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APPENDIX I

(Lesson plan of Experimental and Control Class)

LESSON PLAN

(EXPERIMENTAL CLASS)

School   : SMP N 3 Huta Raja Tinggi

Class/Semester   : VIII/ B

Material   : Procedure Text

Time Allocation   : 2 X 45 minutes

A. Core Competence (KI)

1. Respecting and appreciating the religions they believe.

2. Respecting and Appreciating the honest, discipline, caring, responsibility, (tolerance, mutual assistance), confident behaviours, polite, in interacting effectively with the social and natural environment in arrange of socially and existence.

3. Understanding and applying knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology and social culture.

4. Presenting, Reworking, and reasoning in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing, and fabricated) according to the learned in schools and other sources in the same point of view/theory.

B. Basic Competence and Indicator

Basic Competence	Indicators
3. 5 Applying text structure and linguistic elements to carry out the procedure with the social function of	• Understanding text structure and linguistic elements to carry out the procedure with the social

the text stating and asking about recipes and manuals, short and simple, according to the context of its use. Catching the meaning of the text procedures, oral and written, recipes and manually shaped, short and simple.	function of the text stating and asking about recipes and manuals, short and simple, according to the context of its use.
4. 6 Arranging procedure texts, oral and written, short and simple, recipes and manually shaped, with attention to social functions, text structure and linguistic elements are correct and appropriate context.	• Making written procedure texts, short and simple, recipes and manually shaped, with attention to social functions, text structure and linguistic elements correctly and in appropriate context.

C. Learning Aims

1. Students are able to appreciate the opportunity to learn English as an international language consistently.

2. Students are able to show the honest, discipline, caring, confident, and responsibility behaviour in everyday life.

3. Students are able to explain the structure and linguistic elements of procedure text to carry out the procedure with the social function of the text stating and asking about recipes and manuals, short and simple, according to the context of its use.

4. Students are able to make and present the oral procedure text, short and simple, recipes and manually shaped, with attention to social functions, text structure and linguistic elements correctly and appropriate context.

D. Learning Materials

1) Social Purpose

The social purpose of procedure text is to show how something is done through sequence of steps which enable the reader to achieve the goal.

2) The Structure

    − Title/ Goal : Showing the Purpose

    − Materials/ ingredients

    − Steps

3) Language Features

    − Use of imperative: enter, mix, insert, stir, cut

    − Use of action verb: put into, put in, shake, mix, fill

    − Use temporal conjunction: firstly, second, after that, then, thus, finally.

    − Use simple present tense

4) Topic

How to cook, do the games, use or operate equipment, projects, etc. Give the example of the discipline, behaviour, efficient, responsibility, environmental, friendly.

E. Learning Method

  1. Scientific Method

  2. Discovery Learning

F. Learning Sources

  a. Media: Cooking Mama Let's Cook! Application

  b. Tools : Projector, Worksheet, Whiteboard.

G. Learning Recourses

"English Students Text Book"

H. Learning Steps

Steps	Activities	Time Allocation
Introductions	1. Teacher greet the students 2. Teacher lead the students to pray before starting the activities 3. Teacher check the attendants list of the students 4. Teacher motivate the students	**10 minutes**

	to make sure they read the materials	
	5. Teacher explains the definition of procedure text, social purpose, examples of procedure text.	
	6. Teacher explains Cooking Mama Let's Cook! Application briefly.	
	7. Teacher divides the students into five or six groups.	
The Main Activity	*Steps 1. Observing*	**10 minutes**
	1. The Teacher displays Cooking Mama Application	
	2. The Teacher guides/ trains students to use the application and open the kitchen for the first and second recipes.	
	3. With guides and explanation from teacher, students are able to play the game seriously and write steps they have watch.	
	4. The teacher and students completed the first and second game.	
	Steps 2. Questioning.	**10 minutes**
	1. The Teacher guides the students to ask about the Cooking Mama application.	
	2. The teacher gives the students chance to ask about things they	

	do not understand yet.	
	Steps 3. Exploration	**25 minutes**
	1. The Teacher gives a different topic in "Kitchen" to formulate written of procedure text for each group.	
	2. Each group discuss and formulate written of procedure text with specified topic.	
	Steps 4. Communicating	
	The Leader of one group comes to the front of class to present the recipe of procedure that they have discussed in the group.	**25 minutes**
Closing	1. Giving a summary of the lesson.	**10 minutes**
	2. The teacher re-motivated students. Example: Prepare a spoon, cup, sugar, tea, hot water. Add the sugar into the hot water, put the tea. Stir it well and get ready to drink a hot tea.	
	3. Students express the difficulties and benefits about the lesson.	
	4. Greetings	

I. Assessment

1) Knowledge

   a. Assessment Techniques   : Written

    b. Forms of Assessment   : Essay

    c. Assessment Instrument   : Write down the recipes and the steps.

2) Skill Assessment

    a. Assessment Techniques   : Written

    b. Forms of Assessment   : Essay

    c. Assessment Instrument   : Cooking Mama Let's Cook application and work sheet.

Indicator	Assessment Techniques	Form of Assessment	Instrument
Making written procedure texts, short and simple, with attention to social functions and text structure	Procedure text	Essay	Worksheet

Pir Trans Sosa III A,   December 2021

Agreed by

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Researcher

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LESSON PLAN

(EXPERIMENTAL CLASS)

School   : SMP N 3 Huta Raja Tinggi

Class/Semester   : VIII/ B

Material   : Procedure Text

Time Allocation   : 2 X 45 minutes

A. Core Competence (KI)

1. Respecting and appreciating the religions they believe.

2. Respecting and Appreciating the honest, discipline, caring, responsibility, (tolerance, mutual assistance), confident behaviours, polite, in interacting effectively with the social and natural environment in arrange of socially and existence.

3. Understanding and applying knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology and social culture.

4. Presenting, Reworking, and reasoning in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing, and fabricated) according to the learned in schools and other sources in the same point of view/theory.

B. Basic Competence and Indicator

Basic Competence	Indicators
3. 6 Applying text structure and linguistic elements to carry out the procedure with the social function of the text stating and asking about recipes and manuals, short and simple, according to the context of its use.	• Understanding text structure and linguistic elements to carry out the procedure with the social function of the text stating and asking about recipes and manuals, short and simple,

Catching the meaning of the text procedures, oral and written, recipes and manually shaped, short and simple.	according to the context of its use.
4. 7 Arranging procedure texts, oral and written, short and simple, recipes and manually shaped, with attention to social functions, text structure and linguistic elements are correct and appropriate context.	• Making written procedure texts, short and simple, recipes and manually shaped, with attention to social functions, text structure and linguistic elements correctly and in appropriate context.

C. Learning Aims

1. Students are able to appreciate the opportunity to learn English as an international language consistently.

2. Students are able to show the honest, discipline, caring, confident, and responsibility behaviour in everyday life.

3. Students are able to explain the structure and linguistic elements of procedure text to carry out the procedure with the social function of the text stating and asking about recipes and manuals, short and simple, according to the context of its use.

4. Students are able to make and present the oral procedure text, short and simple, recipes and manually shaped, with attention to social functions, text structure and linguistic elements correctly and appropriate context.

D. Learning Materials

1) Social Purpose

The social purpose of procedure text is to show how something is done through sequence of steps which enable the reader to achieve the goal.

2) The Structure

− Title/ Goal : Showing the Purpose

− Materials/ ingredients

    − Steps

3) Language Features

    − Use of imperative: enter, mix, insert, stir, cut

    − Use of action verb: put into, put in, shake, mix, fill

    − Use temporal conjunction: firstly, second, after that, then, thus, finally.

    − Use simple present tense

4) Topic

How to cook, do the games, use or operate equipment, projects, etc. Give the example of the discipline, behaviour, efficient, responsibility, environmental, friendly.

E. Learning Method

Scientific Method

F. Learning Sources

a. Media: Cooking Mama Let's Cook! Application

b. Tools : Projector, Worksheet, Whiteboard.

G. Learning Recourses

"English Students Text Book"

H. Learning Steps

Steps	Activities	Time Allocation
Introductions	1. Teacher greet the students	**10 minutes**
	2. Teacher lead the students to pray before starting the activities	
	3. Teacher check the attendants list of the students	
	4. Teacher motivate the students to make sure they read the materials	
	5. The Teacher gives apperception by reviewing the previous	

	meeting about procedure text, and examples of procedure text. 6. Teacher divides the students into five or six groups.	
The Main Activity	*Steps 1. Observing* 1. The Teacher displays Cooking Mama Application 2. The Teacher guides/ trains students to use the application and open the kitchen for the third and fourth recipes. 3. With guides and explanation from teacher, students are able to play the game seriously and write steps they have watch. 4. The teacher and students completed the third and fourth game.	**10 minutes**
	Steps 2. Questioning. 1. The Teacher guides the students to ask about the Cooking Mama application. 2. The teacher gives the students chance to ask about things they do not understand yet.	**10 minutes**
	Steps 3. Exploration 1. The Teacher gives a different topic in "Kitchen" to formulate written of procedure text for each group. 2. Each group discuss and	**25 minutes**

	formulate written of procedure text with specified topic. ***Steps 4. Communicating*** The Leader of one group comes to the front of class to present the recipe of procedure that they have discussed in the group.	**25 minutes**
Closing	1. Giving a summary of the lesson. 2. The teacher re-motivated students. Example: Prepare a flavour, bowl, sugar, salt, egg water. Mix all of the ingredients. Stir it well and get ready to eat cake. 3. Students express the difficulties and benefits about the lesson. 4. Greetings	**10 minutes**

I. Assessment

1) Knowledge

   a. Assessment Techniques : Written

   b. Forms of Assessment : Essay

   c. Assessment Instrument : Write down the recipes and the steps.

2) Skill Assessment

   a. Assessment Techniques : Written

   b. Forms of Assessment : Essay

   c. Assessment Instrument : Cooking Mama Let's Cook application and work sheet.

Indicator	**Assessment**	**Form of**	**Instrument**

	Techniques	Assessment	
Making written procedure texts, short and simple, with attention to social functions and text structure	Procedure text	Essay	Worksheet

Pir Trans Sosa III A,   December 2021

Agreed by

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SUMATERA UTARA MEDAN

LESSON PLAN

(CONTROL CLASS)

School   : SMP N 3 Huta Raja Tinggi

Class/Semester   : VIII/ A

Material   : Procedure Text

Time Allocation   : 2 X 45 minutes

A. Core Competence (KI)

1. Respecting and appreciating the religions they believe.

2. Respecting and Appreciating the honest, discipline, caring, responsibility, (tolerance, mutual assistance), confident behaviours, polite, in interacting effectively with the social and natural environment in arrange of socially and existence.

3. Understanding and applying knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology and social culture.

4. Presenting, Reworking, and reasoning in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing, and fabricated) according to the learned in schools and other sources in the same point of view/theory.

B. Basic Competence and Indicator

Basic Competence	Indicators
3. 7 Applying text structure and linguistic elements to carry out the procedure with the social function of the text stating and asking about recipes and manuals, short and simple, according to the context of its use.	• Understanding text structure and linguistic elements to carry out the procedure with the social function of the text stating and asking about recipes and manuals, short and simple,

Catching the meaning of the text procedures, oral and written, recipes and manually shaped, short and simple.	according to the context of its use.
4. 8 Arranging procedure texts, oral and written, short and simple, recipes and manually shaped, with attention to social functions, text structure and linguistic elements are correct and appropriate context.	• Making written procedure texts, short and simple, recipes and manually shaped, with attention to social functions, text structure and linguistic elements correctly and in appropriate context.

C. Learning Aims

1. Students are able to appreciate the opportunity to learn English as an international language consistently.

2. Students are able to show the honest, discipline, caring, confident, and responsibility behaviour in everyday life.

3. Students are able to explain the structure and linguistic elements of procedure text to carry out the procedure with the social function of the text stating and asking about recipes and manuals, short and simple, according to the context of its use.

4. Students are able to make and present the oral procedure text, short and simple, recipes and manually shaped, with attention to social functions, text structure and linguistic elements correctly and appropriate context.

D. Learning Materials

1) Social Purpose

The social purpose of procedure text is to show how something is done through sequence of steps which enable the reader to achieve the goal.

2) The Structure

− Title/ Goal : Showing the Purpose

− Materials/ ingredients

    – Steps

3) Language Features

    – Use of imperative: enter, mix, insert, stir, cut

    – Use of action verb: put into, put in, shake, mix, fill

    – Use temporal conjunction: firstly, second, after that, then, thus, finally.

    – Use simple present tense

4) Topic

How to cook, do the games, use or operate equipment, projects, etc. Give the example of the discipline, behaviour, efficient, responsibility, environmental, friendly.

E. Learning Method

Scientific Method

F. Learning Sources

  a. Media: Cooking Mama Let's Cook! Application

  b. Tools : Projector, Worksheet, Whiteboard.

G. Learning Recourses

"English Students Text Book"

H. Learning Steps

Steps	Activities	Time Allocation
Introductions	1. Teacher greet the students 2. Teacher lead the students to pray before starting the activities 3. Teacher check the attendants list of the students 4. Teacher motivates the students to make sure they read the materials on book. 5. Teacher explains the definition of procedure text, social	**10 minutes**

	purpose, examples of procedure text. 6. Teacher divides the students into five or six groups.	
The Main Activity	*Steps 1. Observing* 1. The Teacher shows the procedure text steps in book. 2. The Teacher guides/ trains students to read the procedure text in book. 3. With guides and explanation from teacher, students are able to write an essay of procedure text.	**10 minutes**
	Steps 2. Questioning. 1. The Teacher guides the students to ask about the materials. 2. The teacher gives the students chance to ask about things they do not understand yet.	**10 minutes**
	Steps 3. Exploration 1. The Teacher asks the students to work in group. 2. Each group discuss and formulate written of procedure text with specified topic. 3. The teacher asks the leader of each group to read they result in front of class.	**25 minutes**
	Steps 4. Communicating 1. The Leader of one group comes	**25 minutes**

	to the front of class to present the recipe of procedure that they have discussed in the group. 2. The teacher asks the students to listen and comments.	
Closing	1. Giving a summary of the lesson. 2. The teacher re-motivated students. Example: Prepare a spoon, cup, sugar, tea, hot water. Add the sugar into the hot water, put the tea. Stir it well and get ready to drink a hot tea. 3. Students express the difficulties and benefits about the lesson. 4. Greetings	**10 minutes**

I. Assessment

1) Knowledge

   a. Assessment Techniques : Written

   b. Forms of Assessment   : Essay

   c. Assessment Instrument   : Write down the recipes and the steps.

2) Skill Assessment

   a. Assessment Techniques : Written

   b. Forms of Assessment   : Essay

   c. Assessment Instrument   : Work sheet.

Indicator	Assessment Techniques	Form of Assessment	Instrument

Making written procedure texts, short and simple, with attention to social functions and text structure	Procedure text	Essay	Worksheet

Pir Trans Sosa III A, December 2021

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SUMATERA UTARA MEDAN

LESSON PLAN

(CONTROL CLASS)

School   : SMP N 3 Huta Raja Tinggi

Class/Semester   : VIII/ A

Material   : Procedure Text

Time Allocation   : 2 X 45 minutes

A. Core Competence (KI)

1. Respecting and appreciating the religions they believe.

2. Respecting and Appreciating the honest, discipline, caring, responsibility, (tolerance, mutual assistance), confident behaviours, polite, in interacting effectively with the social and natural environment in arrange of socially and existence.

3. Understanding and applying knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology and social culture.

4. Presenting, Reworking, and reasoning in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing, and fabricated) according to the learned in schools and other sources in the same point of view/theory.

B. Basic Competence and Indicator

Basic Competence	Indicators
3. 8 Applying text structure and linguistic elements to carry out the procedure with the social function of the text stating and asking about recipes and manuals, short and simple,	• Understanding text structure and linguistic elements to carry out the procedure with the social function of the text stating and asking about recipes and

according to the context of its use. Catching the meaning of the text procedures, oral and written, recipes and manually shaped, short and simple.	manuals, short and simple, according to the context of its use.
4. 9 Arranging procedure texts, oral and written, short and simple, recipes and manually shaped, with attention to social functions, text structure and linguistic elements are correct and appropriate context.	• Making written procedure texts, short and simple, recipes and manually shaped, with attention to social functions, text structure and linguistic elements correctly and in appropriate context.

C. Learning Aims

1. Students are able to appreciate the opportunity to learn English as an international language consistently.

2. Students are able to show the honest, discipline, caring, confident, and responsibility behaviour in everyday life.

3. Students are able to explain the structure and linguistic elements of procedure text to carry out the procedure with the social function of the text stating and asking about recipes and manuals, short and simple, according to the context of its use.

4. Students are able to make and present the oral procedure text, short and simple, recipes and manually shaped, with attention to social functions, text structure and linguistic elements correctly and appropriate context.

D. Learning Materials

1) Social Purpose

The social purpose of procedure text is to show how something is done through sequence of steps which enable the reader to achieve the goal.

2) The Structure

− Title/ Goal : Showing the Purpose

− Materials/ ingredients

− Steps

3) **Language Features**

− Use of imperative: enter, mix, insert, stir, cut

− Use of action verb: put into, put in, shake, mix, fill

− Use temporal conjunction: firstly, second, after that, then, thus, finally.

− Use simple present tense

4) **Topic**

How to cook, do the games, use or operate equipment, projects, etc. Give the example of the discipline, behaviour, efficient, responsibility, environmental, friendly.

E. **Learning Method**

Scientific Method

F. **Learning Sources**

a. **Media**: Cooking Mama Let's Cook! Application

b. **Tools** : Projector, Worksheet, Whiteboard.

G. **Learning Recourses**

"English Students Text Book"

H. **Learning Steps**

Steps	Activities	Time Allocation
Introductions	1. Teacher greet the students 2. Teacher lead the students to pray before starting the activities 3. Teacher check the attendants list of the students 4. Teacher motivates the students to make sure they read the materials on book in next pages. 5. The teacher gives apperception	**10 minutes**

	by reviewing the previous meeting about procedure text, and examples of procedure text 6. Teacher divides the students into five or six groups.	
The Main Activity	*Steps 1. Observing* 1. The Teacher shows the procedure text in next pages book. 2. The Teacher guides/ trains students to read the procedure text in book in next pages. 3. With guides and explanation from teacher, students are able to write an essay of procedure text.	**10 minutes**
	Steps 2. Questioning. 1. The Teacher guides the students to ask about the materials. 2. The teacher gives the students chance to ask about things they do not understand yet.	**10 minutes**
	Steps 3. Exploration 1. The Teacher asks the students to work in group. 2. Each group discuss and formulate written of procedure text with specified topic. 3. The teacher asks the leader of each group to read they result in front of class.	**25 minutes**

	Steps 4. Communicating	25 minutes
	1. The Leader of one group comes to the front of class to present the recipe of procedure that they have discussed in the group.	
	2. The teacher asks the students to listen and comments.	
Closing	1. Giving a summary of the lesson.	10 minutes
	2. The teacher re-motivated students. Example: Prepare a spoon, cup, sugar, coffee, milk cream, hot water. Add the sugar into the hot water, put the coffee and milk cream. Stir it well and get ready to drink a coffee milk cream.	
	3. Students express the difficulties and benefits about the lesson.	
	4. Greetings	

I. Assessment

1) Knowledge

    a. Assessment Techniques : Written

    b. Forms of Assessment   : Essay

    c. Assessment Instrument : Write down the recipes and the steps.

2) Skill Assessment

    a. Assessment Techniques : Written

    b. Forms of Assessment   : Essay

c. Assessment Instrument   : Worksheet.

Indicator	Assessment Techniques	Form of Assessment	Instrument
Making written procedure texts, short and simple, with attention to social functions and text structure	Procedure text	Essay	Worksheet

Pir Trans Sosa III A,   December 2021

Agreed by

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APPENDIX II

(The Instrument)

PRE TEST

WORKSHEET (TEST OF FREE WRITING PROCEDURE TEXT)

Name	
Class	
Students Number	

1. Instruction: Write your name and class on the left top of paper
2. Make a short of procedure text about how to make a cheese omelette.
3. You can open a dictionary if it's needed.

Theme   : How to make a cheese omelette.

Kind of text   : Procedure Text

Time Allotment   : 35 Minutes

Goal:

……………………………………………………………………………………
……………………………………………………………………………………
…………………………………………………

Material:

……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………

Steps:

……………………………………………………………………………………
……………………………………………………………………………………
………………………………………..

POST TEST

WORKSHEET (TEST OF FREE WRITING PROCEDURE TEXT)

Name	
Class	
Students Number	

1. Instruction: Write your name and class on the top of paper
2. Make a short of procedure text about how to make a Swiss Roll based on the Cooking Mama Let's Cook application.
3. You can open a dictionary if it's needed.

Theme   : How to Make a Swiss Roll

Kind of text   : Procedure Text

Time Allotment   : 35 Minutes

Goal:

………………………………………………………………………………………
………………………………………………………………………………………
…………………………………………………………

Material:

………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
…………………………………………………………………………

Steps:

………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
…………………………………………………………………………..

APPENDIX III

INITIAL NAME OF STUDENTS

1. **The initial name of students in Experimental Class.**

No.	Initial Name
1.	ASL
2.	AAN
3.	ANR
4.	ASH
5.	AD
6.	DZ
7.	DS
8.	DIS
9.	DWS
10.	DWG
11.	ES
12.	FAS
13.	FH
14.	FANH
15.	FYT
16.	GNBP
17.	JA
18.	KAS
19.	KS
20.	LS
21.	MH
22.	MIA
23.	NI
24.	PAS
25.	RH
26.	RILH
27.	RST
28.	RP
29.	TIR
30.	TS
31.	YA

2. **The initial name of students in Controlled Class.**

No.	Initial Name
1.	ASMS
2.	AR
3.	AS
4.	DST
5.	DN
6.	EPB
7.	ENS
8.	FMN
9.	HS
10.	H
11.	ISL
12.	IMH
13.	JPT
14.	KOP
15.	LBS
16.	MZ
17.	NSR
18.	NH
19.	PLS
20.	R
21.	SRS
22.	SPL
23.	SP
24.	SB
25.	SBP
26.	SY
27.	SSH
28.	TSP
29.	WSS
30.	Z

APPPENDIX IV

ANALYTICAL SCORE RUBRIC

Components of Writing	Criteria	Score
Content	Excellent to very good, ideas clearly stated, relevant with topic.	27-30
	Good: some knowledge of subject.	22-26
	Fair: limited knowledge of subject.	17-21
	Vary poor: not substantive and doesn't show knowledge of subject.	13-16
Organization	Excellent to very good, ideas clearly stated, well-organized, cohesive.	18-20
	Good: somewhat choppy, limited support.	14-17
	Fair: ideas confused and disconnected.	10-13
	Vary poor: doesn't communicated, no organization.	7-9
Vocabulary	Excellent to very good, effective words, sophisticated.	18-20
	Good: adequate range, occasional error of words form/idioms.	14-17
	Fair: limited range, frequent error of words form/idioms	10-13
	Vary poor: little knowledge of English vocabulary.	7-9
Grammar	Excellent to very good,	22-25

	effective and complex.	
	Good: effective but simple constructions, several error of articles, pronoun, preposition, etc.	18-21
	Fair: major problems in simple/complex constructions.	11-17
	Vary poor: dominated by error and not communicated.	5-10
Mechanic	Excellent to very good, demonstrates mastery of Construction.	5
	Good: occasional of error in spelling, punctuation, etc.	4
	Fair: frequent error of spelling, punctuation, etc.	3
	Vary poor: no mastery of conventions, dominated by error.	2
Total Score		1-100

APPPENDIX V

TABLE OF SCORE

1. **The Table of Score in Experimental Class**

No.	Initial Name	Score	
		Pre-test	Post-test
1.	ASL	47	86
2.	AAN	58	69
3.	ANR	42	51
4.	ASH	38	49
5.	AD	41	70
6.	DZ	55	71
7.	DS	44	69
8.	DIS	42	65
9.	DWS	55	73
10.	DWG	66	86
11.	ES	45	49
12.	FAS	58	69
13.	FH	53	70
14.	FANH	39	71
15.	FYT	47	69
16.	GNBP	76	89
17.	JA	47	73
18.	KAS	45	70
19.	KS	52	73
20.	LS	55	69
21.	MH	45	73
22.	MIA	55	80
23.	NI	58	70
24.	PAS	50	73
25.	RH	58	70
26.	RILH	66	70
27.	RST	58	85
28.	RP	44	70
29.	TIR	66	69
30.	TS	66	87
31.	YA	39	51
Σ		1610	2189
Mean		51,93548387	70,61290323
Variant		92,86236559	105,2451613
Deviation Standard		9,636512107	10,25890644

2. The Table of Score in Controlled Class

No.	Initial Name	Score	
		Pre-test	**Post-test**
1.	ASMS	44	50
2.	AR	48	48
3.	AS	53	55
4.	DST	58	70
5.	DN	67	71
6.	EPB	49	69
7.	ENS	49	58
8.	FMN	53	67
9.	HS	55	58
10.	H	44	69
11.	ISL	37	57
12.	IMH	45	50
13.	JPT	44	58
14.	KOP	64	71
15.	LBS	58	58
16.	MZ	36	57
17.	NSR	53	73
18.	NH	44	50
19.	PLS	64	69
20.	R	64	65
21.	SRS	55	69
22.	SPL	49	49
23.	SP	69	69
24.	SB	44	58
25.	SBP	44	50
26.	SY	34	48
27.	SSH	44	70
28.	TSP	44	67
29.	WSS	53	53
30.	Z	34	40
	Σ	1499	1796
	Mean	49,96666667	59,86666667
	Variant	91,34367816	84,8091954
	Deviation Standard	9,557388669	9,209190811

3. The Students' Gain Score in Experimental and Controlled Class

No.	Students (N)	Experimental	Controlled
1.	S1	39	6
2.	S2	11	0
3.	S3	9	2
4.	S4	11	12
5.	S5	29	4
6.	S6	16	20
7.	S7	25	9
8.	S8	23	14
9.	S9	18	3
10.	S10	20	25
11.	S11	4	20
12.	S12	11	5
13.	S13	17	14
14.	S14	32	7
15.	S15	22	0
16.	S16	13	21
17.	S17	26	20
18.	S18	25	6
19.	S19	21	5
20.	S20	14	1
21.	S21	28	14
22.	S22	25	0
23.	S23	12	0
24.	S24	23	14
25.	S25	12	6
26.	S26	4	14
27.	S27	27	26
28.	S28	26	23
29.	S29	3	0
30.	S30	21	6
31.	S31	12	
Σ		579	297
Mean		18,67741935	9,9

APPENDIX VI

NORMALITY TEST TABLE

1. Normality Test of Pre-test Experimental Class

No.	Xi	Zi	F(Zi)	S(Zi)	|F(Zi)-S(Zi)|
1.	38	-1,4461	0,07407	0,03226	0,04181
2.	39	-1,3423	0,08974	0,09677	0,00703
3.	39	-1,3423	0,08974	0,09677	0,00703
4.	41	-1,1348	0,12823	0,12903	0,0008
5.	42	-1,031	0,15126	0,19355	0,04228
6.	42	-1,031	0,15126	0,19355	0,04228
7.	44	-0,8235	0,20512	0,25806	0,05295
8.	44	-0,8235	0,20512	0,25806	0,05295
9.	45	-0,7197	0,23585	0,35484	0,11899
10.	45	-0,7197	0,23585	0,35484	0,11899
11.	45	-0,7197	0,23585	0,35484	0,11899
12.	47	-0,5122	0,30427	0,45161	0,14735
13.	47	-0,5122	0,30427	0,45161	0,14735
14.	47	-0,5122	0,30427	0,45161	0,14735
15.	50	-0,2008	0,42041	0,48387	0,06346
16.	52	0,00669	0,50267	0,51613	0,01346
17.	53	0,11047	0,54398	0,54839	0,00441
18.	55	0,31801	0,62476	0,67742	0,05266
19.	55	0,31801	0,62476	0,67742	0,05266
20.	55	0,31801	0,62476	0,67742	0,05266
21.	55	0,31801	0,62476	0,67742	0,05266
22.	58	0,62933	0,73543	0,70968	0,02576
23.	58	0,62933	0,73543	0,70968	0,02576
24.	58	0,62933	0,73543	0,70968	0,02576
25.	58	0,62933	0,73543	0,70968	0,02576
26.	58	0,62933	0,73543	0,70968	0,02576
27.	66	1,4595	0,92779	0,96774	0,03996
28.	66	1,4595	0,92779	0,96774	0,03996
29.	66	1,4595	0,92779	0,96774	0,03996
30.	66	1,4595	0,92779	0,96774	0,03996
31.	76	2,49722	0,99374	1	0,00626
L_o		0,14735			
L_{table}		0,1559			

2. Normality Test of Pre-test Controlled Class

No.	Xi	Zi	F(Zi)	S(Zi)	|F(Zi)-S(Zi)|
1.	34	-1,67061	0,0473994	0,0666667	0,0192673
2.	34	-1,67061	0,0473994	0,0666667	0,0192673
3.	36	-1,461348	0,07196	0,1	0,02804
4.	37	-1,356716	0,0874357	0,1333333	0,0458977
5.	44	-0,624299	0,2662157	0,4	0,1337843
6.	44	-0,624299	0,2662157	0,4	0,1337843
7.	44	-0,624299	0,2662157	0,4	0,1337843
8.	44	-0,624299	0,2662157	0,4	0,1337843
9.	44	-0,624299	0,2662157	0,4	0,1337843
10.	44	-0,624299	0,2662157	0,4	0,1337843
11.	44	-0,624299	0,2662157	0,4	0,1337843
12.	44	-0,624299	0,2662157	0,4	0,1337843
13.	45	-0,519668	0,3016476	0,4333333	0,1316857
14.	48	-0,205774	0,4184835	0,4666667	0,0481831
15.	49	-0,101143	0,4597183	0,5666667	0,1069483
16.	49	-0,101143	0,4597183	0,5666667	0,1069483
17.	49	-0,101143	0,4597183	0,5666667	0,1069483
18.	53	0,317381	0,6245227	0,7	0,0754773
19.	53	0,317381	0,6245227	0,7	0,0754773
20.	53	0,317381	0,6245227	0,7	0,0754773
21.	53	0,317381	0,6245227	0,7	0,0754773
22.	55	0,5266432	0,7007793	0,7	0,0007793
23.	55	0,5266432	0,7007793	0,7666667	0,0658874
24.	58	0,8405364	0,7996962	0,8333333	0,0336372
25.	58	0,8405364	0,7996962	0,8333333	0,0336372
26.	64	1,468323	0,9289917	0,9333333	0,0043416
27.	64	1,468323	0,9289917	0,9333333	0,0043416
28.	64	1,468323	0,9289917	0,9333333	0,0043416
29.	67	1,7822162	0,962643	0,9666667	0,0040237
30.	69	1,9914784	0,9767858	1	0,0232142
L_o		0,13378			
L_{table}		0,1590			

3. Normality Test of Post-test Experimental Class

No.	Xi	Zi	F(Zi)	S(Zi)	$|F(Zi)-S(Zi)|$
1.	49	-2,10675	0,01757	0,06452	0,04695
2.	49	-2,10675	0,01757	0,06452	0,04695
3.	51	-1,91179	0,02795	0,12903	0,10108
4.	51	-1,91179	0,02795	0,12903	0,10108
5.	65	-0,54712	0,29215	0,16129	0,13086
6.	69	-0,15722	0,43754	0,35484	0,0827
7.	69	-0,15722	0,43754	0,35484	0,0827
8.	69	-0,15722	0,43754	0,35484	0,0827
9.	69	-0,15722	0,43754	0,35484	0,0827
10.	69	-0,15722	0,43754	0,35484	0,0827
11.	69	-0,15722	0,43754	0,35484	0,0827
12.	70	-0,05974	0,47618	0,3871	0,08908
13.	70	-0,05974	0,47618	0,3871	0,08908
14.	70	-0,05974	0,47618	0,3871	0,08908
15.	70	-0,05974	0,47618	0,3871	0,08908
16.	70	-0,05974	0,47618	0,3871	0,08908
17.	70	-0,05974	0,47618	0,3871	0,08908
18.	70	-0,05974	0,47618	0,3871	0,08908
19.	71	0,03773	0,51505	0,6129	0,09785
20.	71	0,03773	0,51505	0,6129	0,09785
21.	73	0,23269	0,592	0,67742	0,08542
22.	73	0,23269	0,592	0,67742	0,08542
23.	73	0,23269	0,592	0,67742	0,08542
24.	73	0,23269	0,592	0,67742	0,08542
25.	73	0,23269	0,592	0,67742	0,08542
26.	80	0,91502	0,81991	0,83871	0,0188
27.	85	1,4024	0,9196	0,87097	0,04863
28.	86	1,49988	0,93318	0,93548	0,00231
29.	86	1,49988	0,93318	0,93548	0,00231
30.	87	1,59735	0,94491	0,96774	0,02284
31.	89	1,79231	0,96346	1	0,03654
L_o	0,130856				
L_{table}	0,1559				

4. Normality Test of Post-test Controlled Class

No.	X_i	Z_i	$F(Z_i)$	$S(Z_i)$	$|F(Z_i)-S(Z_i)|$
1.	40	-2,15727	0,01549	0,03333	0,01784
2.	48	-1,28857	0,09877	0,1	0,00123
3.	48	-1,28857	0,09877	0,1	0,00123
4.	49	-1,17998	0,119	0,13333	0,01433
5.	50	-1,07139	0,142	0,26667	0,12467
6.	50	-1,07139	0,142	0,26667	0,12467
7.	50	-1,07139	0,142	0,26667	0,12467
8.	50	-1,07139	0,142	0,26667	0,12467
9.	53	-0,74563	0,22794	0,3	0,07206
10.	55	-0,52846	0,29859	0,33333	0,03474
11.	57	-0,31128	0,37779	0,4	0,02221
12.	57	-0,31128	0,37779	0,4	0,02221
13.	58	-0,2027	0,41969	0,56667	0,14698
14.	58	-0,2027	0,41969	0,56667	0,14698
15.	58	-0,2027	0,41969	0,56667	0,14698
16.	58	-0,2027	0,41969	0,56667	0,14698
17.	58	-0,2027	0,41969	0,56667	0,14698
18.	65	0,55741	0,71138	0,6	0,11138
19.	67	0,77459	0,78071	0,66667	0,11404
20.	67	0,77459	0,78071	0,66667	0,11404
21.	69	0,99176	0,83934	0,83333	0,00601
22.	69	0,99176	0,83934	0,83333	0,00601
23.	69	0,99176	0,83934	0,83333	0,00601
24.	69	0,99176	0,83934	0,83333	0,00601
25.	69	0,99176	0,83934	0,83333	0,00601
26.	70	1,10035	0,86441	0,9	0,03559
27.	70	1,10035	0,86441	0,9	0,03559
28.	71	1,20894	0,88666	0,96667	0,08001
29.	71	1,20894	0,88666	0,96667	0,08001
30.	73	1,42611	0,92308	1	0,07692
L_o		0,14698			
L_{table}		0,1590			

APPENDIX VII

T-TABLE

Titik Persentase Distribusi t (df = 41 – 80)

Pr / df	0.25 / 0.50	0.10 / 0.20	0.05 / 0.10	0.025 / 0.050	0.01 / 0.02	0.005 / 0.010	0.001 / 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

APPENDIX VIII

TABLE OF F-TEST

F-Test Two-Sample of Pre-Test		
	Variable 1	*Variable 2*
Mean	51,93548	49,9666667
Variance	92,86237	91,3436782
Observations	31	30
df	30	29
F	1,016626	
P(F<=f) one-tail	0,483129	
F Critical one-tail	1,854293	

F-Test Two-Sample of Post-test		
	Variable 1	*Variable 2*
Mean	70,61290323	59,86666667
Variance	105,2451613	84,8091954
Observations	31	30
df	30	29
F	1,240964035	
P(F<=f) one-tail	0,281545562	
F Critical one-tail	1,854293003	

APPENDIX IX
DOCUMENTATION AND STUDENTS RESULT TEST

1. Documentation

Picture 1. The researcher taught English in experimental class by using Cooking

Mama application.

Picture 2. The Students were learning by playing games in Cooking Mama

application.

Picture 3. The Researcher taught English in control class without using Cooking

Mama application.

Picture 4. The Students were learning English with conventional method.

2. Students Result Test

    a)   Students result test of controlled class

PRE TEST

WORKSHEET (TEST OF FREE WRITING PROCEDURE TEXT)

Name	Prita Laura Sianturi
Class	VIII 2
Students Number	

1. Instruction: Write your name and class on the left top of paper
2. Make a short of procedure text about how to make a cheese omelet
3. You can open a dictionary if it's needed.

Theme : How to Make a cheese omelet

Kind of text : Procedure Text

Time Allotment : 35 Minutes

Goal:
How to make a cheese omelet

Material:
oil, spoon, salt, egg, batter, salary, bowl

C = 17
O = 14
U = 15
G = 15
M = 3
64

Steps:
1) crack egg to bowl   3) fried the egg
2) mix with salt salary   4) put cheese

17
14
15
15
3
64

74

PRE TEST

WORKSHEET (TEST OF FREE WRITING PROCEDURE TEXT)

Name	Astia Sari
Class	VIII 2
Students Number	

1. Instruction: Write your name and class on the left top of paper
2. Make a short of procedure text about how to make a cheese omelet
3. You can open a dictionary if it's needed.

Theme : How to Make a Cheese omelet

Kind of text : Procedure Text

Time Allotment : 35 Minutes

Goal:
How to make a Cheese Omelet

C = 17
O = 10
U = 13
G = 11
M = 2
53

Material:
oil, chili, egg, union, salt, salary, cheese, bowl, kompor

Steps:
cracks the egg with salary, shake the egg put fried / cook, put cheese on omelet

17
10
13
11
2
53

74

POST TEST

WORKSHEET (TEST OF FREE WRITING PROCEDURE TEXT)

Name	ARDIAN SYAH RAMBE
Class	VIII – 2
Students Number	

1. Instruction: Write your name and class on the top of paper
2. Make a short of procedure text about how to make a Swiss Roll
3. You can open a dictionary if it's needed.

Theme   : How to Make a Swiss Roll

Kind of text   : Procedure Text

Time Allotment   : 35 Minutes

Goal:
How to make a swiss Roll

Material:
Egg, sugar, salt, oil, choclat powder, milk, oven, spoon, mangirak

18

16
10
10
10
2

Steps:
① crack the Egg
② compukan egg white and egg yellow
③ mix it
④ after that ous the oil to rules

48

⑤ oven around 30 minit
⑥ next our Jam to cake
⑦ lastly, Roll the cake   76
⑧ cake is ready to eat.

POST TEST

WORKSHEET (TEST OF FREE WRITING PROCEDURE TEXT)

Name	DONI Wandika GEA
Class	VIII – 1
Students Number	

1. Instruction: Write your name and class on the top of paper
2. Make a short of procedure text about how to make a Swiss Roll based on the Cooking Mama Let's Cook application.
3. You can open a dictionary if it's needed.

Theme   : How to Make a Swiss Roll

Kind of text   : Procedure Text

Time Allotment   : 35 Minutes

Goal:
How to make a swiss Roll

26
17
18
21
4

86

Material:
5 egg, salt, sugar, cake Flour, Baking Powder, Vegetable oil, milk, oven, spoon, bowl, chocolate Powder, Jam

Steps:
- Firstly, crack the egg and separate the white egg with the the egg yolk
- second, put the white egg into the bowl and mix with sugar and mix with mixer machine
- next, put the egg yolk into the bowl and mix with mixer machine
- then, mix the two Items into one bowl and put choco Powder into it
- next Part, apply the vegetable oil to Baking Sheet and put the batter into cake mold

b) Students result test of experimental class

PRE TEST

WORKSHEET (TEST OF FREE WRITING PROCEDURE TEXT)

Name	Fadli Agus Setiawan
Class	VIII -¹
Students Number	

1. Instruction: Write your name and class on the left top of paper
2. Make a short of procedure text about how to make a ~~chicken soup~~.
3. You can open a dictionary if it's needed.

Theme : How to Make a cheese omelet

Kind of text : Procedure Text

Time Allotment : 35 Minutes

C = 18
O = 12
V = 15
G = 11
M =

Goal:
How to make a cheese omelet ... 58

Material:
Egg, cheese, salary, union, oil, salt
chili, bowl, spoon

Steps:
crack the egg, sliced union, mix it
fried egg, put cheese omelete

74

PRE TEST

WORKSHEET (TEST OF FREE WRITING PROCEDURE TEXT)

Name	Fitri Aulia Ningsih
Class	VIII (I)
Students Number	

1. Instruction: Write your name and class on the left top of paper
2. Make a short of procedure text about how to make a cheese omelet
3. You can open a dictionary if it's needed.

Theme : How to Make a cheese omelet
Kind of text : Procedure Text
Time Allotment : 35 Minutes
Goal:
How to make a cheese omelet

Material:
~~egg~~ egg, chees, union, shlaty, chili, oil, bowl, spoon
~~etli~~

Steps:
~~cracks sliced mix fried~~
crack the ega, slid, fried, put cheese on
the omelet

C = 13
O = 9
V = 10
G = 5
M =
39

PRE TEST

WORKSHEET (TEST OF FREE WRITING PROCEDURE TEXT)

Name	Doni Wandika GEA
Class	VIII-1
Students Number	

1. Instruction: Write your name and class on the left top of paper
2. Make a short of procedure text about how to make a **cheese omelet**
3. You can open a dictionary if it's needed.

Theme   : How to Make a cheese omelet

Kind of text   : Procedure Text

Time Allotment : 35 Minutes

Goal:

How to make a cheese omelet

Material:

Egg, cheese, Union, Salary, Salte, chili, oil, Bowl, Spoon

Steps:

crack the Egg, Sliced union, mix, fried Egg, put cheese on the omelet

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POST TEST

WORKSHEET (TEST OF FREE WRITING PROCEDURE TEXT)

Name	Julia Appi Ani
Class	VIII
Students Number	

1. Instruction: Write your name and class on the top of paper
2. Make a short of procedure text about how to make a Swiss Roll based on the Cooking Mama Let's Cook application.
3. You can open a dictionary if it's needed.

Theme   : How to Make a Swiss Roll

Kind of text   : Procedure Text

Time Allotment : 35 Minutes

Goal:

How to make a swiss roll

Material:

Sugar, eggs, flour, speen, Bowl, jam, Choco Powder, milk, oven

Steps:

- First, cracak the egg
- Sacod, the white egg mix with sugar until soft
- third, the egg youk mix it until soft
- Fosth, mix two items to one Bowl
- next, apply the batter to the cake mold
- after hold, put the batter to the cake mold
- Next, over the batter, a yeast, 30 minust
- apply the jam to the cake
- Swiss Roll Deady

POST TEST

WORKSHEET (TEST OF FREE WRITING PROCEDURE TEXT)

Name	TAUFIK Ismail Rambe
Class	VIII-1
Students Number	

1. Instruction: Write your name and class on the top of paper
2. Make a short of procedure text about how to make a Swiss Roll based on the Cooking Mama Let's Cook application.
3. You can open a dictionary if it's needed.

Theme : How to Make a Swiss Roll

Kind of text : Procedure Text

Time Allotment : 35 Minutes

Goal:
How to make a swiss Roll

69

Material:
Eggs, sugar, flour, bowl, oil, choco, powder, milk oven

Steps:
1. crack the egg
2. mix the white egg and mix egg yolk with sugar
3. mix two items to bowl
4. ores the oil to eler
5. oven the batter selama 20 minitue
6. ores selai to cane
7. Ron the cane
8. cane is ready

76

POST TEST

WORKSHEET (TEST OF FREE WRITING PROCEDURE TEXT)

Name	Grecia Natalia Br. Buba
Class	VIII -1
Students Number	

1. Instruction: Write your name and class on the top of paper
2. Make a short of procedure text about how to make a Swiss Roll based on the Cooking Mama Let's Cook application.
3. You can open a dictionary if it's needed.

Theme : How to Make a Swiss Roll

89

Kind of text : Procedure Text

Time Allotment : 35 Minutes

C = 27
O = 18
V = 18
G = 22
M ?
89

Goal:
How to make a swiss Roll

Material:
5 Egg, salt, sugar, cake flour, Baking Powder, Vegetable Oil, milk, oven, soon bowl chocolate Powder, Jam

Steps:
- Firstly, crack the Egg and separate the white Egg with the Egg Yolk
- Second, put the white Egg into the bowl and mix with sugar and mix with mixer machine
- Next put the Egg yolk into the bowl and mix with mixer machine
- then, mix the two items into one bowl and put choco powder into it.
- next part, apply the vegetable oil to Baking sheet and put the batter into cake mold

APPENDIX X
RESEARCH PERMISSION LETTER

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl.Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-24282/ITK/ITK.V.3/PP.00.9/11/2021   07 November 2021
Lampiran : -
Hal : Izin Riset

Yth. Bapak/Ibu Kepala SMP Negeri 3 Huta Raja Tinggi

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	: Saut Marito Siregar
NIM	: 0304172135
Tempat/Tanggal Lahir	: Pir Trans Sosa Iii B, 07 Oktober 1998
Program Studi	: Tadris Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: JL.POROS LORONG 02 PIR TRANS SOSA III A Kelurahan PIR TRANS SOSA III A Kecamatan HUTARAJA TINGGI

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Trans Pir Sosa III A, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

The Utilization of Cooking Mama: Let's Cook! Application on Eight Grade Students' Writing Skills of Procedure Text

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

Medan, 07 November 2021
a.n. DEKAN
Ketua Program Studi Pendidikan
Bahasa Inggris

Digitally Signed

Yani Lubis, M.Hum
NIP. 197006062000031006

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

APPENDIX XI

RESEARCH RESPONSE LETTER

PEMERINTAH KABUPATEN PADANG LAWAS
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 3 HUTARAJA TINGGI
ALAMAT : DESA PIR TRANS SOSA III A- III B
KECAMATAN HUTARAJA TINGGI

SURAT KETERANGGAN
Nomor: 420/183/SMP N 3/ XII/ 2021

Yang Bertanda Tangan Di Bawah Ini, Kepala Sekolah Menengah Pertama (SMP) Negeri 3 Hutaraja Tinggi Kabupaten Padang Lawas :

Nama	: **MARONTIANNA SIMATUPANG, S.Pd**
NIP	: 197706072005022001
Pangkat / Gol. Ruang	: Pembina IVa
Jabatan	: Kepala Sekolah
Unit Kerja	: SMP Negeri 3 Hutaraja Tinggi

Dengan Ini Menerangkan :

Nama	: **SAUT MARITO SIREGAR**
NIM	: 0304172135
Program Studi	: Tadris Bahasa Inggris /S1
Alamat	: Pir Trans Sosa III A

Benar Telah Melaksanakan Riset/ Penelitian Pada Tanggal 15 November 2021 Sampai Dengan 15 Desember 2021 Di SMP Negeri 3 Hutaraja Tinggi Dengan Judul Skripsi/ Penelitian :

" *The Utilization Of Cooking Mama : Let's Cook! Application On Eight Grade Student' Writing Skills Of Procedure Text*.

Demikian Surat Keterangan Ini Diperbuat Dengan Sebenarnya Untuk Dapat Dipergunakan Seperlunya.

PIR TRAN SOSA III,16Desember 2021
KEPALA SMP N 3 HUTARAJA TINGGI

MARONTIANNA SIMATUPANG, S.Pd
NIP. 197706072005022001

APPENDIX XII

CURRICULUM VITAE

Curriculum Vitae

A. Indentity

1. Name   : Saut Marito Siregar
2. Gender   : Male
3. Place and Date of Birth   : Pir Trans Sosa III B, 07 October 1998
4. Status   : Student-University
5. Address   : Jl. Poros Lorong 02, Pir Trans Sosa III A
6. Citizenship   : Indonesia
7. Religion   : Islam
8. Phone Number   : 0823-1079-4257
9. E-Mail   : saud2018medan@gmail.com

B. Education

1. Primary School   : SDN 101040 Pir Trans Sosa III B
2. Junior High School   : SMP N 3 Huta Raja Tinggi
3. Senior High School   : SMA N 1 Barumun
4. University   : UIN SU Medan

Medan,   June 2022

The Writer

Saut Marito Siregar

NIM. 0304172135