



**IMPROVING STUDENTS' WRITING ABILITY AT LEARNING
PROCEDURE TEXT USING RECONSTRUCTION ACTIVITIES STRATEGY
AT XI GRADE STUDENTS OF MAS PAB 2 HELVETIA**

Thesis

*Submitted to Faculty of Tarbiyah Science and Teacher Training UINSU Medan as a
partial fulfillment of the requirements for the degree of Sarjana Pendidikan
(S. Pd) S-1 Program*

By:

**RIKE PRACTICA
Reg. No. 0304162155**



UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN
ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN
2021



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Thesis

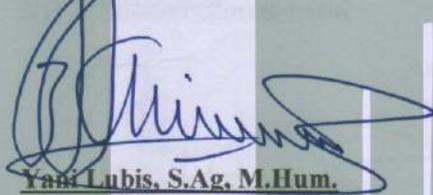
*Submitted to Faculty of Tarbiyah Science and Teacher Training
UINSU Medan as a partial fulfillment of the requirements for the degree of Sarjana
Pendidikan (S. Pd) S-1 Program*

By:

RIKE PRASTICA
Reg. No. 0304162155

Approved By:

Advisor 1



Yan Lubis, S.Ag, M.Hum.
NIP: 19700606 200003 1006

Advisor 2



Siti Ismahani, M.Hum
NIP: 196905031999032003

**UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN**
ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN

2021



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FAKULTAS ILMU TARBİYAH DAN KEGURUAN

Jl. Willem Iskandar Psr. V Medan Estate 20371 Telp. 6622925, Fax. 6615683
Email: fitk@uinsu.ac.id

SURAT PENGESAHAN

Skripsi ini yang berjudul "Improving Students' Writing Ability at Learning Procedure Text Using Reconstruction Activities Strategy at XI Grade Students of MAS PAB 2 Helvetia" yang disusun oleh Rike Prastica yang telah dimunaqasyahkan dalam sidang Munaqasyah Sarjana Strata Satu (S-1) Fakultas Ilmu Tarbiyah dan Keguruan UINSU Medan pada tanggal:

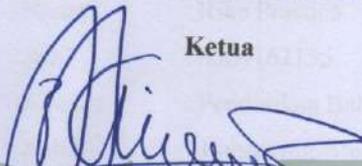
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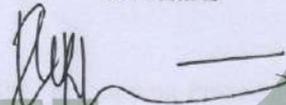
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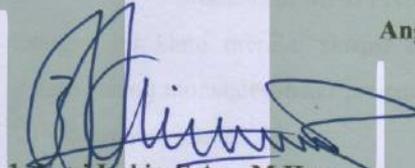
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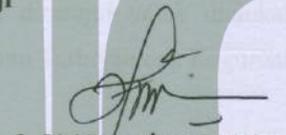

Yan Lubis, S.Ag., M.Hum
NIP.19700606 200003 1 006

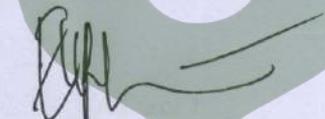
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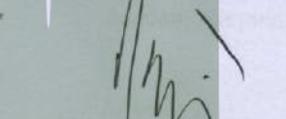

Ernita Daulay, M.Hum
NIP.19801201 200912 2 003

Anggota Penguji


1. Yan Lubis, S.Ag., M.Hum
NIP.19700606 200003 1 006


2. Siti Ismahani, M.Hum
NIP. 19690503 199903 2 003


3. Ernita Daulay, M.Hum
NIP.19801201 200912 2 003


4. Dr. H. Syaokani, M.Ed. Amd
NIP.19600716 198603 1 002

Mengetahui
Dekan Fakultas Ilmu Tarbiyah dan Keguruan
UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN



Dr. Mardianto, S.Pd
NIP.19671212 199403 1 004

Nomor : Istimewa Medan, September 2021
Lampiran : - Kepada Yth:
Perihal : Skripsi Bapak Dekan Fakultas Ilmu
: a.n Rike Prastica Tarbiyah dan keguruan UIN
Sumatera Utara
di-
Medan

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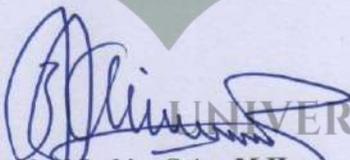
Nama : Rike Prastica
NIM : 0304162155
Jurusan : Pendidikan Bahasa Inggris
Judul : Improving Students' Writing Ability at Learning Procedure
Text Using Reconstruction Activities Strategy at XI Grade
Students of MAS PAB 2 Helvetia

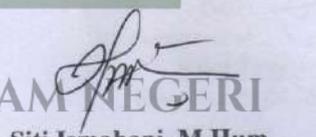
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dalam sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan
UIN Sumatera Utara.

Medan, September 2021

Advisor 1

Advisor 2


Yan Lubis, S.Ag, M.Hum
NIP: 197006062000031006


Siti Ismahani, M.Hum
NIP: 196905031999032003

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PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan di bawah ini:

Nama : Rike Prastica

NIM : 0304162155

Jurusan : Pendidikan Bahasa Inggris

Judul : Improving Students' Writing Ability at Learning Procedure Text
Using Reconstruction Activities Strategy at XI Grade Students of MAS
PAB 2 Helvetia

Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul diatas adalah asli dan buah pikiran saya, kecuali kutipan-kutipan yang disebutkan didalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

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Rike Prastica

Reg. No. 0304162155

ABSTRACT

Improving Students' Writing Ability at Learning Procedure Text Using Reconstruction Activities Strategy at XI Grade Students of MAS PAB 2 Helvetia

Rike Prastica
0304162155

Thesis, Medan: English Department Faculty of Tarbiyah Science and Teacher
Training at State Islamic University Of North Sumatera Medan2021

This study was aimed to find out the improvement of Reconstruction Activity Learning Strategy on students' writing skills especially in writing procedure text at the eleventh grade senior high school students of MAS PAB 2 Helvetia Medan. This research was classroom action research. The subject of this research was 35 students that containing 4 male students and 31 female students. The technique of analyzing data was applied by using qualitative and quantitative approach. The quantitative data were taken from the pre-test and post-test. The qualitative data were taken from interview, observation, diary note and also documentation. The taken data was carried out in two cycles that each cycles conducted in two meetings. The result of analyzing the data showed that there was an improvement on the student's ability at writing procedure text from each cycles. It showed with the mean of pre-test score 62, 25. There were 2 students got success score (5, 71%) and 33 students got unsuccessful (94, 29%). After done the cycle I by using the reconstruction activity learning strategy, there was an improving in the result of the student's mean scores (71, 1). There were 10 students got success score (28, 6%) and 25 students got unsuccessful (71, 4%). Then in the second cycle, there was improvement of student's mean score (82, 8). Which is 32 students got success score (91, 4%) and 3 students got unsuccessful (8, 6%). Therefore, it can be concluded that Reconstruction Activity Learning Strategy can improve students' writing ability especially at writing procedure text at the 11th grade of science 2 class of senior high school students at MAS PAB 2 Helvetia Medan.

Key Words: Reconstruction Activity Learning Strategy, Writing, Procedure Text

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ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah all praise and gratitude we say to Allah SWT for providing opportunity, salvation and all abilities so that the writer was able to complete this research. Our prayers and greetings to our Prophet, Muhammad ﷺ, who has guided us from the age of ignorance and darkness to the age of knowledge as it is today. May we all be intercession on the Day of Resurrection, Aamiin.

The title of this undergraduate thesis is “**Improving Students’ Writing Ability at Learning Procedure Text Using Reconstruction Activities Strategy at XI Grade Students of MAS PAB 2 Helvetia**” written as partial fulfillment of the requirements for the Degree of *Sarjana Pendidikan* (S-1 Program) to the Faculty of Tarbiyah and Teacher Training State Islamic University of North Sumatera (UIN-SU) Medan.

In progress of completing this thesis, the writer has received so many supports and helps from advisors, family and friends. Therefore, the writer would like to express so much gratitude to the following people:

1. To my parents, **Wiwini Harianto** and **Nurmawati** who have taken care of me with affection and support me to run the lecture according to the department I want and sacrificed a lot during this time in a way, thank you so much for such great, irreplaceable and irreplaceable love, I love you so much..
2. **Prof. Syahrin Harahap, MA.,** as the Rector of our State Islamic University of North Sumatera (UINSU).
3. **Dr. Mardianto, M. Pd.,** as the Dean of our Faculty of Tarbiyah and Teachers’ Training, State Islamic University of North Sumatera.

4. **Yani Lubis, S.Ag, M. Hum.,** as the Head of our English Education Department and also as the First Advisor who has been very patient in providing guidance, correction and suggestion for this undergraduate thesis from the beginning to the last.
5. **Siti Ismahani, M.Hum.,** as the second advisor who has given me the best suggestion and motivation to complete in the process of finishing this thesis with patiently and very well.
6. **Dr. Abdillah, M. Pd.,** as the First Advisor who had guided me to compile the thesis until the last time of his life, Al-Fatiha.
7. All of the lecturers in our English Department whom have shared their precious knowledge and experience during the researcher's learning process.
8. **Fazuli S.Pd.,** as the Headmaster of MAS PAB 2 Helvetia Medan who has given an opportunity to the researcher to conduct this research in the XI MIA class.
9. **Herianti S.Pd.,** the English teacher of MAS PAB 2 Helvetia Medan who has given time and opportunity for the researcher to observe and collect the data in her class for this thesis.
10. All of the students in XI-MIA 2 at MAS PAB 2 Helvetia Medan in academic year 2020/2021 who has enthusiastically and actively participated in this study research.
11. All of my beloved sister and brother Rico Prasrivaldi, Revi Prastanti, Nayla Prasnazzyla who supported me even if it was just a matter of destruction when working on the thesis, may you be able to achieve any high goals. Aamiin. I also love you..

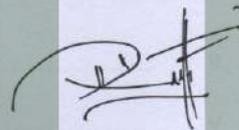
12. To my beloved husband, Nazrian Situmeang. Thank you for accompanying for many years since the first day study until this moment and so on, thank you for boba which always encourages and many other forms of support from you.

13. My beloved friends in Govi's Group especially Sovia Nasution S.Pd, Aulia Rahmi Nasution S.Pd, Fauziatul Husna S.Pd, Khoirunnisa Batubara S.Pd, Desiska Vianty Harahap S. Pd, Putri Ramadhani S.Pd and Puspita Karolina S. Pd whom always supporting and give me the best memories. Love you all!

14. All of my dearest friends in PBI-6 force 2016. Thanks for a memorable time during our years, hope we'll be a success person in the future.

15. To my friend Diah Chairunnisa, Rifqi Sulma, Julia Syafira, Annisa and all of my friends that the name can't be written one by one in this thesis, although rarely together but always wishing me the best and supporting me, Thank you so much!

Medan, September 2021



Rike Prastica

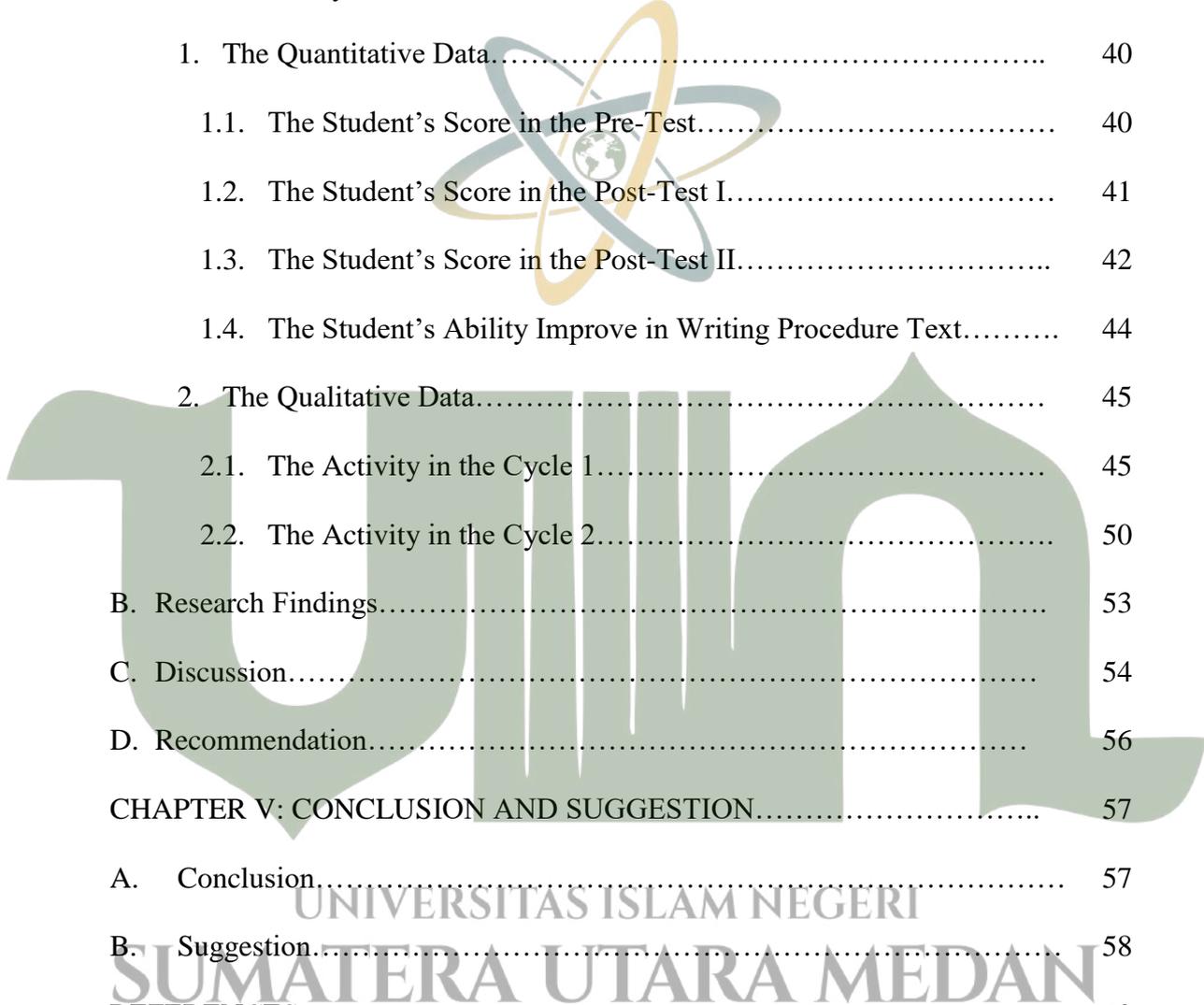
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CHAPTER I

INTRODUCTION

A. The Background of Study

In way of life, all activities that we tend to do cannot be far from the name of language and communication. Even before we are good at talking, starting from we are babies, become children, then teenagers, then adults, until old, will certainly communicate with the language. Whether it is in the form of body language like a baby who is not yet good at speaking but he wants to express or communicate himself with his mother or those around him by crying or verbal language as we speak in general.

In step with Kress's opinion in Purnomo, he says that language is breath in communication, as a result of there's no communication in any scenario that's separated from its language and tools.¹ Likewise, in another opinion it says that language is a significant tool for communication. All of the terminology is used for communication purposes. A language is a way for people to express their thoughts and feelings others.² Therefore, it is all over that it's vital for us to find out regarding the language that's the strongest supply in act to form it easier for us to succeed in the goal of communicating with one another thus well and properly.

One of the foremost wide used languages in several components of the globe is English.³ In fact, in each corner of the activity, we'll simply notice one thing just like the name of the place, the name of the food, additionally as bound unremarkably used

¹Maslathif Dwi Purnomo, 2017, *The Power of Language*, Yogyakarta: Naila Pustaka, p. 4.

²Sholihatul Hamidah Daulay, 2011, *Introduction to the General Linguistic*, Medan: by La-Tansa Press, p. 16.

³Parupalli Srinivas Rao, 2019, *The Role of the English as the Global Language*, Kingdom of Arab Saudia: King Faisal University, p. 65.

terms that use English. English courses have long been schooled to us, beginning from the start in preschool (kindergarten), then elementary school, and then junior high school, then in middle school, and faculty in order that we tend to become a generation who will vie within the arena of this globalizing era.

As with most languages, in English itself, there are many styles of capabilities. This ability is split into four basic abilities: the capacity for listening skills, capacity for speaking skills, capacity for writing skills, and capacity for reading skills in English. In reference to this analysis, researchers can examine the power to put in writing or writing skills.

Writing is essential to both our social and professional identities. A spread of functions in writing, increasing context of usage and numerous sorts within the backgrounds and desires of those who wish to find out it in writing, it all create writing studies a broad framework of study and understanding.⁴ Writing ability actually has many sorts of material in it, counting on what purposes we tend to are writing it for.

One of the materials in English writing ability is to put in writing procedure text. Procedure text could be a piece of writing that contains regarding however we tend to produce one thing or a post that contains regarding the stages of making one thing in text. Within the procedure text there's a composition of tools and materials of one thing we'll create, additionally because the stages or method of constructing one thing that we'll create. In its English apply, its price noting the way to use the structure of sentences, the proper step of writing procedure, and also the correct use of language.

Furthermore as a teacher, of course in fact we want one thing that named

⁴ Ken Hyland, 2002, *The Teaching and The Researching Writing*, England: by Pearson Education, p. 1.

strategy in learning to teach. Virtually within the KBBI online, strategy could be a careful arrange of activity to attain a particular goal, whereas learning is making an attempt to get intelligence or information, and teaching is to coach or offer lessons.⁵In associate degree opinion it is explicit that the strategy of teaching learning could be a common pattern of teachers' tactics in te embodiment of teaching and learning activities.⁶So, researchers concluded that the tatic of teaching learning could be a teacher's plan in teaching their students a science to achieve a specific goal within the procedure of teaching and learning activities.

The purpose of exploitation the process of teaching and learning strategy is actually to enhance the standard and ability of scholars to find out something that they have to learn. Additionally, the use of creative and innovative learning strategies is ready to stimulate pupils' thinking in order for them to be more creative also innovative that will creates a top quality learning atmosphere. However, if truth be told most of teachers still use strategies that tend to monotone and even barely it. Thus, it makes loads of students still less perceive and fewer mastering with the learning materials, including together with English.

Although it has been mentioned that writing material is usually a part of our daily activities or in other words it is common for students to try to do it at school, however several students are still troubled to master the material of writing, as an example in writing English text procedures. This is happened because they are still often schooled with normal learning strategies and create them lose interest in learning the material, in order that affecting their ability to put in writing text

⁵Badan Pengembangan Bahasa, Kementerian Pendidikan & Kebudayaan Republik Indonesia, KBBI Daring, <https://kbbi.kemdikbud.go.id/entri/Strategi>, 2016, accessed on March 12, 2020 at 22.42.

⁶J.J. Hasibuan and Moedjiono, 2002, *Proses Belajar Mengajar*, Bandung: oleh PT Remaja Rosdakarya, p. 3.

procedures.

To provide solutions to those issues, the researcher planned to use a reconstruction strategy for activities in learning. This strategy could be a strategy that was introduced by the Tanoto Foundation in Smart Practice Learning Coaching Module II which was conducted on 2-4 November 2019. This strategy was introduced by Tanoto Foundation to enhance the literacy skills of the nation's next generation that are the students in Indonesia. This technique was developed for junior high school teachers at that time. This strategy is predicted to increase pupils' capacity to put procedure text into writing. In addition, it is anticipated that it will promote pupils' creative and inventive thinking habits.

Based on the reason described above, researchers will observe the use of reconstruction activities strategy on the ability of pupils to compose text procedures. As the result of the strategy, at that point was solely trained to teachers in the Junior High School, therefore the researcher interested to try the observation in the Senior High School students.

The reason to choose MAS PAB 2 Helvetia is because their students not really interest in English subject, so their writing must be still low. It's also proved by the previous research from so many another researchers that choose to do their research in MAS PAB 2 Helvetia. It can be searched in the internet that so many researcher doing their research about writing in MAS PAB 2 Helvetia. In addition to the current situation of the covid-19 pandemic that requires them to partly learn online and some learn in class with a limited time it is certainly possible for a decrease in the ability of those who are less interested in learning English.

The next reason why researchers chose to do this study to grade XI students is because researchers feel there is a gap between facts and realities that occur in the

field. In fact, grade XI students who are at the same level again will face school graduation should have been able to master how their writing skills are mainly writing text procedures, because the ability to write text procedures has been taught since junior high school even since elementary school. Therefore, high school students are required to be better able to master the ability to write text procedures of course. But what happens in the field, it tends to be different or even not as expected, there are still many students of grade XI (high school) who are still not able to master the ability to write the text of the procedure.

Thus the researcher carry out the study with the title **“Improving Students' Writing Ability in Learning Procedure Text Using Reconstruction Activities Strategy at XI Grade Students of MAS PAB 2 Helvetia”**.

B. The Identification of Study

After the researcher provides reasons regarding the background of this study, then the researcher established some issues that have found supported by the background of the study above, they are: (1). Students' not fascinated by learning the way to write procedure text with monotonous learning style or strategy. (2). Students' are studied about procedure text however still feels tough regarding writing procedure text without direct experience. (3). Students' writing abilites in procedure text factually still low.

C. The Limitation of Study

After the explanation about the study's identification, the researcher provided the limitation of the problem based on the study's identification that the limitation is on the learning strategy. The reason as a result, the researcher assumes that the strategy in learning is one of the most significant elements that can help students learn

how to write procedural text. Then here, the researcher limited this study on proficiency in writing procedure text and also the application of Reconstruction Activities Strategy.

D. The Formulation of Study

Even the researcher are write the identification of the issues, however the problems of the study still need to explicit clearly to create the objective of the study and used methodology can be determined as well. So, based on the background and identification problems of the study, the formulation that developed within the form of queries they are:

- 1) How students' ability to write procedure text prior to applying Reconstruction Activities Strategy?
- 2) How is the ability of students in writing procedure text after using Reconstruction Activities Strategy?
- 3) How the classroom environment when the Reconstruction Activities Strategy is being applied?
- 4) Does the applying of Reconstruction Activities Strategy success to improve students' writing ability in writing procedure text at XI-MIA Grade students of MAS PAB Helvetia?

E. The Objective of Study

In each study research, definitely there should have the aim or purposes in the research itself. Therefore, here the researcher can describe a number of the objectives of this study that supported by the formulation above, they are:

- 1) To know the ability of students in writing procedure text before using reconstruction activities strategy.

- 2) To know the students' ability in writing procedure text after using Reconstruction Activities Strategy.
- 3) To know the classroom environment when the Reconstruction Activities Strategy is being applied.
- 4) To Know whether the applying of Reconstruction Activities Strategy success to improve students' writing ability in writing procedure text at XI-MIA Grade students of MAS PAB Helvetia.

F. The Significance of Study

In addition from the objectives that are delineated above, this study is also likely to provide certain advantages or edges. The subsequent unit is a number of the importance of the research:

1) Academic significances

- a. This research is expected that the research findings will enrich the theories of the way to improving students' writing ability through procedure text using reconstruction activity strategy.
- b. This research is expected to be helpful in giving contribution for each teacher to help increase their students' writing abilities, particularly in procedural text.

2) Practical significances

- a. The outcomes of this inquiry will be beneficial for English teachers to enhance their teaching strategy to increase their students' writing skill.
- b. The results of this research hopefully are often helpful also can be beneficial to both teachers and students to find out easier and a lot of understanding in writing procedure text.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Framework

Based on the preceding chapter's presentation of the research's context and its relevance, then in this chapter the researcher described several theories that support and certainly relate to the title of the study

1. English Learning Ability

According to the Oxford wordbook, English is that the language, originally of European Country, currently spoken in several alternative countries and used as a language of international interaction throughout the globe. Then, learning is information that you simply get from reading and learning.⁷

Within the Merriam Webster wordbook, ability is that the quality or state of having the ability, or ability is natural power or non-inheritable proficiency.⁸ In another opinion expressed by Akhmat Sudrajat, ability is to attach capabilities with the word proficiency. In step with Soelaiman within the Afgani it is same that ability maybe an attribute that's brought birth or learned that enables someone who will get the work done, either mentally or physically.⁹ Therefore, it are often over that ability maybe an attribute that we tend to get since birth however we are able to get through learning one thing in order that it makes us can finish the work associated with that trait properly.

⁷A. S. Hornby, 2010, *Oxford Advanced Learner's Dictionary of the Current English*, New York: by Oxford University Press, p. 846.

⁸Merriam Webster, 2017, Online dictionary application, America: Merriam Webster Inc.

⁹Moch Riza Afgani, 2017, "Pengaruh Kemampuan, Motivasi Kerja dan Disiplin Terhadap Produktivitas Kerja Karyawan di PT. Slamet Langgeng Kab. Purbalingga", Thesis of Economic and Business Faculty, Purwokerto: oleh Universitas Muhammadiyah Purwokerto, p 9.

Related to the ability, Allah SWT speech in Holy Qur'an (*Al-Mu'minun: 78*):

وَهُوَ الَّذِي أَنْشَأَ لَكُمُ السَّمْعَ وَالْأَبْصَرَ وَالْأَفْئِدَةَ قَلِيلًا مَّا تَشْكُرُونَ

Meaning: "and it is He who has created for you hearing, vision, and conscience, but very few of you are grateful." (Al-Mu'minun 23: 78).

Through the verses that God has spoken in the Quran, we become know that he, who has created us to hear, see and certainly includes all the abilities that are within us. Therefore we must always be grateful for all that he has given us. One of the ways we are grateful to him is to continue learning in order to improve our abilities. Furthermore, as teachers, we must also observe and understand that the abilities of each human being are created differently. For example, the ability in how to understand the material taught by the teacher is certainly different. It is therefore very important for teachers to be able to hone their skills in order to comprehend and master the subject matter presented by the teacher, especially the ability to write material related to the research.

2. Definition of Writing

According to Edward A. Lukman, writing as a means of verbally expressing ideas or concepts, ought to be complete at our leisure.¹⁰ In another opinion, writing is the expression of language through a variety of characters, symbols, or phrases, with the primary goal of communication.¹¹ Then, according to keeping with Hernowo in Irawansyah journal, he says that writing is associate degree activity within which gains knowledge via raphic symbols, organize them to create words, and place the words so as and link them along in a very

¹⁰ Sutanto Leo, et al, 2013, *English for an Academic Purposes: Essay Writing*, Yogyakarta: C.V ANDI OFF SET, p. 1.

¹¹Utami Dewi, 2011, *How to Write*, Medan: La-Tansa press, p. 2.

sure thanks to turn out a logical sequence of sentence.¹² From all of the three statements above, we are able to conclude that writing is associate degree activity method within which we tend to gather and so pour all our concepts into a variety of words organized so it becomes a logical sentence with the most purpose being jointly of our suggests that of human activity.

2.1. Genres of Writing

In writing we certainly enter into about what are the types in writing. Of course this is an important part of writing that we must know in order for us to understand what kind of writing we are writing for and what we are writing for or for what purpose we write. There are many types of writing, according to Anderson in Huda's thesis, there are 12 distinct of writing genres, and they are as follows:¹³

a) Recount

This is a type of writing in English that has the purpose of retelling a previous event or experience with the aim of providing information and can also be as entertainment to the readers of the writing.

b) Report

This is one type of writing in English that has the purpose of explaining something in general and as a result of an observation or research of an object with the aim of providing general information to the readers of the writing.

¹²Irawansyah, 2016, "Genre Based Approach: A Way to Enhance the Students' Writing Ability", e-Journal of English Department, Lampung: IAIN Raden Intan Lampung, p. 2.

¹³Mark Anderson and Kathy Anderson, 1997, in M. Miftahul Huda, 2015, "Improving Students' Ability in Writing the Procedure Text through Demonstration", Thesis of English Department, Semarang: UIN Walisongo, p. 26.

c) Discussion

This is one type of writing in English that has the purpose of presenting a topic of issue discussed in various points of view with the aim of getting the readers of the writing informed of an issue viewed from a variety of different points of view.

d) Explanation

This is one type of writing in English that has the purpose of explaining about a process related to the phenomena of how a process occurs with the aim of getting the readers of the writing informed and more understanding of the process of how something can happen.

e) Analytical Exposition

This is one type of writing in English that has the purpose of explaining the views or arguments from the author's point of view about an issue or phenomenon with the aim of convincing the reader about the writing.

f) Hortatory Exposition

This is one style of English writing that has the capacity to explain views or arguments from the author's point of view about an issue or phenomenon with the aim of attracting the reader about something that should not be done or should be done.

g) News item

This is one type of writing in English that is usually found in newspapers that have the ability to convey or inform an event every day which is usually an important and recent event with different purposes depending on what information the reader reads.

h) Anecdote

This is one type of writing in English that has the purpose of recounting an unexpected experience or an unusual experience and contains an element of cuteness with the aim of entertaining the readers of the writing.

i) Narrative

This is one type of writing in English that has the purpose of telling a fictional story that can be fairy tales, myths, folk tales, animal stories, and others with the aim of entertaining the reader and giving lessons from the mandates conveyed in the fiction to the readers.

j) Procedure

This is one type of Writing in English that has the means to describe how to create something or how something can be created through a series of steps with the aim of instructing in creating, running, operating, or doing something to the reader.

k) Description

This is one type of writing in English that has the purpose of clearly describing how the details or properties of something in the form of animals, plants, inanimate objects even humans with the aim of providing clear information about something described to the reader.

l) Review

This is one type of writing in English that has the purpose of reviewing or assessing a work such as films, books, etc. with the aim of knowing and informing the readers regarding the nature, merits, and drawbacks of the work that has been reviewed.

2.2. Writing Process

There are such a lot of models within the method or process in writing. The act of writing could be a methodical approach to writing with prewriting first, then drafting, then revising, redaction and business enterprise (publish) which will be explained below:¹⁴

a) Prewriting

Prewriting is something you are doing before you begin drafting your document. Prewriting is that the designing and idea-gathering stage. There are many steps in prewriting they are; selecting your topic and narrowing topic, considering your audience and what the aim, then gathering details. Prewriting helps us to induce our ideas on paper, although not sometimes in associate organized kind, and brainstorm thoughts that may eventually create their approach into our writing. The foremost common varieties of prewriting they are free-writing, brainstorming/list-making, and clump.

b) Drafting

Drafting happens once you place your ideas into sentences and paragraphs. Drafting is refers to the time spent composing a rough draft. Wiritng normally entails switching back and forth between designing the essay, producing ideas, structuring the material, and redactions. Use the primary draft to formulate an operating introduction and organize ideas.

c) Revising

The key to producing excellent documents is revision. Redaction is that the method of rising the draft. At this stage you furthermore might refine your prose, creating every sentence as elliptic and correct as attainable. We

¹⁴Utami Dewi, op. cit. p. 9.

will create call concerning redaction our writing, like redaction overall structure of the sentences, redaction and evaluating coherence of the paragraph, or redaction the word selection.

d) Editing

Editing or proofreading is that the method of correcting mechanical errors. There are some broad classes for proofreading; initial is check for such things as synchronic linguistic (grammar), mechanics and orthography (spelling). Second is checking the facts and third is confirming the legibility.

e) Publishing

Business enterprise (publishing) or sharing is accomplished in an exceedingly wide selection of the way once the work is in final kind.

3. Definition of Procedure Text

According to the oxford dictionary, procedure is a standard or correct way of doing something or also a formal method of doing something, particularly in commerce, law or politics. Text is any form of written material. According to an opinion, it is said that the procedure is a sequence of steps in which the work is done, relates to what was done, how to do it, when it was done, where to do it and who did it.¹⁵ A procedural text tells how to make or do something; other names of procedural texts are technical writing, instructions, directions, or “how-to(s).”¹⁶

From some of the above definitions it can be concluded that the text procedure is one of the types of text in the language material that teaches us

¹⁵Ida Nuraida, 2008, *Manajemen Administrasi Perkantoran*, Yogyakarta: Kanisius, p. 35.

¹⁶Katherine Scaper and Jessica Thomas, et al, *Cartooning 101: Procedural Text*, New York City: Benchmark Education Company, p. 2.

about how to make something, how to do something or how to operate something properly according to the steps that contain commands or directives in doing so.

3.1. Purposes of Procedure Text

In the text procedure, of course we must know what benefits and objectives are contained in the text of the procedure. In general, the main purpose of the procedure text is to provide information to others about the steps or procedures in completing a job or a problem.¹⁷ Through it, of course we will become known, gaining knowledge of the steps of how a problem or work can be done or solved.

3.2. Types of Procedure Text

Almost like other types of texts in the language, of course the text procedure also has different types in it. In general, there are 3 types of procedure text:¹⁸

a) Simple Procedure Text

This text is a type of procedure text that doesn't require many steps and time to be spent doing it because usually it's only two or three steps away then the work is done. For example: how to turn on the stove, how to use a fan, etc.

b) Complex Procedure Text

This text is a slightly complicated type of procedure text because it takes a lot of steps and takes a lot of time to perform at each stage. For

¹⁷Pardiyono, 2013, *Sure You Can! The Magical Steps to Speak and Writer in English*, Yogyakarta: CV. ANDI OFFSET, p. 25.

¹⁸Zakky, 2019, "Pengertian Teks Prosedural: Fungsi, Tujuan, Ciri-ciri, serta Kaidah Kebahasaan", <https://www.zonareferensi.com/pengertian-teks-prosedur/>, Accessed on September 7, 2020 at 01:05.

example: how to register prospective civil servants, how to reinstall a computer, etc.

c) Protocol Procedure Text

This text is a type of procedure text with basic and easy-to-understand instructions. For an example: how to turn on a computer, how to cook eggs, etc

3.3. Generic Structure of the Procedure Text

Aside from the types of text procedures, of course the text procedure also has a linguistic element in it. In general, the text structure of the procedure text is as follows:¹⁹

a) Goals/aim

This section contains the intent or purpose of the activities or things to be done or created later.

b) Materials/tools

This section is about materials and sometimes the tools needed to make an item/ do something. And in this procedure text, materials are optional or not always there.

c) Steps

This section contains a series of steps made in order and sometimes even accompanied by tips on what to do.

d) Conclusion/result

This section is about how the final result of what has been done is in accordance with the steps taken.

¹⁹Risti Astini, 2018. "Pengertian Procedure Text ke bahasa inggris beserta contohnya", <https://www.englishcafe.co.id/pengertian-procedure-text-ke-bahasa-inggris-beserta-contohnya/>, Accessed on September 7, 2020 at 01:27.

3.4. Language Features of Procedures Text

If we have discussed the generic structure of procedure text, then to be able to complete next we must know what language features is in the text procedure. Typically, text procedures have the following language features:²⁰

a) Imperative or Command Sentence

These are the sentences of the commandment to be carried out, such as cut the..., pour the..., wash the..., etc.

b) Simple Present Tense

Since this text is the thing to do now, then we use the first form verb (present), such as serve, pour, place, wash, etc.

c) Action Verbs

This is a verb that indicates physical activity, because in text procedures of course we will involve physical activity, such as mix, put, turn, etc.

d) Conjunction

These are connecting words that we use to connect one step with another to be sustainable, such as then, while, next, etc.

e) Numbering

It's similar to temporal conjunctions but these are numbers that show the order of activities, such as first, second, third, etc.

f) Adverbs

These are words that express details of time, place, accurate means, such as for three minutes, 5 hours, etc

²⁰British Course Admin, 2017, "Procedure Text: the Definition, Generic Structures, Purposes, and Language Features", <https://www.britishcourse.com/the-procedure-text-definition-generic-structures-purposes-language-features/>, Accessed on September 7, 2020 at 21.33.

4. Definition of Learning Strategy

In the oxford dictionary, it is mentioned that learn is to gain knowledge or skill by studying, from experience, from being taught, etc. whereas strategy is mentioned that it is a plan meant to attain a specific goal, as well as the process of planning something or putting a plan into action skillfully. If it is connected between strategy and learning or teaching and learning, then teaching and learning strategy is a broad pattern of teacher-student interactions used to carry out teaching and learning activities.²¹

According to one viewpoint, it is also said that the strategy can be defined as general patterns of activity of teacher and students in carrying out teaching and learning activities in order to attain the goals mentioned.²²

It is also mentioned that the learning strategy consists of two types, namely macro-learning strategies and micro-learning strategies. The macro learning strategy itself is a variety of aspects for selecting delivery strategies, sequences, and content clusters, describing the learning components included in learning, determining how learners are grouped during learning, and developing lesson structures, as well as selecting media in delivering learning. The micro strategies mentioned group discussion, individual reading, case study, lectures, computer simulations, cooperative worksheets, and group projects are some examples of learning activities.²³

Based on the opinions of various sources that have been expressed above, the researcher concluded in a simple form that the learning strategy is a way for

²¹J. J. Hasibuan and Moedjiono, op. cit. p. 3.

²²Syaiful Bahri Djamarah and Aswan Zain, 2013, *Strategi Belajar serta Mengajar*, Jakarta: PT RINEKA CIPTA, p. 5.

²³Dick and Carey, 2009, in Muhammad Yaumi, 2013, *Prinsip-prinsip dan Desain Pembelajaran*, Jakarta: KENCANA Prenada Media Group, p. 207.

a teacher or educator to convey learning to his students in teaching and learning activities to achieve the intended learning goals in a planned manner

5. Reconstruction Activities Strategy

After knowing in advance about what a learning strategy is, then of course here will be discussed about what strategies will be used in this study namely reconstruction activities strategy.

5.1. Definition of Reconstruction Activities Strategy

As outlined in the previous chapter, this strategy was introduced by Tanoto Foundation in a training of Good Practice Learning Module II for teachers, which was conducted on November 2nd till 4th, 2019. According to his own name, in the oxford dictionary it is mentioned that Reconstruction is the process of altering or improving something's state or operation, or the activity of building again something that has been damaged or destroyed. While Activities mentioned that activity is something you do for interest or enjoyment, or to achieve a specific goal.²⁴ From that understanding, it can be concluded that Reconstruction Activities is one of the strategies in the form of activities that we do by repeating an activity that has been done to better understand and remember the stages in each of these activities. In the module it is mentioned that the activities that will be carried out with this strategy are expected to inspire teachers and spur the ability of students in presenting the text of the procedure with the principle developed that students are invited to perform or experience procedural events, reconstruct, and then write the

²⁴ A. S. Hornby, op. cit. p. 14.

procedure into the text of the procedure.²⁵ This activity is called the activity reconstruction strategy in the learning of writing the text of the procedure.

5.2. The Strength and Weakness of Reconstruction Activities Strategy

In every deed certainly has benefits or advantages and disadvantages included in the strategy of reconstruction of this activity, but it would be more suitable if we say it by the term weakness and advantage. Based on the direct experience and opinions of co-researchers who have implemented or practiced the strategy directly, it can be said that the benefits or advantages of the strategy are certainly many. Here are some benefits and advantages in the activity reconstruction strategy:

- a) As mentioned in the module, the benefits can clearly spur students' ability to present the text of the procedure properly and correctly.²⁶
- b) This strategy certainly further enhances the activeness and ability to write students factually through the experience that has been done in performing procedural.
- c) This strategy is able to improve students' understanding of how to text procedure because they are required to experience it first in person and then write it down, not just rewrite existing as usual.
- d) This strategy can develop and increase the talent and creativity of students in doing/creating something because they have to practice it first without seeing the existing measures as usual.
- e) This strategy can also improve the memory of students because in this strategy they are certainly required to remember every step they

²⁵ Tanoto Foundation, Modul II: Praktik yang Baik dalam Pembelajaran di SMP dan MTs Bahasa Indonesia, Jakarta: Tanoto Foundation, p. 76.

²⁶ Ibid.

have done and reconstruction because there are no guidelines as usual so that the writing is correct.

After discussing about the benefits or advantages in the strategy, it will then be mentioned about the shortcomings or weaknesses in the strategy. According to firsthand experience, here are some weaknesses or disadvantages of the activity reconstruction strategy:

- a) This strategy sometimes takes a lot of time to practice because it has to think about what to do regardless of the existing guidelines as usual and has to reconstruct the activities that have been done.
- b) This strategy becomes less flexible and difficult even cannot be done in class hours if the procedure to be carried out is a fairly complicated type of procedure and spends a lot of time and effort, for example doing the procedure of making cakes.
- c) This strategy requires more materials or spends more material if something that has been finished or created cannot be reconstructed with the same material because it will be damaged so it will have to create a new one with new material.

B. Related Study

- a) Nurhamidah Dalimunthe (2015) in a thesis entitled "Improving the Students' Ability in Writing Procedure Text through Word Webbing Technique at MAN 1 Medan". The purposed of this tudy as to determine the improvement of students' capacity to write procedure literature using the word webbing approach at MAN 1 Medan. The subject of this study was XI-IPA 4 MAN 1 Medan. It was made up of 47 students. The research of this study was carried out via classroom action research. This study's data analysis

technique used qualitative and quantitative data. The qualitative data taken from notes, interviews, sheets, and observation. The quantitative data taken from writing test. The data was taken in two cycles. The tests were given to the students in form of pre-test, post-test I in the first cycle and post-test II in the second cycle. The mean of students' score in the second cycle (92.76) was higher than the mean of students' score in the first cycle (82.87) and the mean of the pre-test (61.48). In the pre-test, the pupils whom got up 80 were only 6 of the 47 students (12.76%). In the post-test I of cycle 1, the pupils who get up 80 there were 40 of 47 students (85.10%). In post-test II, the pupils who got up 80 there were 44 of 47 students (93.61%). The improvement was 80.85. In other words, there was improvement of the pupils from the beginning to the last meeting.

- b) Maryam Rahmadani Lubis (2015) in a thesis entitled "Improving Students' Ability in Writing Procedure Text by Using Realia at Tenth Grade of MAN 1 Medan". This research was aimed to find out the improving of students' ability in writing procedure text by using realia at tenth grade of MAN 1 Medan. The research was conducted by using Classroom Action Research. The subject was students of class tenth grade MAN 1 Medan in 2014/2015 academic year. The class made up of 36 students. The object research was to improve the students' ability in writing procedure text by using Realia. The data were taken from the students' score, observation sheet, notes and documentation. For the first process, the students were bored. Based on the writing procedure text tests, the students' score being improved in every test, it could be seen from the improvement of students' mean score. In the pre-test, the mean score was 64.75 and there was 16.66% (6students) who got

the score ≥ 80 . In the post test I, the mean score was 75.33 and there was 47.22% (17 the students) who got the score ≥ 80 . In the post test II, the mean score was 86.86 and there was 94.44% (34 the students) who got the score ≥ 80 . Based on observation sheet and diary notes, the improvement showed that the students could be active, brave, and diligent to study by using realia. It was found that teaching writing procedure text through realia improved the students' ability in writing procedure text.

- c) Nur'aini (2016) in a thesis entitled "Improving Students Ability in Writing Procedure Text by Using Realia at VIII Grade MTs Al-Jam'iyatul Wasliyah Tanjung Morawa". This research was to apply of realia to increase the students' ability at writing procedure text. The subject was eight grade of MTs Al-Jam'iyatul Washliyah Tanjung Morawa in academic year 2015/2016. It made up of one class with 42 students. The objective was to discover the significant increase of the students' ability at writing if the students were taught by using realia. This research design was Classroom Action Research. The technique was qualitative and quantitative. The qualitative data taken from observation sheet, and documentation. The quantitative data taken from the tests which were carried out in two cycles conducted four meetings. The test were given to the students in the form of pre test, post test I in first cycle, and post test II in the second cycle. The result of data analysis showed there was an improvement the students' ability at writing from each cycle. It was showed from the mean of pre test which was 54.5. After the first cycle, there was an increasing of the result of the students' mean which was 74.4 and for the second cycle after reflection on the first cycle, there was an increasing of students' mean which was 85.7.

Moreover on the first cycle, in pre test session was 16.7% (7 students) who got point of over 75. In post test I for the first cycle which was 69.1% (29 students) who got point over 75. In post test II for the second cycle which was 90.4% (38 students) who got the point of over 75.

C. Conceptual Framework

Language is one amongst the foremost vital parts in communication. Because we communicate every day, of course learning about language is an important part of life in everyday life. Related to this research, the language we will learn is English. English itself has generally become the second language learned in schools by Indonesian students rather than any other language. Therefore, it is important for us to examine how the development of English language uses in students who will be the next generation of the nation that can compete in the international arena later.

In language there are several skills that can influence a person in mastering the language. These skills are reading ability, listening ability, speaking ability and writing ability. In learning some aspects of this ability, of course there are still many students who still have difficulty in mastering these aspects. In connection with this research – the ability to be researched is writing ability – there are still many students who have difficulty about writing English because sometimes they are only able to say but it is difficult to write it when writing is also important.

Speaking of writing, in writing itself there are various types of writing. One of them is writing the text of the procedure. Researchers choose to research the text writing procedure because the students usually always write the procedure text based only on looking at the texts of the existing procedure, or just like looking and rewriting the previous text and it tends to be monotonous so that it cannot hone the creative way of thinking and writing ability of the students. In addition, this type of

text is also very suitable with the strategy that researchers will use, namely the strategy of reconstruction of activities.

To solve these problems, the researcher suggested that implementing the strategy that is considered effective enough for students to later be able to improve their writing skills and develop their creativity, because this strategy is considered powerful enough to improve writing skills, especially in writing procedure texts.

Based on conceptual framework from this research it is expected that students' writing ability in writing procedure text can be improved through activity reconstruction strategy. This strategy is expected to affect well and improve their ability in writing procedure texts.

To shorten and clarify the conceptual framework in this study, it can be seen in the following figure:

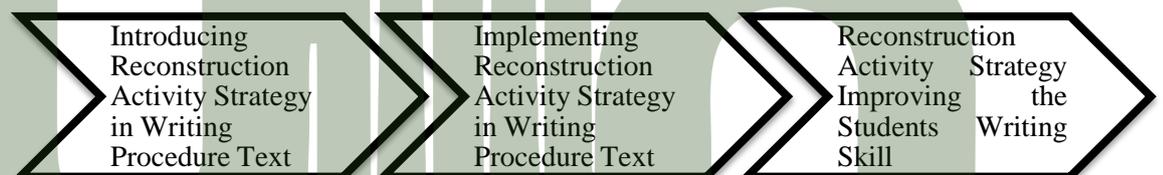


Figure 2.1 Conceptual Framework of the Research

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D. Hypothesis Action

Based on the title of this study, “Improving Students’ Writing Ability in Learning Procedure Text Using Reconstruction Activities Strategy at XI Grade Students of MAS PAB 2 Helvetia”, I as a researcher have a hypothesis that the strategy of reconstruction of activities can improve the ability of students in writing

text procedures in English because through this strategy they can be helped to improve the ability and memory in performing procedure activities that they will later pour into a procedure text.



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CHAPTER III

RESEARCH METHOD

A. Location of the Research

This study research was conducted in an Islamic Senior High School (Madrasah Aliyah) that the name is PAB School VI region - Helvetia Medan which have all the grade level, start from primary school till senior high school. This school is exactly located at Jl. Veteran Psr. IV Helvetia Kec. Labuhan Deli Kabupaten Deli Serdang, Zip Code 20116. The reasons of choosing PAB 2 Helvetia as the location were:

- 1) The same title of this research hasn't been done before
- 2) The problems of this research are found in this school
- 3) The location is accessible for public transportation, so the data can be collected easily

B. Research Design

This study utilised Class Action Research (CAR) as its research design. Class Action Research is a type of self-reflection activity performed by educational actors in an educational context to improve rationality and fairness about their educational methods, their understanding of these practices, and the contexts in which they are applied.²⁷ Class action research is research that raises actual concerns undertaken by teachers who are exploring learning activities in the form of actions to develop and improve classroom learning practise in a more professional manner.²⁸ Therefore, based on both opinions above, in accordance with the title of the research that have done is

²⁷ Kunandar, 2008, *Langkah Mudah dalam Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Porfesi Guru*, Jakarta: oleh PT Raja Grafindo Persada, p. 46.

²⁸ Tukiran Taniredja, et al, *Penelitian Tindakan Kelas Untuk Pengembangan Profesi Guru: Praktik, Praktis, & Mudah*, Bandung: CV ALFABETA, p. 17.

about “improving” then used this Class Action Research.

In an opinion that is about the nature of the class action research expressed that it is a variety of learning investigation that is contextualized by the teacher in order to overcome a learning difficulty faced by teachers, increase the quality and outcomes of learning by attempting new things of learning in order to gain learning outcomes and quality.²⁹ In this opinion we can see some of the benefits of class action research, namely to help educators to solve problems in learning and help improve and improve students’ learning outcomes and quality.

In this study, researcher used class action research introduced by Stephen Kemmis and Robin McTaggart in 1988, in which there are four components namely planning components, action components, observation components, and reflection components. Each component is interconnected to form a spiral like the following figurines:

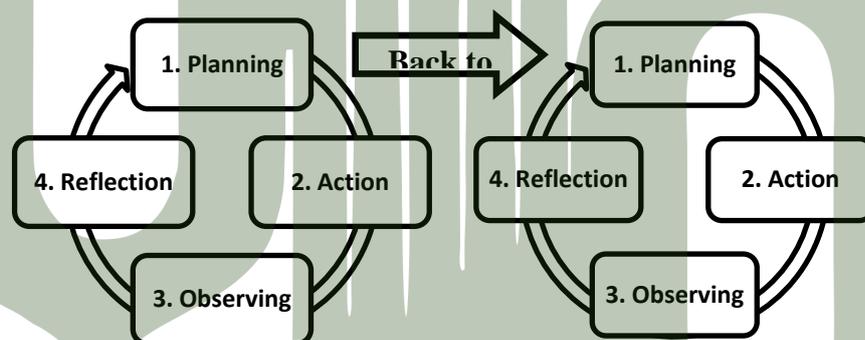


Figure 3.1 Action Research by Kemmis and Taggart Model

The procedures in this research were done in the second cycle or the next cycle if new problems reappear or are not resolved in the first cycle. In faithful cycle consists of four components that have been mentioned namely planning, action, observation, then reflection. Before carried out the first cycle, researchers will

²⁹Samsu Somadayo, 2013, PenelitianTindakan Kelas (PTK), Yogyakarta: Graha Ilmu, p. 20.

conduct basic tests to find out the students' basic knowledge of the ability to write texts.

1. The First Cycle

a. Planning

In this first cycle, researchers made a plan that is in the form of preparing anything that would be needed during the research in the first cycle. Here are the points that would be found in the planning in the first cycle:

- a) Analyzing students' writing problems, particularly text procedures
- b) Carry out this cycle in two meetings
- c) Preparing materials for writing ability especially text writing procedures
- d) Giving pre-test questions to determine their basic knowledge and skills in producing process manuals
- e) Perform a test of the ability to write procedure texts using the activity reconstruction strategy at the last meeting
- f) Provide equipment to collect data such as notebooks, interview sheets and documentation tools during the research

b. Action

In this first cycle, this is the stage of doing what has been planned. At this stage the students taught how to improve the writing skill of them by following the strategy used by researchers, namely the reconstruction strategy of learning activities. Here are some points in it:

- a) Explaining the purpose of the strategy of reconstruction activities in learning to write procedure texts
- b) Divide or make the disciples into 3 groups

- c) Distributing materials to perform procedure activities to students
- d) Assigning assignments to students in each group to reconstruct and rewrite the procedures that have been carried out
- e) Ask the student representatives of each group to show their work, visit the work, and then revise the results of the text writing procedure better and correctly.

c. Observing

In this first cycle, this stage is some of the actions that taken only by researchers, namely observing through the students' actions while teaching and learning process that take place during the research. Some of the points that have been done include:

- a) Evaluate students' abilities using observation sheets
- b) Take notes during teaching and learning that relate to aspects of writing ability in the field of writing text procedures

d. Reflection

At this stage, reflection activities are carried out based on information gathered through observation and then evaluation activities on observation activities. Reflections carried out to ascertain the extent which method can help students improve their writing skills and knowledge of the benefits and drawbacks of using a learning process which has been implemented in order to avoid a repeat on the second cycle and overcome any challenges that may arise during the second cycle.

2. The Second Cycle

a. Planning

This is the same activity as the activity in the previous cycle i.e. the first cycle. The planning stages in this second cycle are arranged based on the results of reflection activities in the previous cycle, or the first cycle. Planning is done to avoid the shortages and barriers that emerge in the first cycle, both on students and on the learning implementation process especially in writing procedure text. This second cycle consists of two meetings, the first and second meetings of which are provided in the material on a daily basis.

b. Action

This is an activity where activities undertaken are to put into action lesson plans that have been created and developed as a result of implementation of the previous cycle or first cycle of the learning process in accordance with the previously designed lesson plan to develop students' writing skills especially in writing procedure text and learning can take well.

c. Observing

This is an activity where as in the previous cycle or the first cycle, observation and evaluation activities are carried out to determine the changes in students' writing skills especially in writing procedure text.

d. Reflection

At the end of this second phase of the cycle is the observation of later researchers to identify learning weaknesses and strengths. This reflection including the disclosure of reconstruction activity strategy's observations concerning the benefits and drawbacks of learning in grasping the subject, then reveal the action that have been conducted during the student learning

progress poses, then disclose the action taken by the teacher during the learning and teaching process. The things reflected the discussion with the class teacher concerned.

C. Subject of the Research

The subject of this research, they are the XI-MIA 2 grade students of MAS PAB 2 Helvetia that they were in the academic year of 2020/2021 or in the second semester. In their classroom, there were consist of 35 students with 4 boys and 31 girls.

Class	Students		Total
	Boy	Girl	
XI MIA 2	4	31	35

Table 3.1 Total Students in XI MIA 2 Class

D. Time of the Research

The research study was conducted in the academic year of 2020/2021 which is mean that this research was executed in the second semester. This research was planned to do in March 2021.

E. Procedure of Observation

The technique of class action research using Stephen Kemmis and Robin McTaggart model is consists of four components, namely planning, action, observation and reflection in a system that is interconnected between one step and the next step in one cycle. After completing a cycle, it is most likely that a new problem has been found or perhaps a previously unresolved problem. Therefore, there was always be a second cycle in research with the same concept as the first cycle. Here are

some explanations of each of the 4 components on the cycle:³⁰

1. Component 1: Planning

This component is a series of systematic action designs to improve what would happen or be done. In class action research, the action plan must be forward-oriented and planners must also realize from the beginning that social actions in certain conditions are unpredictable and have risks. Therefore, the planning developed must be flexible and should emphasize more on strategic properties that are able to answer any challenges that would arise in social change and recognize the real obstacles.

2. Component 2: Act

Furthermore, this component is a planned practical activity, a controlled and closely monitored action, and must be done carefully. This can be realized by being assisted and referring to a rational and measurable plan. Good actions are actions that contain improved practices, and increased individual and collaborative understanding, as well as improvement of the situation in which the activities take place.

3. Component 3: Observe

Then in this component which is an observation of the treatment given in the class action research activities. Observation must have conditions like with having a forward-thinking attitude, and fundamentals that reflect the present and future because observation has an important role in seeing and recording the consequences of activities taken in relation to the subject under study. A good observation is one that is flexible and open in order to record the symptoms that are either expected or unexpected.

³⁰ H.M. Sukardi, 2015, *Metode Penelitian Pendidikan dan Tindakan Kelas: Implementasi dan Pengembangannya*, Jakarta: oleh Bumi Aksara, p. 4.

4. Component 4: Reflection

Finally, in this component which is a step where the research team reassesses the situation and condition after the subject or object studied obtains systematic treatment. In this reflective activity, researchers attempted to uncover logical thinking flow in the planning frameworks, procedures, challenges, issues, and impediments and action given to the objects studied.

F. Instrument of Collecting Data

The data collection instrument used by the researcher to obtain data from this observation, they are:

- 1) Observation Sheets: an activity that will be able to explain about an event and can be tested its quality and cause speculation about the event in real rules or facts.
- 2) Interview: an activity capable of exploring and obtaining knowledge or data from the first person, to complete the information/data collected from other data collection techniques, and to get confirmation by testing the results of other data collection.
- 3) Writing Test: an activity to get the result of research data from the student/subject research in the form of paper to test their writing skill. This test consist of pre-test and post-test, which is the pre-test will be done before implementing the strategy, and post-test will be done after implementing the strategy.
- 4) Diary Notes: an activity of the researcher to notes every students/subject research activity or even how the strategy work from the first day research till the research done.
- 5) Documentation: an activity to prove the data research with a camera to

capture or record the important activities in the course of teaching and learning process.

G. Technique of Data Collection

The data collection techniques are one of the important components in conducting a study that is very influential in a process of analyzing the data and draw conclusion in a study research. Based on its character, the data collection techniques are divided into two, they are quantitative data and qualitative data.

1. The Quantitative Data

In this qualitative data, researchers gave tests to their students by asking them to carry out the procedure and then writing the results into the form of procedure texts in groups in accordance with the theme that has been given to each group. The all-time given is about ninety minutes. The types of assessments that will be carried out using the assessment rubric are as follows:

No.	Students' Name	Aspects of Value				Total Score
		Idea/ Content	Generic Structure	Linguistic Features	Punctuation Grammar	
1.						
2.						
3.						
4.						
5.						

Scoring:

Each aspect has 100 points maximum.

≥90 points = Very Good,

≥70points = Good

≥50 = Enough

<50 points= Bad

≤30 points= Very Bad.

$$\text{Total score} = \frac{\text{Total Points}}{4}$$

Table 3.2 Assessment Rubric of Writing Procedure Text

2. The Qualitative Data

In this qualitative data, at the observation stage, researchers will use unstructured observations to obtain the actual conditions in the course of teaching and learning process. During the observation, researchers will record all events that take place during class about the condition of the class, including the performance of teachers in teaching writing text procedures in class as well as taking photos and videos.

At the interview stage, before carrying out activities with the strategy, researchers will interview the teacher in the class as well as some students about what obstacles they face in writing ability, how their writing ability condition and what strategies are usually used by the teacher. After implementing the strategy, researchers will also interview about how they responded to whether or not there was an increase in understanding of the writing ability.

At the stage of conducting the test, the researcher uses written tests in two forms, namely pre-test and post-test. Pre-test will be given before implementing the strategy to be used, and then post-test will be given after the strategy to be

implemented.

At the documenting stage, researchers will use Smartphone cameras to collect data in this study, in the form of video or photographic recordings were collected during teaching and learning activities.

H. Technique of Data Collection

This research uses data analysis tools for both quantitative and qualitative data. Quantitative data is used to analyze students' work scores while qualitative data during teaching and learning activities in this research is used to describe the circumstances. By implementing this data, it is expected that it will get satisfactory value and results in improving writing ability through activity reconstruction strategies. Qualitative data is analyzed through its instruments, while quantitative data is analyzed to see the improvement of students in writing ability. In this quantitative data, researchers will look for the mean of each post-test of each cycle. Researchers use formulas:

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

Description:

\bar{X} = The mean of scores from the students

$\sum x$ = The total Score

N = Total of Students³¹

The researcher applied the following formula to categorize master's students :

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

Description:

³¹Anas Sudijono, 2014, Pengantar Statistik Pendidikan, Jakarta: Raja Grafindo Persada, p. 86.

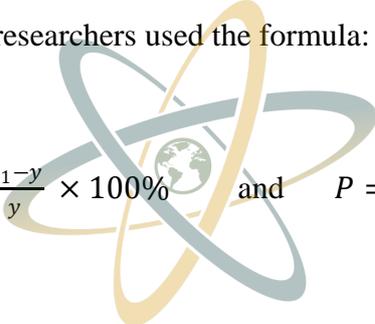
P= Percentage of students who get 75 points

R= Number of students who earn points up to 75 and above

T= Total number of students who performed the test

Then after calculating the mean of students' scores per actions, researchers will determine whether or not there was an improvement in pupils' writing ability scores from pre-test to post-test scores in cycle 1 and cycle 2.

When evaluating it, researchers used the formula:



$$P = \frac{y_1 - y}{y} \times 100\% \quad \text{and} \quad P = \frac{y_1 - y}{y} \times 100\%$$

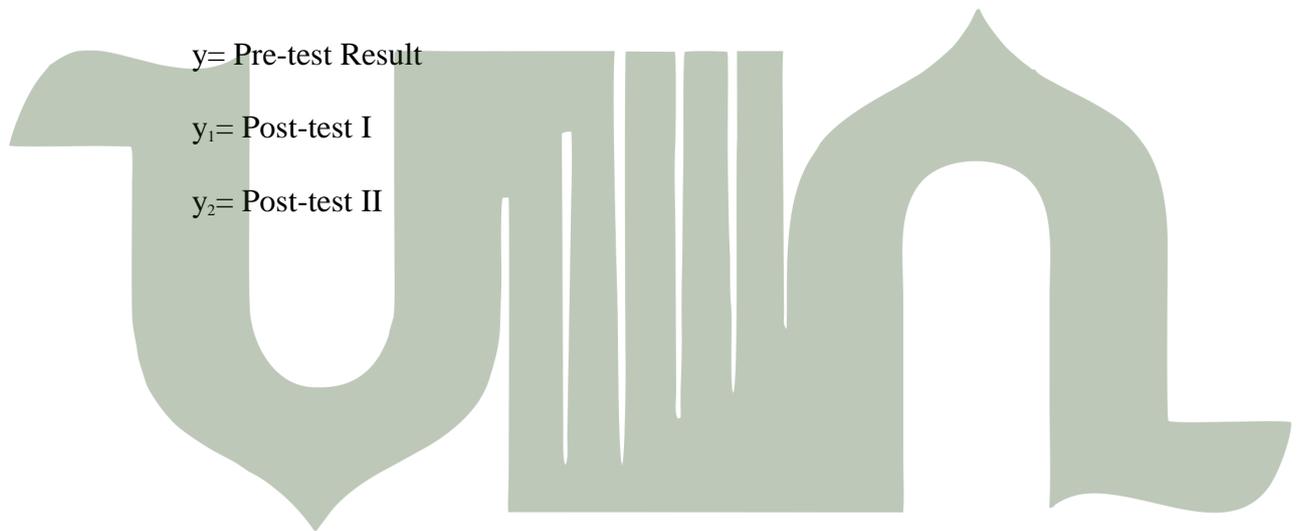
Description:

P= Percentage increase in pupils

y= Pre-test Result

y₁= Post-test I

y₂= Post-test II



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CHAPTER IV

RESULT AND DISCUSSION

A. The Data Analysis

This study's data was examined utilizing both quantitative also qualitative data. Qualitative data in this study is taken from the results of mean data on student score results on the writing of the procedure text. The data was taken from one class, XI-MIA 2 class consisting of thirty-five students. Meanwhile, interviews with students and teachers yielded qualitative data, then student and teacher observation sheets, also researchers' diary notes and other documentation results.

This research has also been carried out through two cycles where each cycle has four steps, which are the planning stage, the implementation stage, the observation stage and the reflection stage. In this study, each cycle was carried out in two meetings that had been adjusted to their teaching and learning schedules.

1. The Quantitative Data

It has been mentioned earlier that in this study, the quantitative data was derived from the mean of the students' scores on the test writing the text of their procedure. Improvements in students' writing ability to write text procedures using reconstruction activity strategies can be seen in their pre-test results and post-test results in their first and second cycles.

1.1. The Student's Score in the Pre-Test

At the beginning of the meeting on this study, researchers gave a pre-test to class XI MIA 2 which amounted to 35 students. The table 4.1 of the results from their pre-test can be showed in appendix.

Based from the table of pre-test results that can be seen in the appendix,

it can be known that the overall score of the students is 2170.5 and the total number of students who take the test is 35 people. So the mean result of the table above is:

Formula:

$$\bar{X} = \frac{\sum x}{N} = \frac{2178.75}{35} = 62.25$$

According to the analysis data shown above, students' writing competence in writing text procedures is still rated as low. The result of the mean of the students is 62.25, while the number of students categorized as able to write the text of the procedure can be seen by the calculation of the formula:

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

$$P_1 = \frac{2}{35} \times 100 \% = 5.71 \%$$

$$P_2 = \frac{33}{35} \times 100 \% = 94.29 \%$$

From the analysis table 4.2 of the Percentage of Student's Score in the Pre-Test that can be seen in the appendix, it can be said that the student's ability in writing text procedures is still categorized as low. The average result (mean) of the students was 62.25. Based on the criteria, just two students who

were classified as successful amount to 5.71 percent. While the 33 students who were categorized as not successful there were 94.29 percent. From the data it may be stated that students' capacity to write text processes is still categorized as low during the researchers' pre-test. So, the post-test will be done in the first cycle.

1.2. The Student's Score in the Post-Test I

In the first cycle there is a post-test that can be seen the results in the

table 4.3 in the appendix. From table 4.3, which is a table of post-test results in the first cycle, it can be seen that a total of 35 students took the test which displayed 2488.5 total score results, then formulated as follows:

Formula:

$$\bar{X} = \frac{\sum x}{N} = \frac{2488.5}{35} = 71.1$$

From the results of the formulation analysis above, students' ability to write procedural text is inadequate. The middle (mean) score of the students score is 71.1. Then for the total number of students who are categorized as capable in the ability to write text procedures can be known by the calculation of the formula:

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

$$P_1 = \frac{10}{35} \times 100\% = 28.6\%$$

$$P_2 = \frac{25}{35} \times 100\% = 71.4\%$$

From the analysis table 4.4 that showed in the appendix, the student's ability to write the procedure text is still categorized as insufficient. The mean score of the student's grade was 71.1. Of the criteria, only 10 students were categorized as successful or only 28.6%. While in the category have not been

successful recorded as many as 25 students or about 71.4%. From the data it can be concluded that the ability of students in writing text procedures is still in the low category when done data retrieval activities with post-test.

Therefore, research will continue on data retrieval with post-tests in the second cycle.

1.3. The Student's Score in the Post-Test II

At this stage, because there has not been an expected increase in the first

cycle, the researcher continues to take data by conducting post-test activities in the second cycle. Researchers continued to provide post-tests in order to find the mean score of the students' score results. The table of analysis of students' post-test results in the second cycle is likewise depicted in the appendix. From the table 4.5 of post-test results of students in the second cycle, the total score of the students was 2898.75 and the number of students who took the test amounted to 35 students, with this the middle score is: Formula:

$$\bar{X} = \frac{\sum x}{N} = \frac{2898.75}{35} = 82.8$$

From the results of the formulation analysis above, the ability of students in writing the text of the procedure is categorized as good and increased because the middle value result is 82.8. Then the number of students who are categorized as successful in writing the procedure text can be found from the results of the following formulation calculations:

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

$$P_1 = \frac{32}{35} \times 100\% = 91.4 \%$$

$$P_2 = \frac{3}{35} \times 100\% = 8.6 \%$$

From the table 4.6 that showed in the appendix, it can be analyzed that the mean score of the students' score is 82.8. Looking from the criteria, as many as 32 students are categorized as successful or as many as 91.4%. In contrast, only 3 students were categorized as not successful enough or only about 8.6%. Thus it can be concluded that the ability of students in writing text procedures has increased or it can be said that post-test activities in the second cycle are categorized as successful rather than post-test activities in the first cycle

1.4. The Student's Ability Improve in Writing Procedure Text

Based on the attached table 4.7 of improving students' writing ability in writing procedure texts on pre-test activities, post-test on the first cycle and post-test there is a second cycle. The results of the analysis showed that there was an increase in the ability of students to write the text of the procedure. The table 4.7 also shows that the mean score of the students' scores on the pre-test results is 62.25, the mean of the post-test results in the first cycle is 71.1, and the mean score of the post-test results in the second cycle is 82.8.

Furthermore, based on the table 4.8, the results of the data analysis showed the supporting fact that there is an increase in the ability of students to write the text of the procedure. This can be seen from the mean value of the pre-test results which is 62.25, the mean value of the first cycle post-test result is 71.1, and the mean value of the second cycle post-test is 82.8. The percentage of students' scores on pre-test results was 5.71% or as many as 2 out of 35 students who scored above 70, and the percentage of students' scores on post-test results in the first cycle was 28.6% or as many as 10 out of 35 students who scored above 70. That is, there has been an increase of 22.85%. Then the percentage of students' scores on post-test results in the second cycle was 91.4% or as many as 32 out of 35 students who scored above 70. This means that there has been an increase in students in the ability to write text procedures by 62.85%. The results of the students' scores on pre-test, post test 1 and post test 2 have variations. In pre-test results, the score with the lowest category is 35 and the score with the highest category is 75.25. In the post-test results I, the score with the lowest category was 55 and the score with the highest category was 78.75. In the results of post-test II, the score with the

lowest category was 68.25 and the score with the highest category was 91.5. The comparison between the scores of the three in the results of the capacity to write procedure text as shown in the appendix in the table 4.9.

The results of the comparison in the table 4.9 concluded that the ability of students in writing text procedures using reconstruction activity learning strategy has increased from 62.25 to 82.8.

2. The Qualitative Data

In this study, the qualitative data was taken from the results of interviews with students and teachers, sheets of observations of students and teachers, diaries during research and documentation results in the form of photos at the time of the study. The results of observation data are taken from two focuses, namely focus on the author (as a researcher and as a teacher) and focus on students. Then the results of the interview were obtained through two interview sessions, when the researcher did the research, each of these was conducted to the teacher who was finished and to the students who participated in research activities.

The first session interview activity is conducted before the implementation of research and the second session interview activity is conducted after the research implements research activities with the strategies used. Then, the results of the diary and the results of documentation during the study will be attached to the appendix section in this thesis.

2.1. The Activity in the Cycle 1

In the first cycle of the study, there were two encounters in one cycle. In one cycle there are four stages, they are the planning stage, the implementation stage, the observation stage and the reflection stage.

a) Step 1: Planning

Based on previous meetings' pre-test results, it is well known that students' capacity to write text procedures is still characterized as less adept. Therefore, researchers as teachers, and classroom teachers, who will monitor researchers' teaching and learning activities to see how their strategies are implemented. Before conducting research, of course, researchers have prepared the arrangement of their research plans. All the needs needed in the research process include the need for observation and analysis of research using tests, observation sheets, interview sheets, and other media needed.

At this stage of planning, researchers have prepared some necessary things, such as: a. Prepare the appropriate lesson plan b. Prepare the necessary learning media during research c. Set up observation sheets, question sheets for interviews, and other documentation tools.

b) Step 2: Actions

At this step, researchers begin to carry out activities based on plans that have been made at the previous planning stage, including the following learning activities in the first meeting:

- a. Teachers and students greeted and prayed.
- b. Teacher examines student attendance.
- c. Teacher motivates students on learning topic
- d. Teacher tells students the purpose about learning topic.
- e. Teacher guide the students for learning material.
- f. The teacher explains the text of the procedure as well as gives an example.

- g. Teacher explaining procedure text's social role, generic structure, and language quality
- h. The teacher distributes students into 4 groups (2 groups each of class A and grade B)
- i. The teacher asks students to discuss in groups about writing the procedure text with the title that has been given by each group
(Group 1a: Create a text procedure on how to post photos/videos on the Facebook App, Group 2a: Create a text procedure on how to post photos/videos on the Instagram App, Group 1b: Create a text procedure on how to post photos/videos on the Instagram App, Group 2b: Create a text procedure on how to post photos/videos on the Facebook App).
- j. Teachers ask them to write the text of the procedure independently according to the title and results of the discussion without practicing directly.
- k. Students collect their independent work to the teacher.
- l. The teacher conducts a question and answer session to students about the learning topics and obstacles in it.
- m. Students and teachers reflect on the learning activities and benefits.
- n. The teacher tells a little about the activities that will be conducted at the next meeting.
- o. Students and teachers pray and exchange farewells.

The following learning activities in the second meeting:

- a. Teachers and students greet and pray.
- b. The teacher checks for student presence.

- c. The teacher delivers an apperception by asking the question (what is procedure text? what kinds of generic structures in procedure text? what kinds of language features in procedure text?)
- d. Students practice hands-on activities in accordance with the instructions received at the first meeting.
- e. Students reconstruct and record the steps of activities that have been done.
- f. Students discuss the steps / procedures of activities that have been done in the group.
- g. Students do percentage results of discussions with the group about the steps / procedures that have been done in turn to other groups and mutually giving responses.
- h. Students complete a record of the steps/procedures of the activity and develop them based on responses from other groups.
- i. Students edit their own work by considering the structure and linguistic aspects of the procedure text.
- j. Students collect their own completed results to the teacher.
- k. Students and teachers reflect on the learning activities and their benefit.

- l. Students and teachers say closing greetings and pray.

c) Step 3: Observation

At this stage, the results of observational data obtained in the first cycle of research show that researchers (as teaching teachers) are still categorized as lacking mastery of the material presented due to lack of experience in teaching in the class. Because this first cycle is the first

time for teachers to implement the strategies used so that the results are still less than optimal. Then the students also struggled to write the procedural text using a strategy that researcher's implemented for the first time in this first cycle of research. But in the next cycle, researchers (as teachers) and also students will show an increase in teaching and learning activities so that the improvement of text writing procedures using their reconstruction activity learning strategy can be categorized as successful.

d) Step 4: Reflections

At this stage, researchers evaluate their teaching and learning activities at the end of the meeting in the first cycle. Researchers as teaching teachers will ask students some questions about the difficulties and difficulties they have in comprehending the lesson. The outcomes of two session in the first cycle are transformed into the outcomes of reflection for researchers conducting research in the second cycle, which will be carried out to achieve the results of improving students' learning ability to be better than in the first cycle.

Based on the results of post-tests in the first cycle, it is seen that the need for research implementation in the second cycle to continue. It is also necessary to improve the ability of researchers as teachers in implementing strategies used in their research. Researchers (as teachers) have also decided to make some of the additional actions needed on second-cycle research such as:

- a. Researchers as teachers will improve the way to explain the material in the classroom so that the instructions given become

clearer and easier to understand by students

- b. Researchers as teachers will give different questions but with the same instructions and the same strategy so that students do not plagiarized the results of previous post tests
- c. Researchers as teachers will give more opportunities for students to ask questions to more easily understand the material delivered, especially to students who look less active / less confident to be more active.

2.2. The Activity in the Cycle 2

In the second cycle in this study there were also two encounters as in the first cycle. The cycle also includes the following stages: planning, activity, observation, and reflection. This second cycle will be organized as follows, based on the findings of the first cycle study:

a) Step 1: Planning

In the second cycle, reconstruction activity learning strategy will still be used and will still be implied in the teaching and learning process.

In the first cycle the students are given the same topic at the time of pre-test, but in the second cycle this topic is given differently so that

the students do not just copy paste what has been done before. The

teaching and learning process is also designed to be more active than

ever. Students are also planned to be given more time to discuss their

work with the work of other groups to get feedback from each other.

Researchers as teachers will also provide more motivation and

feedback to students to be more open-minded in the teaching and

learning process.

b) Step 2: Action

At this step, the researcher will carry out activities in accordance with the strategy developed during the planning stage of the second cycle, including the following:

- a. Teachers and students greet and pray.
- b. The teacher verifies the presence of students.
- c. The teacher puts the students to the test by asking them to repeat the following questions; (What is procedure text? What kinds of generic structures in procedure text? What kinds of language features in procedure text?)
- d. Students practice hands-on activities in accordance with the instructions received in each groups about: (Group 1a: Create a text procedure on how to make a simple digital poster, Group 2a: Create a text procedure on how to make a simple digital invitation, Group 1b: Create a text procedure on how to make a simple digital poster, Group 2b: Create a text procedure on how to make a simple digital invitation).
- e. Students reconstruct and record the steps of activities that have been done.
- f. Students discuss the steps / procedures of activities that have been done in the group.
- g. Students do percentage results of discussions with the group about the steps / procedures that have been done in turn to other groups and mutually giving responses
- h. Students complete a record of the steps/procedures of the

activity and develop them based on responses from other groups.

- i. Students edit their own work by considering the structure and linguistic aspects of the procedure text.
- j. Students collect their own completed results to the teacher.
- k. Students and teachers reflect on the learning activities and their benefit.
- l. Students and teachers say closing greetings and pray.

c) Step 3: Observation

Based on the data of the observation sheet from the second cycle, the researcher as a teacher can infer that the teacher activities in teaching learning and creating an procedure text utilizing reconstruction activity learning technique in the scond cycle were excellent. The teacher can better and able to increase how to open instructinal learning. More students' attention can be drawn to the teacher. In addition, the teacher applied the reconstruction activity learning strategy as well. Besides that, the students have very good interest and active in learning writing procedure text by the strategy applied. It means, the teaching learning process improves between cycles 1 and 2.

d) Step 4: Reflection

At this stage of reflection in second cycle research, researchers can provide reflection based on the data that can be done at the time of carrying out research in the second cycle, among others can be concluded as follows: Students do not feel the things learned are so

monotonous because they use strategies that lead them to think and creative in writing through direct experience or direct practice. Their problems in vocabulary can also be solved because the teacher provides some vocabulary that often appears in the text of the procedure at the time of introduction of what is the text of the procedure. Most students tried to give their best in writing procedure text with hands-on practice. Student's score is also seen to increase and can be categorized as successful depending on a proportion of the student's final grade. Their percentage of pre-test was 62.25 %, post-test of cycle I was 71.1 % and the score of cycle II was 82.8 %.

B. Research Findings

In the findings of this study researchers will write the results based on research data that will respond to the formulation of the problem in this study, the research findings were:

First about the ability of students in writing procedure texts before using reconstruction activities strategy in the process of teaching and learning, this is available in quantitative data of pre-test results where their ability is still categorized as less capable due to lack of creativity and proficiency in writing text procedures caused by the use of monotonous learning strategies or that's all, so as not to develop the creativity and motivation of students to write. It could be seen from the data which showed that the mean of students in the pre-test (5.71) was lower than the first cycle (28.6) and also in second cycles (91.4).

Then the second of course is about how the ability of students in writing the procedure text after using Reconstruction Activities Strategy in learning, this can also be seen in the results of post-test I and post-test II where the quantitative data showed

an increase that the mean of students in the post-test of second cycle (82.8) was higher than the post-test of first cycle (71.1) and also in the pre-test (62.25).

Then for the third, it is about how the classroom atmosphere when the Reconstruction Activities Strategy is being applied of course can be seen in the results of qualitative data on observation sheet, interview data, diary note and documentation. The reconstruction activity learning strategy was able to improve the student's ability at writing procedure text. It was shown by student's feedback. They were more creative and less making mistake in writing. Based on the result of the quantitative and qualitative data, it indicated that the action and the implication reconstruction activity learning strategy in teaching learning writing procedure text has been categorized as successful and improved.

C. Discussion

This research was conducted to seek out a way to improve the student's ability at writing procedure text by using reconstruction activity learning strategy.

Formerly, it must be notice that ability is that the quality or state of having the ability, or ability is natural power or non-inheritable proficiency. Then, writing is associate degree activity method within which we tend to gather and so pour all our concepts into a variety of words organized so it becomes a logical sentence with the most purpose being jointly of our suggests that of human activity. Then, learning strategy is a way for a teacher or educator to convey learning to his students in teaching and learning activities to achieve the intended learning goals in a planned manner.

Reconstruction Activities is one of the strategies in the form of activities that we do by repeating an activity that has been done to better understand and remember the stages in each of these activities. The activities that will be carried out with this

strategy are expected to inspire teachers and spur the ability of students in presenting the text of the procedure with the principle developed that students are invited to perform or experience procedural events, reconstruct, and then write the procedure into the text of the procedure.

The reconstruction activity learning strategy is created in order to give more motivation and to stimulate the students for mastering the material. In the other hand, the strategy applied is an effective way for every student to learn together. This strategy is additionally designed to avoid the students felt bored that stops them in learning English writing and may assume additional creatively.

This research has proved effectiveness of applying the reconstruction activity learning strategy. It was shown in the table of the improvement of the student's score of pre-test to post-test of cycle I and cycle II. The strategy applied make the students to be easier in the learning process and the students can understand correctly to write procedure text. The teacher was better and easier to implement the reconstruction activity learning strategy at writing procedure text. In the other hand, the student's ability at writing procedure text by using the reconstruction activity learning strategy had improved.

The improvement of students and teacher activity in the teaching and learning process can be proved in the observation, interview sheet, diary note result and documentation. From these data, there is the improvement of teaching and learning process between first cycle and second cycle. In addition, teaching and learning process in the second cycle was more active and interesting. Most of students were understand to write procedure text. Based on the explanation above, it shows that using the reconstruction activity learning strategy to improve the student's ability at writing procedure text got a good improvement. So, there was any significant of using

the reconstruction activity learning strategy on the student's ability at writing procedure text

D. Recommendation

In this section, the author wants to recommend to teachers, readers and researchers to continue to develop reconstruction activity learning strategy so that it can be used not only in the field of text writing procedures only. This strategy can be used and developed in other areas of text writing such as in text explanation which is one type of writing in English that has the purpose of explaining about a process related to the phenomena of how a process occurs, then in the descriptive text which is one type of writing in English that has the purpose of clearly describing how the details or properties of something in the form of animals, plants, inanimate objects even humans, as well as review text that one type of writing in English that has the purpose of reviewing or assessing a work such as films, books, etc. with the aim of knowing and informing the readers regarding the work's quality, benefits, and drawbacks that has been reviewed.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of this research, which aimed to improve the student's writing ability at writing procedure text by using the reconstruction activity learning strategy, the researcher made conclusion related to the research question which are stated in chapter. The conclusions were getting through real development because the researcher did throughout the observation. The researcher draws some conclusion as follow:

- a) The student's ability at writing procedure text by using the reconstruction activity learning strategy had improved. It could be showed from the discussion of the result of pre-test and post-test in cycle I and II, the researcher could said that the reconstruction activity learning strategy could be improved the student's ability at writing procedure text. It is proved with student's improvement at each score of the tests because the mean of post-test in cycle I is higher than mean of pre-test ($73.86 > 61.81$), the mean of post-test II in cycle II is higher than mean of post-test in Cycle I ($82.42 > 72.86$). The proven target is 91.4 % or 32 from 35 students who increase their writing procedure text.

- b) Observation sheet and interview result showed that the students were more active, more enthusiastic and response during teaching learning process. Interview results, observation sheet and documentation report showed that the reconstruction activity learning strategy helped them at writing procedure text.

- c) Based on the result of qualitative showed, it could be concluded that the class atmosphere by using the reconstruction activity learning strategy was active and improved at the XI Grade Students of MAS PAB 2 Helvetia.
- d) Finally, the researchers can conclude that the applying of Reconstruction Activities Strategy success to improve students' writing ability in writing procedure text at XI-MIA Grade students of MAS PAB Helvetia.

B. Suggestion

In order to make the teaching learning using the reconstruction activity learning strategy more interesting, the researcher formulated some suggestion to the students and other teacher or researcher. Hopefully it will be used for them in the future teaching and learning process. They are:

- a) To the teacher
 - a. The teacher ought to produce all different approach in teaching and learning English particularly in writing ability. we must always produce a decent atmosphere within the schoolroom and build the learners additional actively and thinking creatively within the schoolroom.
 - b. Teacher ought to develop teaching materials that appropriate with the student's level.
 - c. The teacher ought to be inventive in mistreatment teaching media, to form the teaching learning simpler and additional perceivable.
- b) To the students
 - a. The students ought to study English through direct observe and experiences.
 - b. The students ought to active within the category and conjointly inventive to urge additional smart purpose in teaching learning method.

c. The students ought to listen to what the teacher's instruction and every each tasks.

d. The students should get to know about the material first before it is taught by the teacher in the class, thus it'll be easier for them to know the materials.

c) To the other researcher

The other researcher, who needs to develop all info and data within the reconstruction activity learning strategy and for people who have interest in doing analysis associated with the subject should ready to build another analysis with different discipline.



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APPENDIX I

LESSON PLAN

(Cycle 1)

School	: MAS PAB 2 HELVETIA
Class/Semester	: XI MIA/II A & B
Subject	: English
Topic	: Procedure Text
Skill	: Writing
Allocated Time	: 4x2 Meetings

A. Standard Competences

KI 3: Understand, apply, analyze factual, conceptual, procedural and metacognitive knowledge based on his curiosity about science, technology, art, culture, and humanities with insights into humanity, nationality, statehood, and civilization related to the causes of phenomena and events, as well as apply procedural knowledge to specific areas of study according to his talents and interests to solve problems.

KI 4: Processing, reasoning, and reviewing in the concrete and abstract realms related to the development of what he learned in school independently, acting effectively and creatively, and able to use methods according to scientific rules.

B. Basic Competences

3.6 Analyzing the social functions, text structure, and linguistic elements of manual procedure text and tips, according to the context of their use.

4.9 Capturing the meaning of the procedure text, oral and written, manual and tips.

4.10 Edit the text of manual procedures and tips, taking into account the correct and context-appropriate social functions, text structure, and linguistic elements.

C. Indicators

- 3.6.1 Students can identify social functions, text structures and linguistic elements in the text of procedures in the form of tips for their use.
- 4.9.1 Students can capture the meaning of the procedure text, oral and written, manual-shaped and tips.
- 4.10.1 Presenting manual procedure text and tips, taking into account the correct social functions, text structure, and linguistic elements.

D. Objectives of Learning

- 3.6 Students can analyze the social functions, text structure, and linguistic elements of manual procedure text and tips, according to the context of their use.
- 4.9 Students can capture the meaning of the procedure text, oral and written, manual and tips.
- 4.10 Students can edit the text of the procedure in the form of manuals and tips, taking into account the correct and contextual social functions, text structure, and linguistic elements.

E. Materials

1. Social Function : The text of a procedure is a text about how or tips to do or make things with the aim of making it easier for us to do things properly and correctly in order or by way.
2. Generic Structure :
 - a. Title to write down the topic of what goals will do.
 - b. Goals/aims to write down what objectives in doing / making it.
 - c. Materials to write down what tools and materials are needed in the process.
 - d. Steps to write down the stages in the process done.
 - e. Conclusion / Result to write how the results and conclusions of the whole process that have been done to completion.

3. Language Features :

- a. Simple present tense.
- b. Imperative sentence (add two spoons, blend the spices, etc).
- c. Action verbs (add, put, turn, etc).
- d. Numbering (first, second, third, etc).
- e. Conjunctions (next, then, while, etc).
- f. Adverbs (correctly, carefully, slowly, etc).

4. Example :

“How to Make Pencil Box”

Goal : To know how to make a pencil box

Materials :

- Box
- Scissors
- Glue
- Paint maker

Steps :

1. Find a box.
2. Peel off any labels.
3. Cut new labels from clean sheets of construction paper. Glue them on your box using a glue stick.
4. Use decorative papers, stickers, paint markers, or hand-drawn designs to embellish your box.
5. Fill the box and you're done!

Result : Now, you can made a creative pencil box by your own

F. Teaching Methods/Strategy

Using Discussion Method and Reconstruction Activity Strategy (in 2nd meets)

G. Learning Media

Learning media used are:

- a. White board and board marker.
- b. Smartphone and Internet.

H. Teaching and Learning Activities

First Meeting

Learning Activities	Classroom Management
Initial Activities	
Teachers and students greeted and prayed..	Classical
Teacher examines student attendance.	
Teacher motivates students on learning topic.	
Teacher tells students the purpose about learning topic.	
Core Activities	
Teacher guide the students for learning material.	Classical
The teacher explains the text of the procedure as well as gives an example	
Teacher explaining the social function, generic structure and language features in the procedure text	Classical

<p>The teacher distributes students into 4 groups (2 groups each of class A and grade B)</p>	
<p>The teacher asks students to discuss in groups about writing the procedure text with the title that has been given by each group:</p> <ol style="list-style-type: none"> a. Group 1a: Create a text procedure on how to post photos/videos on the Facebook App. b. Group 2a: Create a text procedure on how to post photos/videos on the Instagram App. c. Group 1b: Create a text procedure on how to post photos/videos on the Instagram App. d. Group 2b: Create a text procedure on how to post photos/videos on the Facebook App. 	<p>Groups</p>
<p>Teachers ask them to write the text of the procedure independently according to the title and results of the discussion without practicing directly.</p>	<p>Individual</p>
<p>Students collect their independent work to the teacher.</p>	<p>Individual</p>
<p>The teacher conducts a question and answer session to students about the learning topics and obstacles in it.</p>	<p>Classical</p>
<p>Closing Activities</p>	

Students and teachers reflect on the learning activities and benefits.	Classical
The teacher tells a little about the activities that will be conducted at the next meeting.	Classical
Students and teachers pray and say closing greetings.	Classical

Second Meetings

Learning Activities	Classroom Management
Initial Activities	
Teachers and students greet and pray.	Classical
The teacher checks the presence of students.	
The teacher gives an apperception by asking the following: a. What is procedure text? b. What kinds of generic structures in procedure text? c. What kinds of language features in procedure text?	
Core Activities	
Students practice hands-on activities in accordance with the instructions received at the first meeting.	Groups

Students reconstruct and record the steps of activities that have been done.	Groups
Students discuss the steps / procedures of activities that have been done in the group.	Groups
Students do percentage results of discussions with the group about the steps / procedures that have been done in turn to other groups and mutually giving responses.	Groups
Students complete a record of the steps/procedures of the activity and develop them based on responses from other groups.	Groups
Students edit their own work by considering the structure and linguistic aspects of the procedure text.	Individual
Students collect their own completed results to the teacher.	Individual
Closing Activities	
Students and teachers reflect on the learning activities and their benefit.	Classical
Students and teachers say closing greetings and pray.	Classical

I. Learning Sources

The source of this learning:

- a. Student English learning books.
- b. Teacher English book guide.
- c. Internet sources.

J. Rubric of Assessment

No.	Students' Name	Aspects of Value				Score
		Idea/ Content	Generic Structure	Linguistic Features	Punctuation Grammar	
1.						
2.						
3.						
4.						
5.						

Scoring:

Each aspect has 100 points maximum.

≥90 points = Very Good

≥70 points = Good

≥50 points = Enough

<50 points = Bad

≤30 points = Very Bad.

Total score = $\frac{\text{Total Points}}{4}$

Medan,

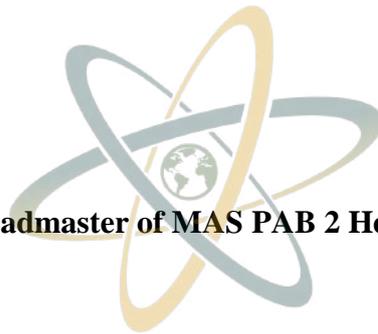
2021

English Teacher

Researcher

Herianti, S. Pd

Rike Prastica



Headmaster of MAS PAB 2 Helvetia

Fazuli, S. Pd

Medan,

Maret 2021

English Teacher

Researcher

Herianti, S. Pd

Rike Prastica

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Headmaster of MAS PAB 2 Helvetia

A circular official stamp of Universitas Islam Negeri Sumatera Utara Medan, featuring a book and a quill pen in the center, surrounded by the university's name in Indonesian.

Fazuli, S. Pd

APPENDIX II

LESSON PLAN

(Cycle 2)

School	: MAS PAB 2 HELVETIA
Class/Semester	: XI MIA/II A & B
Subject	: English
Topic	: Procedure Text
Skill	: Writing
Allocated Time	: 2x1 Meetings

A. Standard Competences

KI 3: Understand, apply, analyze factual, conceptual, procedural and metacognitive knowledge based on his curiosity about science, technology, art, culture, and humanities with insights into humanity, nationality, statehood, and civilization related to the causes of phenomena and events, as well as apply procedural knowledge to specific areas of study according to his talents and interests to solve problems.

KI 4: Processing, reasoning, and reviewing in the concrete and abstract realms related to the development of what he learned in school independently, acting effectively and creatively, and able to use methods according to scientific rules.

B. Basic Competences

3.6 Analyzing the social functions, text structure, and linguistic elements of manual procedure text and tips, according to the context of their use.

4.9 Capturing the meaning of the procedure text, oral and written, manual and tips.

4.10 Edit the text of manual procedures and tips, taking into account the correct and context-appropriate social functions, text structure, and linguistic elements.

C. Indicators

- 3.6.1 Students can identify social functions, text structures and linguistic elements in the text of procedures in the form of tips for their use.
- 4.9.1 Students can capture the meaning of the procedure text, oral and written, manual-shaped and tips.
- 4.10.1 Presenting manual procedure text and tips, taking into account the correct social functions, text structure, and linguistic elements.

D. Objectives of Learning

- 3.6 Students can analyze the social functions, text structure, and linguistic elements of manual procedure text and tips, according to the context of their use.
- 4.9 Students can capture the meaning of the procedure text, oral and written, manual and tips.
- 4.10 Students can edit the text of the procedure in the form of manuals and tips, taking into account the correct and contextual social functions, text structure, and linguistic elements.

E. Materials

1. Social Function : The text of a procedure is a text about how or tips to do or make things with the aim of making it easier for us to do things properly and correctly in order or by way.
2. Generic Structure :
 - a. Title to write down the topic of what goals will do.
 - b. Goals/aims to write down what objectives in doing / making it.
 - c. Materials to write down what tools and materials are needed in the process.
 - d. Steps to write down the stages in the process done.

- e. Conclusion / Result to write how the results and conclusions of the whole process that have been done to completion.

3. Language Features :

- a. Simple present tense.
- b. Imperative sentence (add two spoons, blend the spices, etc).
- c. Action verbs (add, put, turn, etc).
- d. Numbering (first, second, third, etc).
- e. Conjunctions (next, then, while, etc).
- f. Adverbs (correctly, carefully, slowly, etc).

4. General Vocabulary in Procedure Text:

<ul style="list-style-type: none"> • First • Second • Third • Fourth • Fifth • Sixth • Seventh • Eighth • Ninth • Tenth • Etc. 	<ul style="list-style-type: none"> • Once • Twice • Thrice/three times • Four times • Five times • Ten times • One hundred times • Etc. 	<ul style="list-style-type: none"> • Add • Put • Mix/blend • Patch • Cut/crop • Join • Pick/choose • Delete/discard • Spin • Etc.
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F. Teaching Methods/Strategy

The methods used are Inquiry method, Question and Answer, and Discussion.

The strategy used is Reconstruction Activity Learning Strategy.

G. Learning Media

Learning media used are:

- a. White board and board marker.
- b. Smartphone and Internet.

H. Teaching and Learning Activities

Learning Activities	Classroom Management
Initial Activities	
Teachers and students greet and pray.	
The teacher checks the presence of students.	
<p>The teacher test the students by asking again about the following:</p> <ol style="list-style-type: none"> a. What is procedure text? b. What kinds of generic structures in procedure text? c. What kinds of language features in procedure text? 	Classical
Core Activities	

<p>Students practice hands-on activities in accordance with the instructions received in each groups about:</p> <ol style="list-style-type: none"> a. Group 1a: Create a text procedure on how to make a simple digital poster. b. Group 2a: Create a text procedure on how to make a simple digital invitation. c. Group 1b: Create a text procedure on how to make a simple digital poster. d. Group 2b: Create a text procedure on how to make a simple digital invitation. 	<p>Groups</p>
<p>Students reconstruct and record the steps of activities that have been done.</p>	<p>Groups</p>
<p>Students discuss the steps / procedures of activities that have been done in the group.</p>	<p>Groups</p>
<p>Students do percentage results of discussions with the group about the steps / procedures that have been done in turn to other groups and mutually giving responses.</p>	<p>Groups</p>

Students complete a record of the steps/procedures of the activity and develop them based on responses from other groups.	Groups
Students edit their own work by considering the structure and linguistic aspects of the procedure text.	Individual
Students collect their own completed results to the teacher.	Individual
Closing Activities	
Students and teachers reflect on the learning activities and their benefit.	Classical
Students and teachers say closing greetings and pray.	

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I. Learning Sources

The source of this learning:

- d. Student English learning books.
- e. Teacher English book guide.
- f. Internet sources.

J. Rubric of Assessment

No.	Students' Name	Aspects of Value				Score
		Idea/ Content	Generic Structure	Linguistic Features	Punctuation Grammar	
1.						
2.						
3.						
4.						
5.						

Scoring:

Each aspect has 100 points maximum.

≥90 points = Very Good

≥70 points = Good

≥50 points = Enough

<50 points = Bad

≤30 points = Very Bad.

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$$\text{Total score} = \frac{\text{Total Points}}{4}$$

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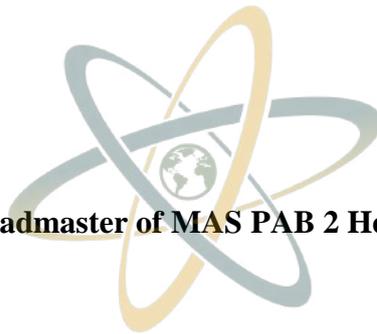
English Teacher

Researcher

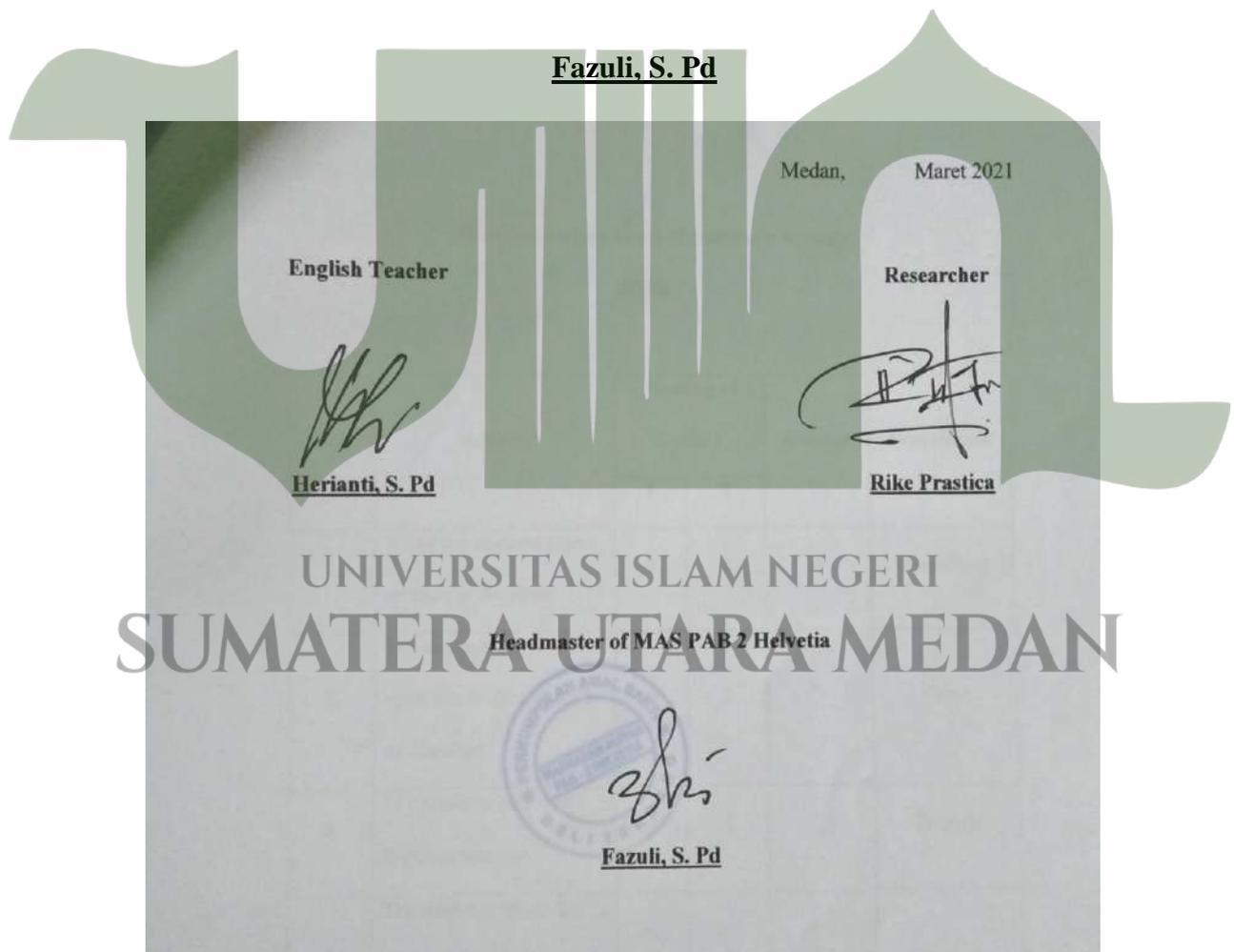
Herianti, S. Pd

Rike Prastica

Headmaster of MAS PAB 2 Helvetia



Fazuli, S. Pd



Medan,

Maret 2021

English Teacher

Researcher

Herianti, S. Pd

Rike Prastica

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Headmaster of MAS PAB 2 Helvetia

Fazuli, S. Pd

APPENDIX III

Table 4.1 The Student's Score in the Pre-Test

No.	Student's Initials	Pre-Test	
		Score	Success Criteria (≥ 75)
1.	A I R	53.75	Failed
2.	A Se	55	Failed
3.	An	66.25	Failed
4.	A A R	68.25	Failed
5.	A Sa	60	Failed
6.	D A S BR	50	Failed
7.	D A P	58	Failed
8.	F N R	75.25	Passed
9.	F W S	58.75	Failed
10.	H S	68	Failed
11.	H Y	63.5	Failed
12.	D A	66.75	Failed
13.	I L	56.25	Failed
14.	J R	67.5	Failed
15.	K R	54.5	Failed
16.	M U	61	Failed
17.	M R A P	75	Passed
18.	N P	60	Failed

19.	N S L	59.25	Failed
20.	N Fa	63.75	Failed
21.	N Fi	65.5	Failed
22.	N Hu	69.25	Failed
23.	N E	35	Failed
24.	N Sh	66.25	Failed
25.	P Na	66.5	Failed
26.	P P H	64	Failed
27.	P S	63.75	Failed
28.	R J	62	Failed
29.	R Q	68.25	Failed
30.	S Fa	62.5	Failed
31.	S Ra	62	Failed
32.	S W	66	Failed
33.	S Rd	64.25	Failed
34.	W Sy	54	Failed
35.	A Ih	68.75	Failed
Total		$\sum x = 2178.75$	

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Table 4.2 The Percentage of Student's Score in the Pre-Test
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Criteria		Total Students	Percentage
P ₁	Passed	2	5.71 %
P ₂	Failed	33	94.29 %
Total		35	100 %

Table 4.3 The Student's Score in the Post-test I

No.	Student's Initials	Post-Test I	
		Score	Success Criteria (≥ 75)
1.	A I R	68.75	Failed
2.	A Se	67.5	Failed
3.	An	71.25	Failed
4.	A A R	71.5	Failed
5.	A Sa	72.75	Failed
6.	D A S BR	69.5	Failed
7.	D A P	65.75	Failed
8.	F N R	78	Passed
9.	F W S	65.25	Failed
10.	H S	74.25	Passed
11.	H Y	66.5	Failed
12.	D An	74.25	Passed
13.	Is L	63.25	Failed
14.	J R	76.75	Passed
15.	Kh R	66.75	Failed
16.	M U	71.5	Failed
17.	M. R A P	78.75	Passed
18.	Na P	70.5	Failed
19.	N S L	66.75	Failed

20.	N Fa	73.75	Failed
21.	N Fi	74	Failed
22.	N Hu	74	Failed
23.	N E	55	Failed
24.	N Sh	70.25	Failed
25.	P Na	69.75	Failed
26.	P P H	70.5	Failed
27.	P Sa	74.5	Passed
28.	R J	74.75	Passed
29.	R Q	66.25	Failed
30.	S Fa	74.75	Passed
31.	S Ra	73.5	Failed
32.	S W	72.5	Failed
33.	S Rd	71.75	Failed
34.	W S	75.25	Passed
35.	A I	78.5	Passed
Total		$\sum x = 2488.5$	

Table 4.4 The Percentage of Student's Score in Post-Test I

Criteria		Total Students	Percentage
P ₁	Passed	10	28.6 %
P ₂	Failed	25	71.4 %
Total		35	100 %

Table 4.5 The Student's Score in the Post-Test II

No.	Student's Initials	Post-Test II	
		Score	Success Criteria (≥ 75)
1.	A I R	84.75	Passed
2.	A Se	87.5	Passed
3.	An	86.75	Passed
4.	A A R	89	Passed
5.	A S	83.25	Passed
6.	D A S BR	70	Failed
7.	D A P	82	Passed
8.	F N R	82.5	Passed
9.	F W S	83.75	Passed
10.	H S	83.75	Passed
11.	H Y	68.25	Failed
12.	D A	87.5	Passed
13.	I L	77.75	Passed
14.	J R	85.75	Passed
15.	Kh R	78	Passed
16.	M U	87.5	Passed
17.	M. R A P	87.5	Passed
18.	N Pr	75	Passed
19.	N S L	75	Passed
20.	N Fa	80	Passed

21.	N Fi	79	Passed
22.	N Hu	91.5	Passed
23.	N E	74	Failed
24.	N Sh	86.5	Passed
25.	P Na	79	Passed
26.	P P H	89	Passed
27.	P Sa	86.5	Passed
28.	R J	83.25	Passed
29.	R Q	87.5	Passed
30.	S F	85.75	Passed
31.	S Ra	83.25	Passed
32.	S Wu	89.5	Passed
33.	S Ra	82	Passed
34.	W S	79	Passed
35.	A I	87.5	Passed
Total		$\sum x = 2898.75$	

Table 4.6 The Percentage of student's Score in Post-Test II

Criteria		Total Students	Percentage
P ₁	Passed	32	91.4 %
P ₂	Failed	3	8.6 %
Total		35	100 %

Table 4.7 Data Analysis of Student's score in Pre-test, Post-test I & II

No	Student's Initials	Pre Test		Cycle 1		Cycle 2	
		Score	Criteria Success (≥ 75)	Score	Criteria Success (≥ 75)	Score	Criteria Success (≥ 75)
1.	A I R	53.75	Failed	68.75	Failed	84.75	Passed
2.	A Se	55	Failed	67.5	Failed	87.5	Passed
3.	An	66.25	Failed	71.25	Failed	86.75	Passed
4.	A A R	68.25	Failed	71.5	Failed	89	Passed
5.	A Sa	60	Failed	72.75	Failed	83.25	Passed
6.	D A S	50	Failed	69.5	Failed	70	Failed
7.	D A P	58	Failed	65.75	Failed	82	Passed
8.	F N R	75.25	Passed	78	Passed	82.5	Passed
9.	F W S	58.75	Failed	65.25	Failed	83.75	Passed
10.	H S	68	Failed	74.25	Passed	83.75	Passed
11.	H Y	63.5	Failed	66.5	Failed	68.25	Failed
12.	D A	66.75	Failed	74.25	Passed	87.5	Passed
13.	I L	56.25	Failed	63.25	Failed	77.75	Passed
14.	J R	67.5	Failed	76.75	Passed	85.75	Passed
15.	K H R	54.5	Failed	66.75	Failed	78	Passed
16.	M U	61	Failed	71.5	Failed	87.5	Passed
17.	M R A P	75	Passed	78.75	Passed	87.5	Passed
18.	N P	60	Failed	70.5	Failed	75	Passed

19.	N S L	59.25	Failed	66.75	Failed	75	Passed
20.	N F A	63.75	Failed	73.75	Failed	80	Passed
21.	N F I	65.5	Failed	74	Failed	79	Passed
22.	N H U	69.25	Failed	74	Failed	91.5	Passed
23.	N E	35	Failed	55	Failed	74	Failed
24.	N S H	66.25	Failed	70.25	Failed	86.5	Passed
25.	P N	66.5	Failed	69.75	Failed	79	Passed
26.	P P H	64	Failed	70.5	Failed	89	Passed
27.	P S A	63.75	Failed	74.5	Passed	86.5	Passed
28.	R J	62	Failed	74.75	Passed	83.25	Passed
29.	R Q	68.25	Failed	66.25	Failed	87.5	Passed
30.	S F	62.5	Failed	74.75	Passed	85.75	Passed
31.	S R M	62	Failed	73.5	Failed	83.25	Passed
32.	S W	66	Failed	72.5	Failed	89.5	Passed
33.	S R D Y	64.25	Failed	71.75	Failed	82	Passed
34.	W S	54	Failed	75.25	Passed	79	Passed
35.	A I	68.75	Failed	78.5	Passed	87.5	Passed
Total		$\sum x = 2178.75$ $\bar{X} = 62.25$		$\sum x = 2488.5$ $\bar{X} = 71.1$		$\sum x = 2898.75$ $\bar{X} = 82.8$	

Table 4.8 The Percentage of Student's ability at Writing Procedure Text by Using the Reconstruction Activity Learning Strategy in Pre-test, Post-test I and Post-Test II

Meeting		Student who get score (≥ 75)	Percentage
Pre Test	I	2	5.71 %
Cycle 1	II	10	28.6 %
Cycle 2	III	32	91.4 %

Table 4.9 The Comparison of the Student's Score in the Three Writing Procedure Text Test

Test Stage / Category	Pre Test	Post Test I	Post Test II
Lowest Score	35	55	68.25
Highest Score	75.25	78.75	91.5
\bar{X}	62.25	71.1	82.8
N	35	35	35

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APPENDIX IV

INTERVIEW SHEET

Interview with the student

- The Researcher : Hello, good afternoon. How are you?
- The Student I : Good morning miss. I am fine. Thank you, and you?
- The Researcher : I am fine too. What's your name?
- The Student I : My name is Nabilla Pratiwi, miss
- The Student II : I am Siti Fatimah, miss
- The Researcher : Do you like writing?
- The Student I : Yes miss, I like writing but just a little.
- The Student II : Yes miss, I like writing too
- The Researcher : Okay, do you have any problem, when writing?
- The Student I : Yes miss, sometimes I forget what I want to write when there is an idea but it is difficult to write it miss
- The Student II : If I am a miss, because I have not memorized a lot of English vocabulary so complicated if looking again for the words miss.
- The Researcher : Okay then, do you feel difficult in writing procedure text?
- The Student I : Sometimes miss, therefore I often forget what to write let alone the text procedure many stages will miss so incomplete fitting written.
- The Student II : No miss because you can see Google just write it miss

APPENDIX V

INTERVIEW SHEET

Interview with the English teacher

The Researcher : Assalamu'alaikum, good morning, how are you miss?

The Teacher : Wa'alaikumsalam, good morning too, I'm feeling well today

The Researcher : Okay miss, so today I want to do interview about the research that I'll do in the XI grade students of science class, miss

The Teacher : Okay let's begin

The Researcher : How long have you been in this school?

The Teacher : In this school I already teaching here for 13 years

The Researcher : What do you think about the students in XI MIA 2 miss?

The Teacher : So far it is running well, even not all of students can improve ability about English

The Researcher : How did you control the students in XI MIA 2 about the English lesson?

The Teacher : Actually so far I teach them while I speak English in the class, it is about 50 or 60 students understand about English and another only a few, but I tried to speak English slowly to make them understand.

The Researcher : Do you think they like English subject?

The Teacher : Not all of students like English subject, I understand because not all of students understand about English, but if the students understand about the English, they are very like to study English but only one-two-or three students not ability in English or not interest about English and I

understand about it

The Researcher : So, I'll make a research about writing skill, how about their writing skill? do you think they have any difficulties?

The Teacher : Yes of course. They have difficulty to writing because in English we know that we want to say different with what we want to say and what to write, so it makes more difficult but if the students who understand English that will be easy for them

The Researcher : How do you teach writing skills especially at writing procedure text?

The Teacher : For procedure text there is our LKS book, we can study procedure text from LKS, I ask them to, I explain about the procedure text..

The Researcher : So, in my research I want to use reconstruction activity learning strategy (explaining), what do you think about this strategy?

The Teacher : I never use that before because we only have less time to teaching and learning in this pandemic situation, so I just ask them abbot the grammatical, vocabulary, to improve their skills.

The Researcher : Do you agree for implementing this strategy?

The Teacher : Yes of course, because this strategy is not bad and can improve their writing skills, so I'm agreeing.

The Researcher : Okay miss, thank you for the time and chance to interview

The Teacher : Yes, you are welcome...

APPENDIX VI

The Observation Sheet of Student's Activity

(Cycle 1)

No.	Activity	Meeting of		Average	Description
		Cycle 1			
		1	2		
1.	All of the students come on time in the class	4	4	4	Very Good
2.	The students pay attention to the teacher's explanation	3	3	3	Good
3.	The students active in learning process	2	3	2,5	Enough
4.	The students ask to the teacher if the explanation is unclear	2	3	2,5	Enough
5.	The students able to answer the question from teacher	3	3	3	Good
6.	The students can write procedure text correctly and coherently.	3	3	3	Good
Total Average		18			

Notes:

1: Bad

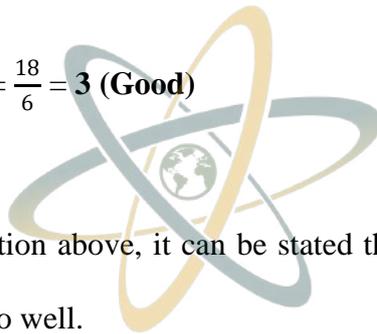
2: Enough

3: Good

4: Very Good

To know the student's activity by the observation sheet, it can be calculated by using formula:

$$\text{Score} = \frac{\text{Total of Average}}{\text{Total of Activity}} = \frac{18}{6} = \mathbf{3 \text{ (Good)}}$$



From the calculation above, it can be stated that the teacher has done the activities in the cycle 1 so well.

Medan, March 2021

English Teacher



Herianti, S. Pd

Medan, March 2021

English Teacher

Herianti, S. Pd

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APPENDIX VII

The Observation Sheet of Student's Activity

(Cycle 2)

No.	Activity	Meeting of Cycle 2	Average	Description
1.	All of the students come on time in the class	4	4	Very Good
2.	The students pay attention to the teacher's explanation	4	4	Very Good
3.	The students active in learning process	3	3	Good
4.	The students ask to the teacher if the explanation is unclear	3	3	Good
5.	The students able to answer the question from teacher	4	4	Very Good
6.	The students can write procedure text correctly and coherently.	4	4	Very Good
Total Average		22		

Notes:

1: Bad

2: Enough

3: Good

4: Very Good

To know the student's activity by the observation sheet, it can be calculated by using formula:

$$\text{Score} = \frac{\text{Total of Average}}{\text{Total of Activity}} = \frac{22}{6} = \mathbf{3.7 \text{ (Very Good)}}$$

From the calculation above, it can be stated that the students have improvement in the learning process because the result from the cycle 2 was better than the cycle 1.

Medan,

March 2021

English Teacher



Herianti, S. Pd

Medan,

March 2021

English Teacher

Herianti, S. Pd

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APPENDIX VIII

The Observation Sheet for the Teacher

(Cycle 1)

No.	Activity	Meeting of		Average	Description
		Cycle 1			
		1	2		
1.	The teacher comes on time	4	4	4	Very Good
2.	The teacher greets the students	3	3	3	Good
3.	The teacher giving motivation to students	3	3	3	Good
4.	The teacher giving the instruction clearly	2	3	2,5	Enough
5.	The teacher giving task to students	3	3	3	Good
6.	The teacher monitoring all of students in her class	3	3	3	Good
7	The teacher giving a reflection and feedback session to students	3	4	3,5	Good
Total Average		22			

Notes:

1: Bad

2: Enough

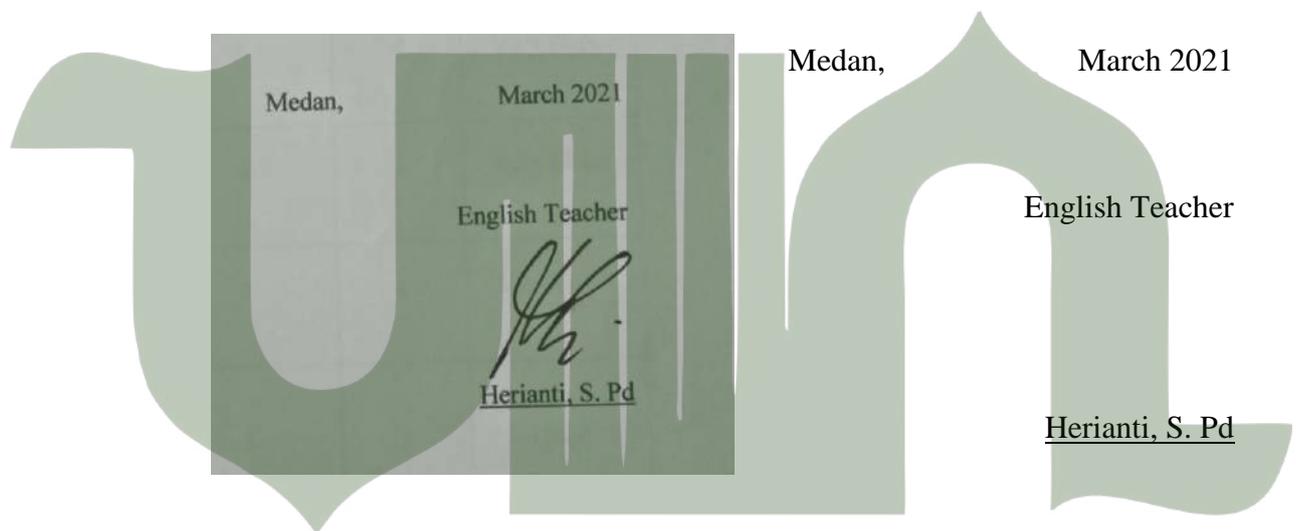
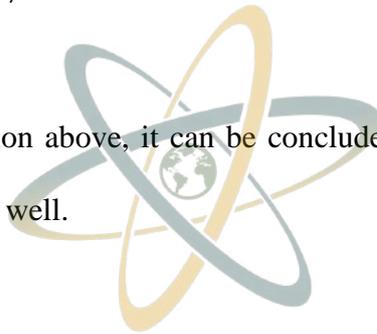
3: Good

4: Very Good

To know the value of the teacher's activity by using the observation sheet, it can be calculated by using formula:

$$\text{Score} = \frac{\text{Total of Average}}{\text{Total of Activity}} = \frac{22}{7} = 3,14 = 3 \text{ (Good)}$$

From the calculation above, it can be conclude that the teacher has done the activities in the cycle 1 so well.



Medan,

March 2021

Medan,

March 2021

English Teacher

English Teacher


Herianti, S. Pd

Herianti, S. Pd

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APPENDIX IX**The Observation Sheet for the Teacher****(Cycle 2)**

No.	Activity	Meeting of Cycle 2	Average	Description
1.	The teacher comes on time	4	4	Very Good
2.	The teacher greets the students	4	4	Very Good
3.	The teacher giving motivation to students	4	4	Very Good
4.	The teacher giving the instruction clearly	4	4	Very Good
5.	The teacher giving task to students	4	4	Very Good
6.	The teacher monitoring all of students in her class	3	3	Good
7.	The teacher giving a reflection and feedback session to students	4	4	Very Good
Total Average		27		

Notes:

1: Bad

2: Enough

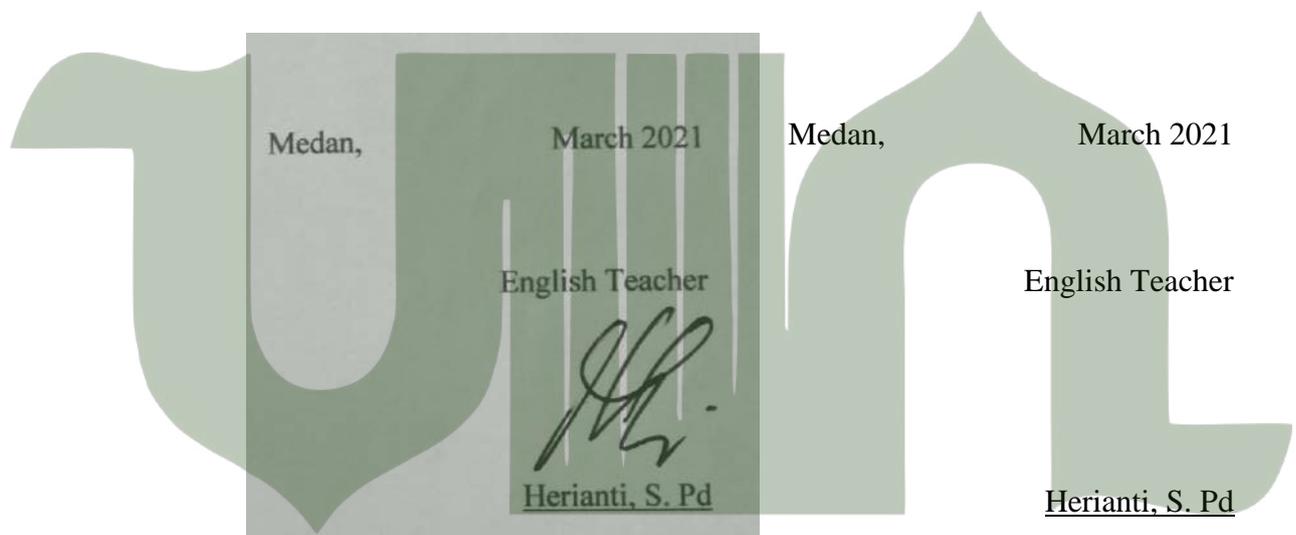
3: Good

4: Very Good

To know the value of the teacher's activity by using the observation sheet, it can be calculated by using formula:

$$\text{Score} = \frac{\text{Total of Average}}{\text{Total of Activity}} = \frac{27}{7} = \mathbf{3,9 \text{ (Very Good)}}$$

From the calculation above, it can be conclude that the teacher has done the activities in the cycle 2 better than in the cycle 1



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APPENDIX X**LIST OF INITIAL STUDENTS**

No.	Student's Name
1.	Athallah Imam R
2.	Aliya Sepriany
3.	Andini
4.	Alya Annisa R
5.	Aula Salsabila
6.	Difa Anbiya Suroya BR
7.	Dinda Amelia Putri
8.	Fahdhyta Nur Rahimah
9.	Fahita Wardah S
10.	Halimatus Sa'diyah
11.	Hamdan Yazid
12.	Dinda Andiyani
13.	Isnaini Lubis
14.	Jannah Risina
15.	Khairunnisa Ramadhani
16.	Mega Utami
17.	M. Rizky Ardiansyah P
18.	Nabilla Pratiwi
19.	Novita Sari Lubis

20.	Nurul Fadillah
21.	Nurul Fitriyani
22.	Nurul Hulwana
23.	Novia Erza
24.	Nurri Shavira
25.	Putri Nabila
26.	Putri Puspita Hasri
27.	Putri Sabila
28.	Razita Junaidah
29.	Rifki Qodri
30.	Siti Fatimah
31.	Sri Rahmayani
32.	Sri Wulandari
33.	Suci Ramadayani
34.	Widia Syahfitri
35.	Aprili Ihsani

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APPENDIX XI

DIARY NOTES

Meeting I

In the first meeting, the researcher introduced herself first and explained the purpose of doing research and giving a little idea of what they will do in the future. After getting acquainted with each other between researchers, teachers and students, researchers will perform the action stage according to the lesson plan for the first meeting. At the time of conducting the study at the first meeting, the researcher gave them a short explanation about the text procedure and asked back about what they had known before, after which the students were immediately given a pre-test test. At the time the students did the writing procedure text test in the class. Most of them confused how to express an idea and what should they do first to write it. Many problems also found during teaching and learning process. They have problem about how to build up the sentences and which step to do first. Then, it could be concluded that the students still had difficulties at writing procedure text. In the end of first meeting the researcher gave a short explained and discussion about material that would learned in the second meeting.

Meeting II

In the second meeting, the researcher continues the lesson based the lesson plan for the second meeting. The researcher gives an apperception by asking about the procedure text. Then the students practice hands-on activities in accordance with the instructions received at the first meeting, reconstruct and record the steps of activities that have been done, discuss the steps / procedures of activities that have been done in the group, then percentage the results of discussions with the group about the steps / procedures that have been done in turn to other groups and mutually giving responses, after that the students complete a record of the steps/procedures of the activity and develop them based on responses from other groups, edit their own work by considering the structure and linguistic aspects of the procedure text, collecting their own completed results to the teacher individually. At this meeting, the students enjoyed and gave a good interest in teaching and learning process. But, the researcher still found the problems in this meeting: some student still not active, lack in writing and got a bad score.

So the researcher motivated the students to be confidence to show their ability, and in the end of second meeting the researcher reminded the students to learn the material more from another source.

Meeting III

In this meeting, the researcher reveal, explained and reminded their mistakes at writing procedure text test from their last meeting to make it as a learning motivation for more better. The researcher gave another topic so they have to write new ideas not only copying from the last test. Students practice hands-on activities in accordance with the instructions received in each groups about create a text procedure on how to make a simple digital poster and a simple digital invitation, then the students reconstruct and record the steps of activities that have been done, discuss the steps / procedures of activities that have been done in the group, do percentage results of discussions with the group about the steps / procedures that have been done in turn to other groups and mutually giving responses., complete a record of the steps/procedures of the activity and develop them based on responses from other groups, edit their own work by considering the structure and linguistic aspects of the procedure text individually, then the students collect their own completed results to the teacher. While doing the test, most of them did the test seriously and some didn't focus during the test, the researcher found that only a little bit students still got low score. But the time is not enough to make a reflection time as needed, so the researcher will done the reflection in the next meeting.

Meeting IV

In this last meeting, the atmosphere were more enjoy, the students feel relax and more brave to give their feedback to the teachers. In this meeting the researcher make a reflection section, the teachers asked the students whom got the low score to gave their opinion about this teaching and learning process to be a feedback to the teachers and also another students.

APPENDIX XII

STUDENTS RESULTS OF TEST

Pre-Test

NAME: NOLWA
KLS: XI - MIAZ

title: how to Fun on the Instagram

goals: TO know how to Post on Instagram

material: 1. on phone
2. application
3. photo internet
4. photo or video

steps: 1. first turn on the phone
2. second open the application Instagram
3. the third click plus sign or Post Photo or videos on Instagram
4. then search for photo or video in the document and then click Photo videos which will be posted

result: so the result of the Photo or videos we choose group will post by re set

Arifhadi, Jasm R.

How To Post on Facebook

Goals: To know how to post on Facebook

Material: HP photo

Steps: First = open the Facebook application.
Second = Click reading for post
Third = Select what you want to post.

Result: Posted.

Agust I = 50
II = 65
III = 50
IV = 50
25/4 (53,75)

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Post-Test I

Nama = Nurul Fadillah
Kelas = XI-MIA 2
Kelompok = 1
Sekolah = MAS PAO 2 HELYETIA

Title = How to post on Instagram
Goals = To know how to post on Instagram
Material = 1. Handphone
2. Application Instagram
3. Quota Internet
4. Photos or Videos

Steps = First, Turn on the handphone
- Secondly, Open the application Instagram
- The third, Click the plus sign for post photos or videos on Instagram
- Then, Search for photos or videos in the gallery
- And then, Click photos or videos which will be posted
- After that, Click the arrow (→)
- And Automatic photos or videos will post

Result = So the results of the photos or videos we chose earlier will post by it self.

Aspect
I - 75
II - 75
III - 75
IV - 70

295/4 (73,75)

Revisi: DOORI
XI MIA 2

Post Instagram

Title = How to ~~post~~ ^{post} on the Facebook
Goals = To know how to ~~post~~ ^{post} on the Facebook

Material = Internet
- Photo
- Facebook App

Steps = 1. First, Turn on your internet
2. Then, Open your Facebook
3. Click What do you think?
4. After that, Select the photo/video that will be posted
5. And then, Click post

Result = In Conclusion, We know how we post photo or video on Facebook

Aspect
I - 65
II - 65
III - 65
IV - 65

265/4 (66,25)

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Post-Test II

Name: Fatmahan Nur Rizkiel
 kelas: XI IPA 2

How to make a simple invitation about the 2nd class work meeting

Materials: handphone, quota, canva application

Steps: first, open canva
 second, select the "invitation" design type choose from our hundreds of professionally designed layouts
 third, after selecting edit the design and the text according to what we want to
 fourth, finally save and share

Result: so we can know step by step how to make an invitation from the canva application

Aspek	I	80
	II	80
	III	85
	IV	80

330/4 = 82,5

Name: Andri
 kelas: XI IPA 2
 04/2021
 103 Kurma

Teks poster

Title: How to make a poster

Goal: We know to make posters using canva's app

Materials: Handphone and Canva's app

Steps:

1. Open Canva's app
2. Look for the create design menu and select the poster menu
3. Choose a template to start your poster design
4. Edit the images and text in the poster template as needed.
5. Download the poster design that you have created

Result: From the gallery and the poster is ready

Aspek	I	90
	II	90
	III	85
	IV	85

350/4 = 87,5

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APPENDIX XIII

RESEARCH PERMISSION LETTER



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

Nomor : B-3755/ITK.V.3/PP.00.9/03/2021

02 Maret 2021

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala MAS PAB 2 Helvetia Medan

Assalamualaikum 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 : Rike Prastica
NIM : 0304162155
Tempat/Tanggal Lahir : Deli Serdang, 03 Juni 1998
Program Studi : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : JALAN SEMPURNA NOMOR 36 PASAR 7 TEMBUNG Kelurahan
TEMBUNG Kecamatan PERCUT SEI TUAN

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jl. Veteran Psr. IV Helvetia, Kecamatan Labuhan Deli, Deli Serdang 20116, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

Improving Student's Writing Ability in Learning Procedure Text Using Reconstruction Activities Strategy

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

Medan, 02 Maret 2021
a.n. DEKAN

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APPENDIX XIV

RESEARCH RESPONSE LETTER

**PERKUMPULAN AMAL BAKTI
MADRASAH ALIYAH SWASTA PAB.2 HELVETIA
MAS PAB.2 HELVETIA**

NPSN : 10264726 NOMOR : 642/BAP-SM/PROVUSU/LL/X/2015
N.S.M : 131212070006 TOL : 16 OKTOBER 2015
STATUS : AKREDITASI A

Alamat : Jln. Veteran Pasar IV Helvetia Kec. Labuhan Deli Kab. Deli Serdang Kode Pos : 20373 Telp. 061 - 42084457

SURAT KETERANGAN
Nomor : AL-2/B.1519 /PAB/III/2021

Saya yang bertanda tangan dibawah ini Kepala Madrasah Aliyah PAB – 2 Helvetia Kecamatan Labuhan Deli Kabupaten Deli Serdang dengan ini menerangkan bahwa :

a. Nama : RIKE PRASTICA
b. NIM : 0304162155
c. Semester : IX (Sembilan)
d. Jurusan : Pendidikan Bahasa Inggris – UINSU

Adalah benar nama tersebut telah selesai melaksanakan riset di Madrasah Aliyah PAB – 2 Helvetia guna mendapatkan data-data dan informasi yang berhubungan dengan skripsi yang berjudul :

“ IMPROVING STUDENT'S WRITING ABILITY IN LEARNING PROCEDURE TEXT USING RECONSTRUCTION ACTIVITIES STRATEGY ”,

Demikian Surat Keterangan ini diberikan agar dapat dipergunakan dengan seperlunya.

Helvetia, 20 Maret 2021
Kendal

Fazuli, S.Pd
NIR. Ts.95.01.1994

cc. Arsip

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APPENDIX XV

DOCUMENTATION



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BIOGRAPHY

Name : Rike Prastica

Reg. Number : 0304162155

Date of Birth : Medan, June 3th, 1998

Gender : Female

Address : Jl. Sempurna Dusun 2 Mawar Desa Sambirejo Timur



Educational Background:

1. Graduated from Primary School at SD Swasta Budi Rahayu.
2. Graduated from Junior High School at MTs Cerdas Murni Tembung.
3. Graduated from Senior High School at MAN 2 Model Medan.
4. Graduated Student of English Department, Faculty of Tarbiyah Science And Teacher Training, State Islamic University Of North Sumatera Medan

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