus mencocokan dengan kartu yang mereka milii dengan gambar yang telah grup A buat. 7. Guru mengamati siswa sampai semua kartu gambar dan jawabannya sudah dicocokan. 8. Guru dan siswa sama-sama menjawab hasil yang telah siswa kerjakan 9. Guru memberikan tugas kepada siswa Konfirmasi 1. Siswa mengerjakan tugas yang telah diberikan secara individual tentang cara pembuatan "Salad with peanut	

		sauce" dengan generic structure dari teks prosedur teks yang telah dijelaskan agar mereka lebih memahami.	
Penutup	1. Guru mengumpulak tugas yang telah dikerjakan oleh siswa 2. Guru menanyakan kesulitan yang dialami siswa dalam menulis teks prosedur 3. Guru mengakhiri pelajaran dengan mengucapkan salam.	5 menit	

6. **Sumber Belajar**

   Sumber   : Buku

   Alat   : papan tulis, spidor, gambar, karton.

7. **Penilaian**

   a. Teknik   : Teks Tertulis

   b. Bentuk Instrument   : Writing a procedure text

   c. Rubik Penilaian   :

   Scoring Guidance and The explanation of Criterion by Jacob et. Al

ITEM ANALYSIS	SCORE	CRITERIA
Content	27 - 30	Very good to excellent: knowledge, substantive, through development of topic sentence, relevant to assigned topic
	22 - 26	Average to good : some knowledge of subject, adequate

		range, limited, development of topic sentence, mostly relevant to topic, but luck detail.
	17 - 21	Fair to poor: limited knowledge of subject, little substance, inadequate of topic.
	13 - 16	Very poor: does not show the knowledge of subject , not substantive, not pertinent, or not enough to evaluate.
Organization	18 – 20	Very good to excellent : ideas clearly stated/supported, cohesive, time, sequence, spatial, particular to general to particular.
	14 – 17	Average to good : somewhat copy, loosely organized but main ideas stand out, limited support, logical sequencing and development.
	10 – 13	Fair to good : non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	7 – 9	Very poor, does not communicative, no organization, or not enough to evaluate.
Vocabulary	18 – 20	Very good to excellent, exact words, effective words idioms choices and usage, words form mastery appropriate register
	14 – 17	Average to poor, adequate range, occasional errors of words/idioms for, choices, usages, but meaning not

		obscured.
	10 – 13	Fair to poor limited range, frequent errors to words/idiom form, choice, usage and meaning obscured.
	7 – 9	Very poor, does not communicative, no organization, or not enough to evaluate.
Language Use	22 - 25	Very good to excellent, effective complex, construction few errors of agreement tense, number, word order/function, articles, pronouns, preposition.
	18 – 21	Average to good : simple construction minor problems in complex instruction several errors of agreement, tense, number of words order/function, articles, pronoun preposition and meeting seldom obscured.
	11 – 17	Fair to poor : major problem in simple complex construction frequent errors of negotiation, tense, number of words order/function, articles, pronoun preposition and or fragments meaning confused or obscured.
	5 – 10	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicated, and not enough to evaluate.
Mechanics Skill	5	Very good to excellent: demonstrated mastery of convention, few errors of spelling punctuation, capitalization, writing

		sentences.
	4	Average to good, occasional errors of spelling punctuation, capitalization, writing sentences, but meaning not obscured.
	3	Fair to poor : frequent errors of spelling punctuation, capitalization, poor hand writing, meaning obscured or confused.
	2	Very poor, no mastery convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate.

d.

Pulu Raja, 16 September 2020

Head Master of MAS Al-Manaar   English Teacher   Researcher

Hj. Sangkot Hasibuan S.Pd   Nurmansyah Sitanggang   Nadila Novi Sapitri

Nim: 0304162098

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

CYCLE 2

Nama Sekolah	: MAS AL-Manaar PTPN IV PULU RAJA
Mata Pelajaran	: Bahasa Inggris
Material	: Procedure Text
Kelas	: X
Standar Kompetensi	: Menulis
Alokasi Waktu	: 1 x 45 menit (1 pertemuan)

Kompetensi Dasar : 4.6.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual penggunaan teknologi dan kiat-kiat (tips), pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.6.2 menyusun teks prosedur, lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar sesuai dengan konteks.

1. **Indikator**
   a. Menyebutkan fungsi dari teks prosedur.
   b. Mengetahui ciri kebahasaan teks prosedur.
   c. Menelaah teks presedur.
   d. Menyusun teks prosedur berdasarkan struktur teks

2. **Tujuan Pembelajaran**

    a. Peserta didik dapat mengetahui fungsi dari teks prosedur.

    b. Peserta didik dapat mengetahui ciri kebahasaan teks prosedur.

    c. Peserta didik dapat menelaah teks prosedur.

    d. Peserta didik dapat menyusun teks prosedur berdasarkan struktur teks.

3. **Materi Pembelajaraan**

Fungsi Sosial : memberikan informasi untuk mencapai hasil terbaik dengan cara yang efisien, menghindari kecelakaan, kerusakan, limbah, dll.

Struktur teks :

- Tujual atau judul teks prosedur
- Material
- Langkah-langkah

Grammar :

- Kalimat imperatif, positif dan negatif
- Ekspresi dan kosakata yang biasa digunakan dalam tes prosedur
- Kata benda tunggal dan jamak dengan atau tanpa artikel (a, an, the, this, those, my, their, dll)
- Pidato, tekanan, intonasi, ejaan, tanda baca, dan tulis tangan.

4. **Metode Pembelajaraan**

Make-A-Match Technique

5. **Kegiatan Pembelajaran**

Pertemuan Pertama

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pembuka	1. Guru menyapa siswa dan mengecek kehadiran	5 menit

	2. Guru menanyakan tentang materi teks procedur 3. Guru memberikan motivasi kepada siswa 4. Guru menjelaskan tujuan pembelajaran yang akan dipelajari	
Kegiatan inti	Eksplorasi dan Elaborasi 1. Guru kembali menjelaskan ciri-ciri kebahasaan, generic structure dalam penulisan teks prosedur 2. Guru membagi kelas menjadi 4 kelompok (A.B,C, dan D) 3. Guru memperlihatkan 2 gambar di papan tulis 4. Guru membagikan kartu gambar pada kelompok A dan C, kartu jawaban dari gambar pada kelompok B dan D 5. Guru meminta siswa untuk mengisi gambar kosong yng ada di depan kelas dengan tujuan, material, dan langkah yang benar. 6. Siswa grup A dan C meletakkan gambar dari awal proses pembuatan "How to make fried rice and Bakwan" dan Grup B	

		dan D harus mencocokan dengan kartu yang mereka milii dengan gambar yang telah grup A dan C buat.	
		7. Guru mengamati siswa sampai semua kartu gambar dan jawabannya sudah dicocokan.	
		8. Guru dan siswa sama-sama menjawab hasil yang telah siswa kerjakan	
		9. Guru memberikan tugas kepada siswa	
		Konfirmasi	
		1. Siswa mengerjakan tugas yang telah diberikan secara individual tentang cara pembuatan "Salad with peanut sauce" dengan generic structure dari teks prosedur teks yang telah dijelaskan agar mereka lebih memahami.	
Penutup		1. Guru mengumpulak tugas yang telah dikerjakan oleh siswa	5 menit
		2. Guru menanyakan kesulitan yang dialami siswa dalam menulis teks prosedur	
		3. Guru mengakhiri pelajaran dengan mengucapkan salam.	

1. **Sumber Belajar**

   Sumber   : Buku

   Alat   : papan tulis, spidor, gambar, karton.

2. **Penilaian**

   a. Teknik   : Teks Tertulis

   b. Bentuk Instrument   : Writing a Procedure Text

   c. Rubik Penilaian   :

Scoring Guidance and The explanation of Criterion by Jacob et. Al

ITEM ANALYSIS	SCORE	CRITERIA
Content	27 - 30	Very good to excellent: knowledge, substantive, through development of topic sentence, relevant to assigned topic
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	13 - 16	Very poor: does not show the knowledge of subject , not substantive, not pertinent, or not enough to evaluate.
Organization	18 – 20	Very good to excellent : ideas clearly stated/supported, cohesive, time, sequence, spatial, particular to general to particular.

	14 – 17	Average to good : somewhat copy, loosely organized but main ideas stand out, limited support, logical sequencing and development.
	10 – 13	Fair to good : non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	7 – 9	Very poor, does not communicative, no organization, or not enough to evaluate.
Vocabulary	18 – 20	Very good to excellent, exact words, effective words idioms choices and usage, words form mastery appropriate register
	14 – 17	Average to poor, adequate range, occasional errors of words/idioms for, choices, usages, but meaning not obscured.
	10 – 13	
		Fair to poor limited range, frequent errors to words/idiom form, choice, usage and meaning obscured.
	7 – 9	
		Very poor, does not communicative, no organization, or not enough to evaluate.
Language Use	22 - 25	Very good to excellent, effective complex, construction few errors of agreement tense, number, word order/function, articles, pronouns, preposition.
	18 – 21	Average to good : simple construction minor problems in

	11 – 17	complex instruction several errors of agreement, tense, number of words order/function, articles, pronoun preposition and meeting seldom obscured. Fair to poor : major problem in simple complex construction frequent errors of negotiation, tense, number of words order/function, articles, pronoun preposition and or fragments meaning confused or obscured.
	5 – 10	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicated, and not enough to evaluate.
Mechanics Skill	5	Very good to excellent: demonstrated mastery of convention, few errors of spelling punctuation, capitalization, writing sentences.
	4	Average to good, occasional errors of spelling punctuation, capitalization, writing sentences, but meaning not obscured.
	3	Fair to poor : frequent errors of spelling punctuation, capitalization, poor hand writing, meaning obscured or confused.
	2	Very poor, no mastery convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate.

Pulu Raja, 16 September 2020

Head Master of MAS Al-Manaar   English Teacher   Researcher

Hj. Sangkot Hasibuan S.Pd   Nurmansyah Sitanggang   Nadila Novi Sapitri
Nim:0304162098

Pre-Test

Name   :

Class   :

Day/Date   :

INSTRUCTION!

1. Write down a procedure text How to make "Salad with Peanut Sauce (Pecel)!
2. Do individually!

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Post-Test

Cycle 1

Name   :

Class   :

Day/Date   :

INSTRUCTION!

1. Write down a procedure text How to make "Salad with Peanut Sauce (Pecel)!
2. Do individually!

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Post-Test

Cycle 2

Name   :

Class   :

Day/Date   :

INSTRUCTION!

1. Write down a procedure text How to make "Sop Buah" (fruit soup)!
2. Do individually!

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APPENDIX VI

OBSERVATION SHEET

(CYCLE 1)

Date   : 9 September 2020

Class : X

FOCUS	TOPIC	YES	NO
The Teacher	1. Teacher comes on time	✓	
	2. Teacher greets and absents the students	✓ ✓	
	3. Teacher motivates the students	✓	
	4. The teacher gives warming up to the students, such as given students some questions about the topic that will be discussed to the students in the classroom.	✓	
	5. The teacher tells the students the goal of the study	✓	
	6. The teacher prepares the topic and gives the explanation about the procedure text		
	7. The teacher uses the other technique to the students in teaching procedure text (Make a Match		

			✓
	technique)		
	8. The teacher divided students into 2 groups		
	9. The teacher gives the example	✓	
	10. The teacher gives the students chance to ask the teacher related to the topic of study		
	11. The teacher gives test to the students		
The students	1. The students are interested and enthusiastic in studying		✓
	2. The students participate in the learning process		✓
	3. The students ask the teacher about material that they do not understand		✓
	4. The students answer the question which is given by the teacher		✓
	5. The relation between the teacher and the students are good		✓
	6. The students do the test seriously		✓

English Teacher   Researcher

Nurmansyah Sitanggang   Nadila Novi Sapitri

OBSERVATION SHEET

(CYCLE 2)

Date : 16 September 2020

Class : X

FOCUS	TOPIC	YES	NO
The Teacher	1. Teacher comes on time	✓	
	2. Teacher greets and absents the students	✓	
	3. Teacher motivates the students	✓	
	4. The teacher gives warming up to the students, such as given students some questions about the topic that will be discussed to the students in the classroom.	✓	
	5. The teacher tells the students the goal of the study	✓	
	6. The teacher prepares the topic and gives the explanation about the procedure text	✓	
	7. The teacher uses the other technique to the students in teaching procedure text (Make a Match technique)	✓	
	8. The teacher divided students into 2 groups	✓	
	9. The teacher gives the example	✓	

	10. The teacher gives the students chance to ask the teacher related to the topic of study 11. The teacher gives test to the students		
The students	1. The students are interested and enthusiastic in studying	✓	
	2. The students participate in the learning process	✓	
	3. The students ask the teacher about material that they do not understand	✓	
	4. The students answer the question which is given by the teacher	✓	
	5. The relation between the teacher and the students are good	✓	
	6. The students do the test seriously	✓	

English Teacher   Researcher

NurmansyahSitanggang   Nadila Novi Sapitri

INTERVIEW FOR ENGLISH TEACHER IN BEFORE IMPLEMENTING CLASSROOM ACTION RESEARCH

1. **Bagaimana pembelajaran bahasa Inggris di kelas pak?**

   Jawab : Mereka terkadang sangat malas ketika belajar bahasa Inggris, saya harus memberikan motivasi sebelum saya mulai dengan materi, karena mereka butuh motivasi dalam belajar agar ada kemauan mereka untuk belajar bahasa Inggris. Setelah itu saya mulai menanyakan mereka terlebih dahulu tentang materi yang sudah dipelajari dan mengulasnya sedikit.

2. **Dalam pengajan writing, apa kegiatan yang bapak lakukan?**

   Jawab : Saya terlebih dahulu menjelaskan tujuan dari witing itu, kemuadian menjelaskan materi writing apa yang akan dijelaskan, memberikan contohnya dan membesakan mereka untuk menulis apa saja tetapi masih tentang materi yang diajarkan

3. **Jenis teks apa saja yang telah di pelajari pak?**

   Jawab : Sudah banyak juga, karena mereka juga belajarkan di smp jadi ketika di SMA tinggal mengulas kembali tentang teks-teks yang sudah dipelajari dan lebih mempelajarinya.

4. **Dalam pembelajaran teks prosedur, biasanya media apa yang dipakai dalam pembelajaran pak?**

   Jawab : Biasanya saya hanya mencontohkan teks prosedur itu di papan tulis, dan terkadang saya membawakan bahan-bahan untuk praktek dikelas tetapi ya contoh yang masih mudah saja.

5. **Apa kendala yang terjadi dalam pembelajaran teks prosedur pak?**

Jawab : Kendalanya sih mereka itu terkadang tidak tertarik untuk mengikuti pelajaran ketika saya hanya memberikan teori dan contoh, karena mereka juga masih tidak mengerti dengan grammar dan kosa kata yang mereka kuasai masih sedikit.

6. **Bagaimana cara bapak untuk mengatasi kendala tersebut?**

Jawab : seperti yang saya bilang tadi, mereka harus diberikan motivasi. Jadi ketika mereka diberikan motivasi mereka semakin bersemangat utuk belajar, tetapi juga saya mengatakan kepada mereka akan memberikan nilai rendah kalau tidak mau belajar.

7. **Apakah pemakaian media atau mengajarkan teknik itu penting pak?**

Jawab : Ya, saya kira itu penting. Karena dilihat dari kondisi siswa yang sangat kurang aktif ketika belajar.

INTERVIEW FOR ENGLISH TEACHER AFTER
IMPLEMENTING CLASSROOM ACTION RESEARCH

1. **Apakah menurut bapak make a match technique dapat membantu siswa dalam belajar teks prosedur?**

   Jawab : Yang sudah saya lihat, teknik ini bisa diterapkan di kelas dalam pembelajaran teks prosedur.

2. **Bagaimana pasrtisipasi siswa ketika pembelajaran berlangsung menggunakan teknik make a match?**

   Jawab : saya melihat mereka sangat aktif, sangat bagus semangat mereka dalam pembelajaran itu, mereka semua ikut serta membuat teks prosedur itu menjadi teks yang utuh. Dan mereka juga saling bekerja sama dan saling rebutan untuk menjawab teks yang di papan tulis.

3. **Menurut anda, apakah kemampuan menulis siswa dalam teks prosedur meningkat setlah memakai make a match teknik?**

   Jawab : iya, karena mereka sudah bisa memahami cara menulis teks prosedur dengan benar dan sesuai tahap-tahapannya, dan mungkin hanya saja masih tekendala kosakata yang mereka miliki.

4. **Menurut anda, apakah teknik ini efektif untuk diterapkan di dalam kelas?**

   Jawab : sangat efektif, siswa juga menjadi tidak bosan dalam beljar dan mereka juga bisa bekerja sama satu dengan yang lain.

**INTERVIEW FOR STUDENTS BEFORE IMPLEMENTING
CLASSROOM ACTION RESEARCH**

1. Apakah kamu suka menulis?

   Student 1 : Sebenernya tidak suka

   Student 2 : Suka, tetapi kadang bingung mau nulis apa

   Student 3 : Tidak suka, susah

2. Jenis teks apa yang sudah pernah ditulis?

   Student 1 : Descriptive tentang mendeskripsikan keluarga

   Student 2 : Procedure text, teks berita, legenda

   Student 3 : Narrative, descriptive tapi sudah lupa

3. Apa kesulitan yang kamu hadapi ketika menulis bahasa inggris?

   Student 1 : Saya tidak tau mau nulis apa kak

   Student 2 : Saya bisa nulisnya, tetapi saya tidak bisa mentranslatenya

   Student 3 : Saya bisa, tapi kadang lupa mau nulis apa kak

4. Pernah belajar teks prosedur?

   Student 1 : pernah di SMP kak

   Student 2 : Di Smp udah tapi lupa

   Student 3 : Pernah

5. Dalam mengajar bahasa Inggris dikelas, strategi apa yang pakai guru?

   Student 1: Kadang membuat diskusi kelompok kak

   Student 2 : Mejelaskan materi

   Student 3 : Memberikan contoh-contoh di papan tulis kak

APPENDIX XI

INTERVIEW FOR STUDENTS IN BEFORE IMPLEMENTING CLASSROOM ACTION RESEARCH

1. Bagaimana pendapat kamu tentang belajar menulis teks prosedur menggunakan teknik ini?

   Student 1 : Saya suka kak karena lebih paham tata cara menuliskan teks itu

   Student 2 : Menyenangkan, seru harus mencari pasangan kartu

   Student 3 : Bagus kak, ternyata gampang nulis teks itu

2. Apakah ada ketertarikan kamu menulis setelah diterapkannya teknik ini?

   Student 1 : iya kak, tapi harus melihat contoh sedikit

   Student 2: mungkin, karena dengan teknik ini jadi tau urutan cara menulisnya

   Students 3 : iya kak, tekniknya gampang tapi masih bingung kalu menuliskan bahasa inggrisnya

3. Apakah dengan belajar menggunakan teknik make a match ini kamu merasa kemampuan menulis kamu berkembang?

   Student 1 : Bisa kak, lihat cara menuliskannya kalau tidak tau kata bahas inggrisnya liat kamus

   Student 2 : iya, dari mencocokan gambar banyak juga kosa kata yang baru

   Student 3 : mudah kak asalkan kita bekerja sama

APPENDIX XII

STUDENTS' SCORE

No	Initial of Name	Score Pre Test	Criteria of Success ≥75
1	ADR	57	Failed
2	AK	42	Failed
3	DT	63	Failed
4	DMM	60	Failed
5	DSW	46	Failed
6	EY	34	Failed
7	FAL	40	Failed
8	FS	59	Failed
9	HS	70	Failed
10	HP	54	Failed
11	HYC	49	Failed
12	IM	44	Failed
13	JS	42	Failed
14	MA	40	Failed
15	MAR	47	Failed
16	MS	34	Failed
17	MSV	41	Failed
18	MR	35	Failed
19	NN	59	Failed
20	NY	61	Failed
21	RNI	34	Failed
22	RP	57	Failed
23	RS	58	Failed
24	SAK	60	Failed
25	SAM	46	Failed

26	SG	49	Failed
27	YL	61	Failed
28	UA	40	Failed
Total		$\sum X = 1328$	
The Mean Score		$X = 49.3571$	

No	Initial of Name	Score	
		Post Test I	Criteria of Success ≥75
1	ADR	80	**Passed**
2	AK	62	Failed
3	DT	72	Failed
4	DMM	90	**Passed**
5	DSW	80	**Passed**
6	EY	86	**Passed**
7	FAL	56	Failed
8	FS	81	**Passed**
9	HS	74	Failed
10	HP	34	Failed
11	HYC	71	Failed
12	IM	60	Failed
13	JS	66	Failed
14	MA	63	Failed
15	MAR	81	**Passed**
16	MS	74	Failed
17	MSV	68	Failed
18	MR	74	Failed
19	NN	64	Failed
20	NY	86	**Passed**
21	RNI	78	**Passed**
22	RP	83	**Passed**
23	RS	34	Failed

No	Initial of Name	Score	
24	SAK	63	Failed
25	SAM	68	Failed
26	SG	68	Failed
27	YL	53	Failed
28	UA	73	Failed
TOTAL		**∑X = 1942**	
The Mean Score		**X̄ = 69.35714286**	

No	Initial of Name	Score	
		Post Test II	**Criteria of Success >75**
1	ADR	85	Passed
2	AK	79	Passed
3	DT	85	Passed
4	DMM	93	Passed
5	DSW	89	Passed
6	EY	89	Passed
7	FAL	72	**Failed**
8	FS	89	Passed
9	HS	87	Passed
10	HP	71	**Failed**
11	HYC	83	Passed
12	IM	86	Passed
13	JS	84	Passed
14	MA	85	Passed
15	MAR	88	Passed
16	MS	84	Passed
17	MSV	88	Passed
18	MR	87	Passed
19	NN	84	Passed
20	NY	90	Passed
21	RNI	84	Passed

22	RP	88	Passed
23	RS	74	**Failed**
24	SAK	80	Passed
25	SAM	85	Passed
26	SG	89	Passed
27	YL	78	Passed
28	UA	88	Passed
TOTAL		$\sum X = 2364$	
The Mean Score		$X = 84.42857143$	

APPENDIX XIII

DOCUMENTATION

Pre-Test

Name   : isnaini br marpaung

Class   : X²

Day/Date : Rabu 7 -09-2020.

INSTRUCTION!

1. Write down a procedure text How to make "Salad with Peanut Sauce (Pecel)!
2. Do individually!

Ingredients :- chili   - sugar - garlic . - whater -pinat long- cucumber - spoon
          -cubist   - salt   - sugar arent -vegetables - oil - knife - Grinder.

Step:

    First : me must cut vegetable and

        - to aretion cuinder last to grind to sof.
        last.

Pre-Test

Name : isnaini br Marpaung

Class : X ^{2}

Day/Date : Rabu 7 -09 -2020 .

INSTRUCTION!

1. Write down a procedure text How to make "Salad with Peanut Sauce (Pecel)!
2. Do individually!

Ingredients :- chili - sugar - garlic . - whater -pinat long- cucumber - spoon
-cubist - salt - sugar arent -vegetables - oil - knife - Grinder.

Step:

first : me must cut vegetable and
- to acetian cilinder last to grind to sof.
last.

Pre-Test

Name : Jihan Setiawan

Class : x^2

Day/Date : Rabu 7 /9

INSTRUCTION!

1. Write down a procedure text How to make "Salad with Peanut Sauce (Pecel)!
2. Do individually!

1.) ■ Salad with Peanut Sauce (Pecel)

* ~~Salad~~ - Carrot - Penut - Sauce - Tempe - leaves

* Wdcel - Ciri - Tofu - Sweet - Potato

* Mie/Mudie - Salt - Cucumber

2.) Do individually

First the peanut will be broken, give a salt, chili, red

Post-Test

Cycle 1

Name   : Damang Mesra Malau

Class   : 10²

Day/Date   : Wednesday 16 september 2020

INSTRUCTION!

1. Write down a procedure text How to make "Salad with Peanut Sauce (Pecel)!

2. Do individually!

● ▬▬▬ How to make "Salad with Peanut Sauce (pecel)"

▬▬▬ ● Material

▬▬ ✳ White sugar ✳ Sweet potato ✳ Tomato

✳ Tofu ✳ Peanut ✳ Nuddle ✳ Chili ✳ Brocoli

✳ Cucumbar ✳ Sald ✳ Pepper ✳ Water

✳ Toge ✳ long beans ✳ Red sugar

✳ Mortar

✳ Spoon

✳

● Step

✳ The first peanut fried and boil vegetable

✳ The next put red sugar, peanut, white sugar, salt chili, pepper on the mortar.

✳ next, Then pure all the ingrediend that have been available antil compelety

✳ next salery add nadle, vegetable and sauce peanut

✳ Finally put the ▬▬ ▬▬ salad with peanut sauce and ready to serve

C = 20
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M = 3
___
71

Name : HERa Yuni Cinta

Class :

Day/Date :

INSTRUCTION!

1. Write down a procedure text How to make "Salad with Peanut Sauce (Pecel)!

2. Do individually!

Manal:

- Peanut   - noodle
- Garlic   cobage
- Salt   cocumber
- Pepper   tofu
- sugar areah   peanut logy
- mortar   plate
- sugar   waller
-       howl

* steps:
- put ehizi garlic, onion, peanut, sugar cabage tofu the mortar.
- then pure all the ingredient complettuy blended after.
-

Post-Test

Cycle 2

Name   : MUHAMMAD. ROHIM

Class   : X²
              kamis
Day/Date   : 17- 9 -2020

INSTRUCTION!

1. Write down a procedure text How to make "Sop Buah" (fruit soup)!

2. Do individually!

How to Make Fruit Soup "

material

- A PPle   - Ica cube
- watermelon   - syrup
- Grass jelly   - knife
- Avocado   - Bawl
- jackfruit   - Cutting board
- water   - spoon
- milk

Steps

✗ First, all of fruits aut like cubes

✗ second Prepare the bowl

✗ and then Put all of fruits into a bowl and Put grass jelly also

✗ Next, put a litte bit water

✗ After that, add milk and syrup into a bowl

✗ The jast add ica cube so that the fruit soup to be frash

✗ fruit soup ready to serve

Nomor   : B-11019/ITK/ITK.V.3/PP.00.9/09/2020   16 September 2020
Lampiran : -
Hal   : **Izin Riset**

Yth. Bapak/Ibu Kepala MAS AL-Manaar PTPN IV PULU RAJA

Assalamulaikum Wr. Wb.

    Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: **Nadila Novi Sapitri**
NIM	: **0304162098**
Tempat/Tanggal Lahir	: **Rantauprapat, 14 September 1998**
Program Studi	: **Pendidikan Bahasa Inggris**
Semester	: **IX (Sembilan)**
Alamat	: **Jalan kesehatan no.9 sentosa baru, kel.sei kera hilir, kec. medan perjuangan Kelurahan Sei kera hilir Kecamatan Medan perjuangan**

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MAS AL-Manaar PTPN IV PULU RAJA, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

Improving Student's Writing Procedure Text Through Make a Match Technique

    Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Medan, 16 September 2020
a.n. DEKAN
Ketua Program Studi Pendidikan
Bahasa Inggris

<u>Dr. Sholihatul Hamidah Daulay</u>, <u>S.Ag</u>,
<u>M.Hum</u>
NIP. 197506222003122002

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

YAYASAN PENDIDIKAN AL MANAAR PTPN IV PULU RAJA MADRASAH ALIYAH
Terakreditas "A" NPSN 10113846
Jln.Lintas Sigura Gura Desa Orika Kec. Pulau Rakyat Kab. Asahan - SUMUT
✉Email : masalmanaarpuluraja@gmail.com ☎085261628138 📠KODE POS 21273

SURAT KETERANGAN RISET
Nomor : Ma.b/PP.12.06/AMN/SKR/ 030 /2020

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Swasta Al Manaar Pulu Raja :

Nama	:	Hj. Sangkot Hasibuan. S.Pd
Tempat Tanggal Lahir	:	Sungai Kepayang , 03 Juni 1968
Alamat	:	Desa Orika NO 85.

Menerangakan bahwa :

Nama	:	**Nadila Novi Sapitri**
NIM	:	0304162098
Umur	:	21 Tahun
Semester / Jurusan	:	IX/ Pendidikan Bahasa Inggris
Alamat Rumah	:	Jalan Kesehatan No.9 Sentosa Baru, Kel.Kera Hilir Kec.Medan Perjuangan Kelurahan Sei Kera Hilir Kecamatan Medan Perjuangan

Benar telah melaksanakan Riset atau Penelitian di Madrasah Aliyah Swasta Al Manaar PTPN IV Pulu Raja selama 13 (Tiga Belas) hari sejak tanggal 7 September s/d 19 September 2020, untuk melengkapi skripsi dengan judul :

" IMPROVING STUDENTS' WRITING PROCEDURE TEXT THROUGH MAKE A MATCH TECNIQUE AT MADRASAH ALIYAH SWASTA AL MANAAR PTPN IV PULU RAJA".

Demikian Surat Keterangan Riset ini Kami berikan , semoga dapat dipergunakan seperlunya.

Pulu Raja, 19 September 2020
Ka.Madrasah

Hj.Sangkot Hasibuan S.Pd