

**THE EFFECTIVENESS OF SMALL GROUP DISCUSSION ON  
THE STUDENTS' WRITING SKILLS OF PROCEDURE TEXT**

**(A Quasi-Experimental Study at Ninth Grade Students of SMP N  
6 Rembang Purbalingga in Academic Year 2022/2023)**



**AN UNDERGRADUATED THESIS**

**Submitted to Faculty of Tarbiyah and Teacher Training of State  
Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto as a  
Partial Fulfillment of Requirements for Sarjana Pendidikan  
(S.Pd) Degree**

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Declare that the thesis I have compiled with the title. “The Effectiveness of Small Group Discussion towards students’ writing skills of procedure text (A Quasi-Experimental Study at ninth grade of SMP N 6 Rembang in Academic Year 2022/2023)” is truly my own work and is not a plagiarism of someone else’s thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

If later on my statement is not true, then I am waiting to accept the applicable academic sanctions (revocation of graduation and bachelor degree).

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## APPROVAL SHEET

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*Assalmu'alaikum Wr.Wb*

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# THE EFFECTIVENESS OF SMALL GROUP DISCUSSION ON THE STUDENTS' WRITING SKILLS OF PROCEDURE TEXT

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6 Rembang Purbalingga in Academic Year 2022/2023)

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**Abstract:** the aim of this research was to identify the effect of small group discussion towards students' writing skills of procedure text. The research was conducted at ninth grade of SMP N 6 Rembang, Purbalingga in the academic year 2022/2023. The method used in this research quantitative method with a quasi-experimental design. There were two groups taken as sample of this research. There is IX A as the experimental class and IX B as the controlled class. Then the main instrument of this research was a test that consisted of pretest and posttest. IBM SPSS V 16 for windows was used to analyze the data. Based on the result of man Whitney u-test, the value Asymp. The significance (2-tailed) was 0.012. It means that the value Asymp. Significance (2-tailed) is lower than 0.05. The result showed that there was a significant effect of using small group discussions on the students writing skills of procedure text. Furthermore, the result of the effect size formulation was 0.62. It means that the small group discussion has a moderate effect towards students' writing skills since the value of the data is about 0.51 -1.00.

**Keyword:** *Small Group Discussion, Writing, Procedure Text*

## **MOTTO**

“The More You Learn, The More You Earn”



## **DEDICATION**

*I dedicate this thesis to:*

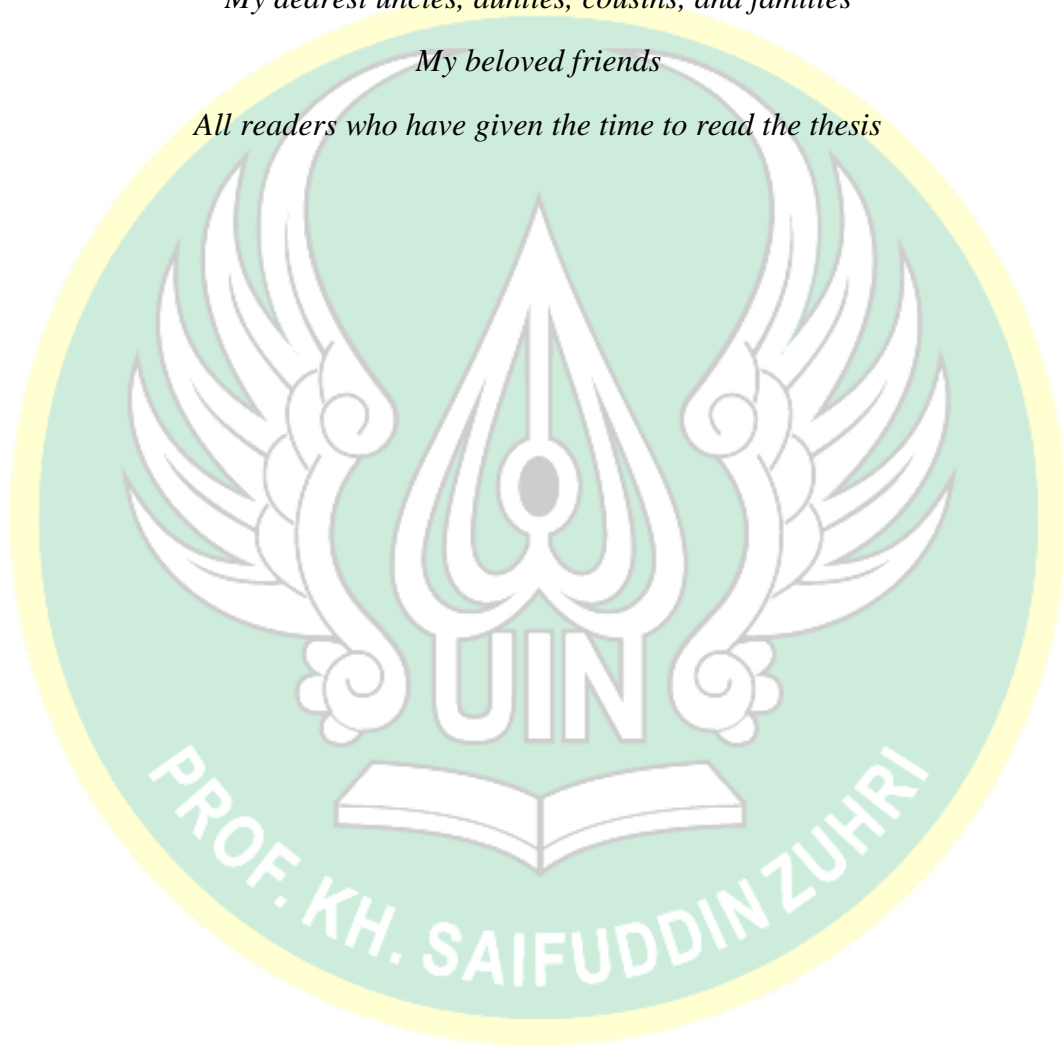
*My precious mother, Riyanti S.Pd*

*My brother and my sister-in-law, Julian Weldyansah S.Kom and Efinta  
Dhamayanti S.Pd*

*My dearest uncles, aunties, cousins, and families*

*My beloved friends*

*All readers who have given the time to read the thesis*



## PREFACE

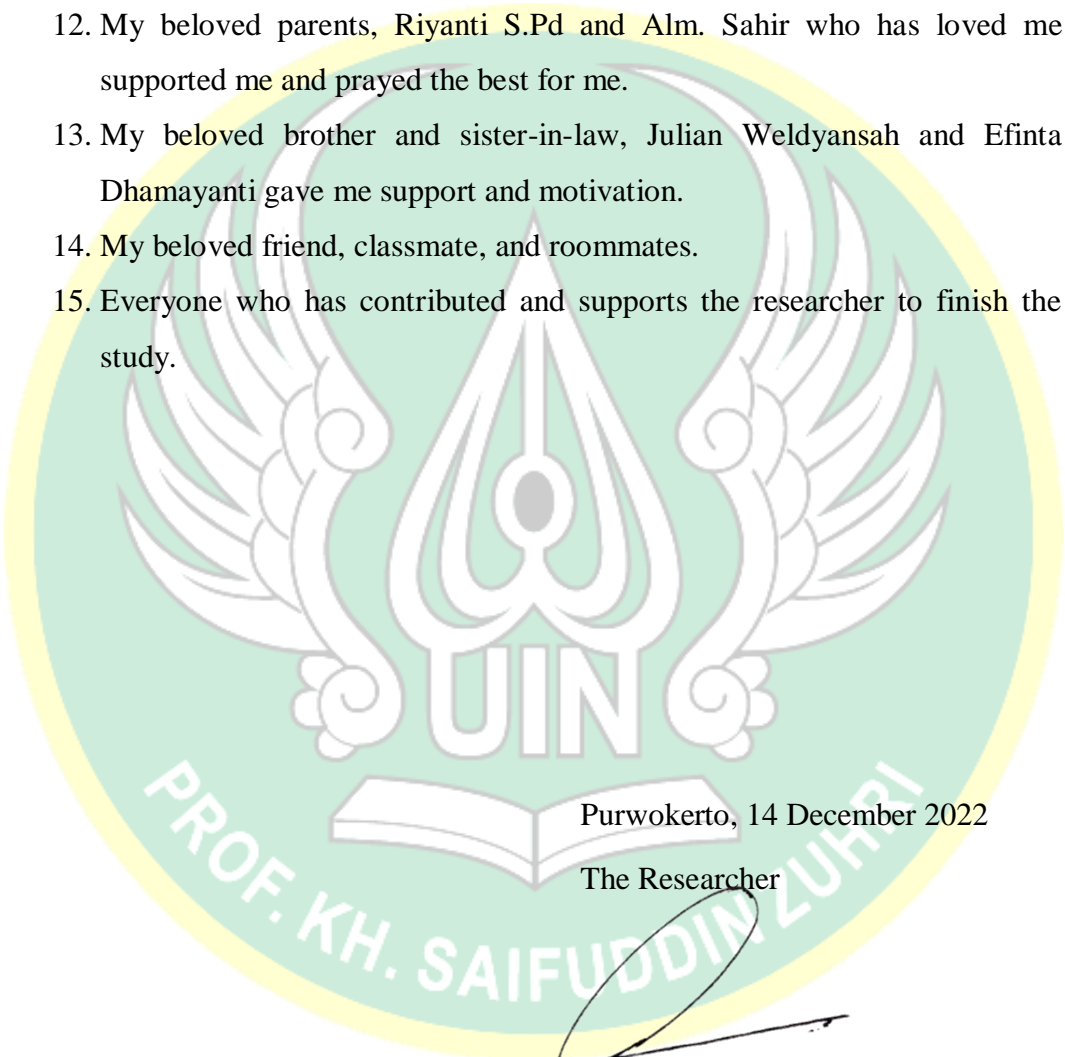
In the name of Allah, the most precious and merciful. All praises are to Allah, for blessing me with his mercy until the writer is able to finish the last assignment in his study. The title was The Effectiveness of Small Group Discussion Towards Students' Writing Skills of Procedure Text (A Quasi-Experimental Study at Ninth Grade Students of SMP N 6 Rembang in Academic Year 2022/2023).

In this occasion, the writer would like to express his greatest appreciation for his big family, especially for his mother (Riyanti S.Pd). The writer also wants to express his appreciation to the people who helped in finishing this thesis. Therefore, his appreciation goes to:

1. Prof. Dr. H. Suwito M. Ag. As the Dean of the Faculty of Tarbiya and Teacher Training of State Islamic University of Professor Kiai Haji Saifuddin Zuhri Purwokerto.
2. Dr. Suparjo, S.Ag, as the I Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University of Professor Kiai Haji Saifuddin Zuhri Purwokerto.
3. Prof. Dr. Subur, S. Ag. M. A., as the II Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University of Professor Kiai Haji Saifuddin Zuhri Purwokerto.
4. Dr. Sumiarti, M. Ag., as the III Deputy of the Faculty of Tarbiya and Teacher Training of State Islamic University of Professor Kiai Haji Saifuddin Zuhri Purwokerto.
5. Desi Wijayanti Ma'rufah. M. Pd., as coordinator of the English Education Study Program in Faculty of Tarbiya and Teacher Training of State Islamic University of Professor Kiai Haji Saifuddin Zuhri Purwokerto.
6. Irra Wahidiyati M. Pd., as the supervisor who always gives support, knowledge, suggestions, and motivation for finishing the thesis
7. All the lectures in of Faculty of Tarbiya and Teacher Training of State Islamic University of Professor Kiai Haji Saifuddin Zuhri Purwokerto.



8. All staff and officials of the State Islamic University of Professor Kiai Haji Saifuddin Zuhri Purwokerto.
9. Efinta Dhamayanti S. Pd., as English teacher in SMP N 6 Rembang, Purbalingga.
10. All staff and officials of SMP N 6 Rembang, Purbalingga.
11. All the students of ninth grade of SMP N 6 Rembang, Purbalingga.
12. My beloved parents, Riyanti S.Pd and Alm. Sahir who has loved me supported me and prayed the best for me.
13. My beloved brother and sister-in-law, Julian Weldyansah and Efinta Dhamayanti gave me support and motivation.
14. My beloved friend, classmate, and roommates.
15. Everyone who has contributed and supports the researcher to finish the study.



Purwokerto, 14 December 2022

The Researcher



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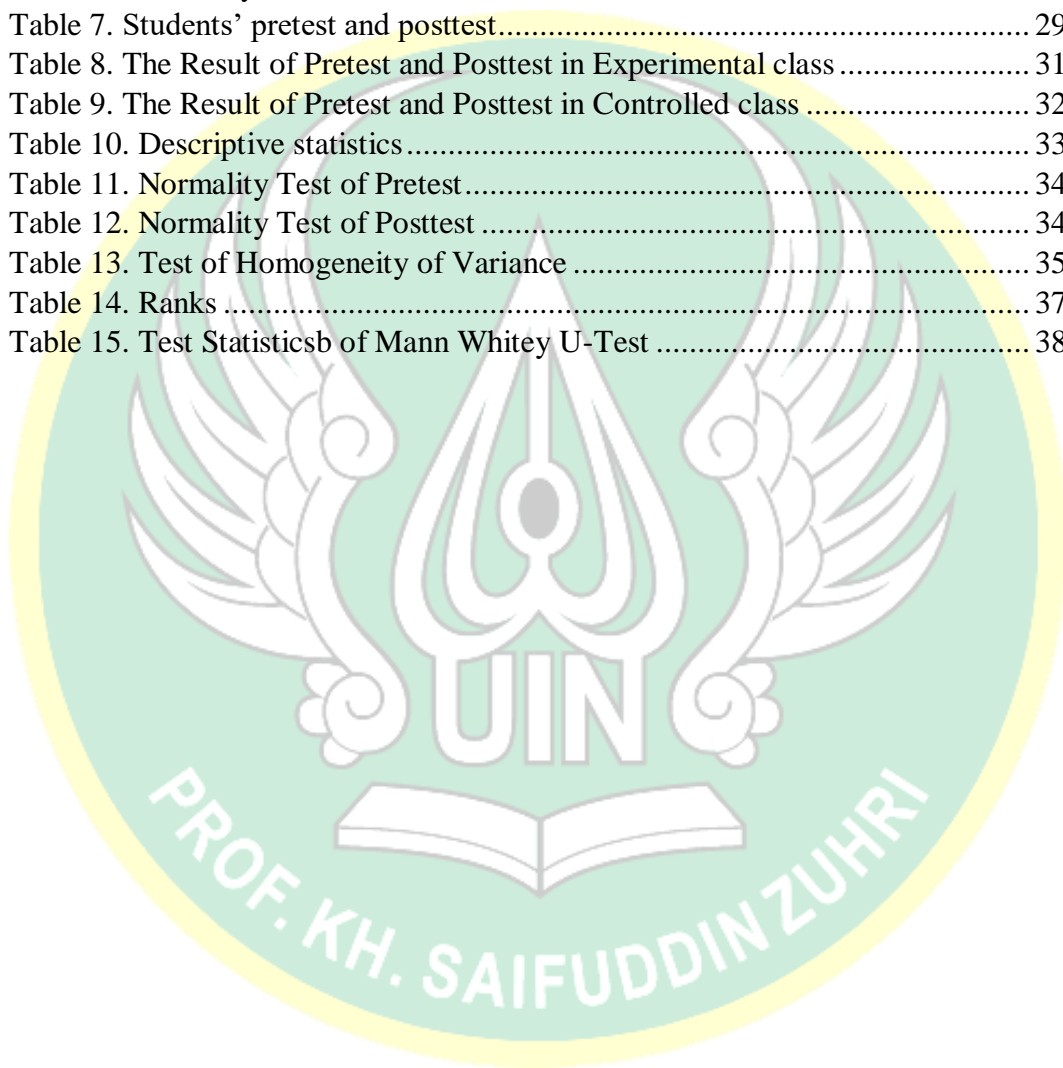
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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

English in Indonesia is designated as a foreign language that should be mastered by the students. A foreign language can be defined as a language that is not learned largely in schools and is not spoken in society as communication in a certain country (Moeller & Catalano, 2015). Indonesia has implemented teaching EFL (English as a Foreign Language) at almost all school levels, starting from elementary school to high school. It means that the government has determined English as a compulsory subject at schools. Therefore, it is necessary to understand that we should learn English with an orientation to be able to communicate actively both speaking and writing.

Writing is a complex skill for the learners. Even some students considered writing to be the most difficult skill to learn (Richards & Renandya, 2002). There are some problems that could be reasons why students aren't enjoying writing skills. First is a lack of practice in writing. Students who have less practice in writing activities will obviously face difficulties. So, the teacher should provide a lot of writing activities in the classroom. The more students have practice in writing, it will be easier for them to develop their ideas. Feedback from the teacher is also important as an evaluate to improve student's writing skills. Then, the reason why students felt that writing is an unpleasant skill comes from internal factors such as grammatical problems, organizing paragraphs, and word choice problems. By writing, the writers can express their idea or statement. So, writing can be defined as a process of gathering feeling and thought into a piece of paper that produces a text.

There are various texts in writing. They are narrative, descriptive, procedure, recount, report, and explanation. Each text has a different characteristic, depending on its purposes. Procedure text is one of the texts that are taught at the Junior High School level. In the short term, procedure text can be defined as text that explains to the students how to make or do something

orderly (Peter & Megan, 2005). Procedure text consisted of some steps or processes to reach a certain goal. We are able to find some examples of procedure text on some instant food or drinks such as instant noodles and coffee sachet. So, this material is important to be mastered by students.

Based on standard competencies, the students have to learn some aspects of procedure text. Such as a social function, generic structure, and language features of procedure text. These are important for students to master all of the kind of text, including procedure text. If the students are able to master those aspects, then they can achieve the specified learning objectives in the learning process. In the last meeting of the lesson, they should be able to create/arrange procedure text according to what has been taught during the lesson. Since the students have to reach the standard competencies, teaching strategies was very important.

Teaching methods are important to enhance students' interest and attention in the classroom. Teachers are able to use some different teaching methods with the needs of students in classroom. Then, using an interesting teaching method in classroom, a teacher can help the students develop their creativity and imagination in the classroom. As a consideration, teachers can use an active learning in teaching students. Active learning means that each learning activity in the classroom is centered on students. In this case, students become the subject of learning, which requires students to be more active in learning activities. (Suprijono, 2009). Dimiyati and Mujiono (2013) stated that there are some characteristics of active learning. The first is learning process is centered on students. So that students can actively develop their knowledge. Then, the teacher as a guide of students, should be a source of learning and give students an opportunity to gain knowledge or skills through their own effort. Third, the learning objective are not only to teach academic standard but to develop students' abilities. After that, the management of learning activities is more emphasized on students' creativities and progress in acquiring knowledge. The last characteristic is the assessment aspect. It is carried out to observe and organize student's activities and measure skills that are not developed such as

language and social skills. In addition, the assessment also measured students learning outcomes.

The researcher conducted preliminary research through an unstructured interview with the English teacher of SMP N 6 Rembang. The conditions of students of SMP N 6 Rembang still cannot apply students centered learning style because they still have difficulties, especially in writing procedure text. It also can be happened for some reasons such as a lack of vocabulary, grammar issues, and lack of written exercises. Those are the reasons why writing become a difficult skill to be learned.

Furthermore, students in SMP N 6 Rembang are still faced difficulties in writing procedure text. In addition, the students of ninth grade faced difficulties in writing procedure text. They are difficult to arrange the steps of procedure steps and develop their idea. Based on teachers' explanations in preliminary research, it can be happened because they were lack of interest in learning English. That absolutely affected to the aspect of learning, especially in learning basic skills of language such as listening, speaking, reading, and writing. Another reason comes from their background. The majority of students lived in rural areas and didn't understand English. Even we can classify the students as a beginner in learning English. So, the teacher need to provide appropriate teaching methods in order to make students master the materials.

The researcher was interested in the small group discussion method in teaching procedure text. Small group discussions could be problem-solving in dealing with students' difficulties in writing procedure text. As an example, if the students are difficult in organizing and generating their ideas to make a procedure text individually, then it will be different if they are in a group. They are able to gain some opinions from their group members. It helps them each other in organizing ideas.

Based on the problem statements, this study offered a Small Group Discussion method to improve students' skills in writing procedure text. Small group discussion belongs to active learning. According to Akhiruddin et al., (2019), active learning can be defined as a learning model that emphasizes



students' learning activities through group discussion, class discussion, experiments, and demonstrations in discovering new concepts. Active learning also emphasizes students' skill development in the classroom(Karamustafaoglu, 2009). This teaching method gives students opportunities to share their knowledge about some materials among all members of the group discussion to improve their writing skills and master the material. Therefore, the researcher will investigate the effectiveness of small group discussion on the students' skills of procedure text at ninth grade students, entitled: "The Effectiveness of Small Group Discussion on The Students' skills of Procedure Text".

## **B. Operational Definition**

In this part, some definitions will be explained:

### **1. Writing**

Based on Harmer (2003), writing can be defined as a process of producing language. The process of writing consisted of expressing an idea, opinions, and the writer's feelings. According to the definition above, writing is one of languages skills that should be mastered by people. Writing is a process that involves a person's physical and mental in order to share their intention of something, such as, feelings, ideas, and opinions. Furthermore, people can also convey their messages to other people so that communication can happen.

### **2. Procedure Text**

In schools, one of the writing competencies that should be mastered by the students is writing a procedure text. There are many kinds of text in daily life. Usually, we can find a food package that tells us about how to prepare the food, and sometimes we get kind of directions on how to get to some places. Those kinds of text are called procedure text(Khanza & Nufus, 2019). Peter & Megan (2005) said that the procedure text is one of genre text that instruct someone to reach a specified goal. Furthermore, the aim of a procedure text is to describe someone how something can be done in certain activities.

### 3. Small Group Discussion

Small group discussion is one of the teaching method that make students discuss about some topics in a group. Under the direction of the teacher, there would be an interchange of ideas among participants(Brewer, 1997). From the statement above, we can conclude that this teaching technique makes students learn together in a group.

### C. Research Questions

According to the problem statement above, the research question can be formulated as follow: Is the small group discussion method effective on the students' writing skills of procedure text?

### D. Research Objectives

The objective of the research is: to identify the effectiveness of Small Group Discussion technique on the students' writing skills of procedure text.

### E. Research Significances

This research is expected to provide the following meanings:

#### 1. Theoretical Significance:

- a. Hopefully, this research can be basic knowledge for further research that talks about improving procedure text writing skills through the Small Group Discussion technique.
- b. This research is expected to be a reference to other researchers who wants to make a related research

#### 2. Practical Significance:

- a. For English Teacher

This research is expected to solve problems for teachers who faced trouble in the classroom, especially in teaching procedure text.

- b. For the Researcher

This research expands researcher knowledge about teaching strategies in improving students skills in writing procedure text.

## **F. The Systematic of Thesis**

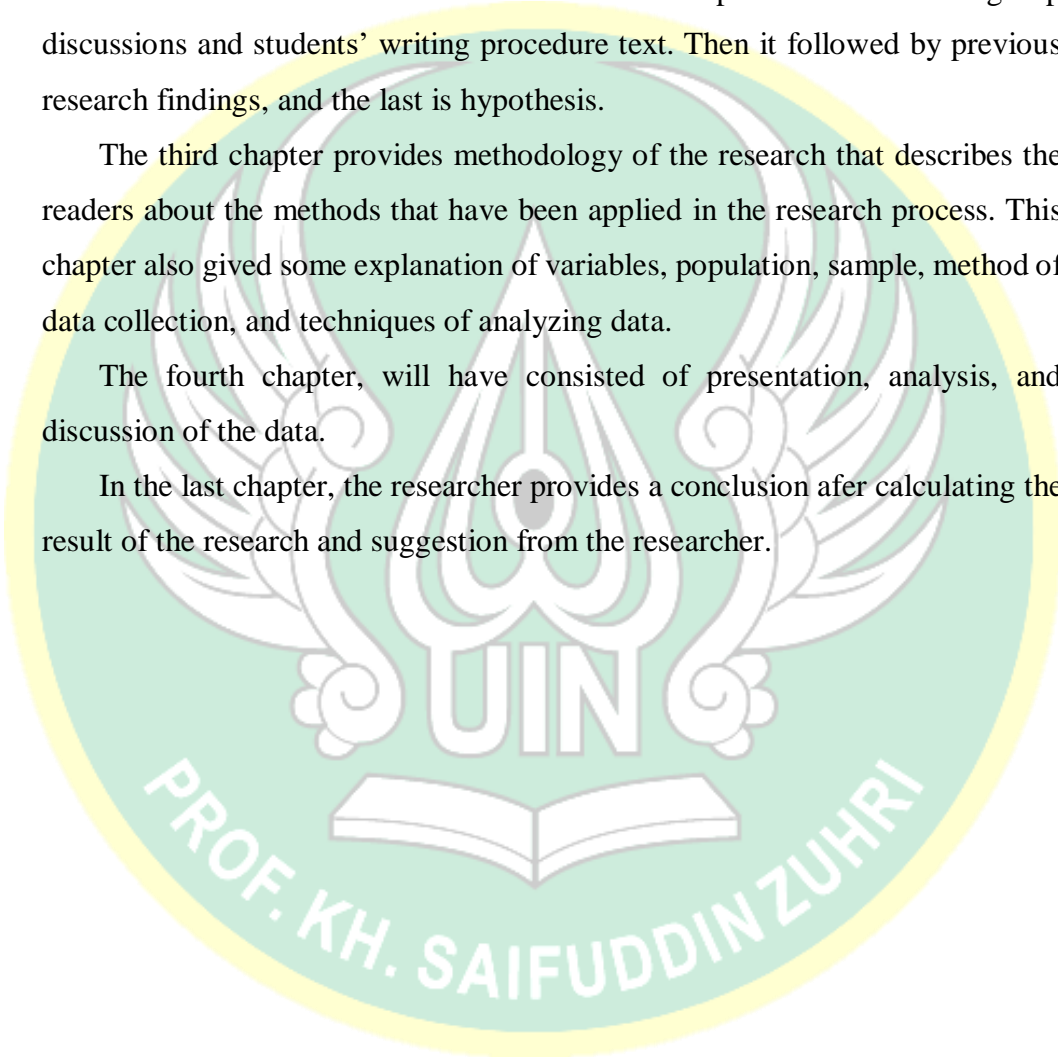
The researcher organized this study into five chapters. The first chapter provides background of problem, operational definition, the questions of the research, research objectives and significances of the research.

In the second chapter, the researcher put a theoretical description of the variables of the research. There are some descriptions about small group discussions and students' writing procedure text. Then it followed by previous research findings, and the last is hypothesis.

The third chapter provides methodology of the research that describes the readers about the methods that have been applied in the research process. This chapter also gived some explanation of variables, population, sample, method of data collection, and techniques of analyzing data.

The fourth chapter, will have consisted of presentation, analysis, and discussion of the data.

In the last chapter, the researcher provides a conclusion afer calculating the result of the research and suggestion from the researcher.



## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Theoretical Study

In this part, the researcher provides some explanation of the variables of this study. They are writing, small group discussion, and procedure text

##### 1. The General Concept of Writing

The general concept means the general idea of something. In this study, the researcher will explain the general concept of writing.

###### a. Definition of Writing

Writing is one of the basic language skills that should be mastered by students. Students are usually considered writing as the most complicated skill to be learned (Richards & Renandya, 2002). At the Junior High School level, we can find some students still face trouble in expressing their minds through writing. Based on preliminary research, There are some factors such as the lack of interest in English and monotone teaching strategies from the teacher.

In this case, writing is a complex skill. Heaton cited in Sulistyorini (2019) states that writing skills need conceptual elements in writing. So that is the reason why writing skills can be defined as complex skill and challenging to teach. In Heaton's opinion, the teacher should be a creative facilitator to increase students' enthusiasm since the students must generate and organize their ideas to create something. Then, teacher should apply the need analysis of the students in order to reach the learning objectives ( Ma'rufah et.al, 2021). Furthermore, the students also have to master some aspects of writing such as grammar, vocabulary, election words, etc.

In the sequence, students must master listening skills first. After that, they have to learn speaking, reading, and writing. This is supported by Hudelson in Rachmawati et. al(2013), who said that in the process of learning, students should master three skills first, those

are listening, speaking, and reading. When students master those skills, it will be easier to master writing. So writing is placed on the last stage after the three skills. In addition, Mualim (2021) stated writing is all about the knowledge and ability of students that concern to expressing ideas through the written words.

#### b. The Objectives of Writing

People had their own purposes in their writing. Sometimes, each writer has different purposes from other writers. Heasley cited in Muffarrokhati (2015) stated that writing has some goals, there are; to inform and explain. To persuade and amuse others.

##### 1) To Inform

The meaning of "To inform" is to give certain information about a subject to other people or the reader. In addition, the term "inform" means telling the reader some facts about the subject.

##### 2) To Explain

The term writing to explain means that this function of writing makes something unclear become clear.

##### 3) To Persuade

Some written texts had a persuasion function. It means that as a writer, we try to convince our readers to receive the main idea of our intention in the text.

##### 4) To Amuse

Writing to amuse gives an opportunity to bring pleasure to the readers. It means that as a writer, we must focus on the reader's satisfaction

#### c. Process of Writing

Birnie (2015) stated that there are six stages of the writing process. They are prewriting, planning, drafting, revising, editing and sharing. They may not occur in the same order in every writing

task. Therefore, writers should aware that the stage may change in certain situations.

1) Prewriting

This stage emphasizes students' critical thinking. Such as in determining a topic that consists of point of view, details of content, approach, and how the students will develop the subject. Some student activities that will be done in this stage are viewing films, and DVDs, and even looking at topics on the internet.

2) Planning

In the formal term, planning can be called an outline. While informal, planning is a list, a diagram, and a map to guide the writing process.

3) Drafting

In this stage, students begin the writing activity. They have to put their ideas through creating phrases, sentences, and even chapters. The result of drafting can be simple text or it can be a coherent draft.

4) Revising

After students or writers are done with the draft, they have to revise it. In this stage, the writer can refine word choice and check sentence order. Then, to make sure the written text is good or not, writers can ask for other perspectives.

5) Editing

The editing stage is a process that focuses on details of variety in sentences structure such as capitalization, punctuation, spelling, and standard usage

6) Sharing

Sharing means that the written text reaches the audience. As mentioned earlier, this stage is not only the final stage of writing

process. If the author has passed prewriting, planning, and revising stages, then written text may be useful as well.

d. Teaching Writing in Small Group

In the fourth edition of Harmer's book, he stated that teaching is about a process of transfer of knowledge between the teacher and the students. Meanwhile, we can state that the teaching process also created a condition where students can be learned something by themselves. So we can conclude that teaching writing means the transmission of students' knowledge about writing skills. Therefore, teachers need some strategies or approaches in teaching writing.

Harmer (2003) stated that teaching writing has some different approaches both in and outside the classroom. It can depend on learning objectives. A teacher should be aware of the learning objectives such as whether the teacher wants students to focus on the process than the product, whether the teacher wants to increase students' creativity in writing, and whether the teacher wants the students to learn different written genres.

When the teacher wants to focus on genre, students should have knowledge about a text in the genre that they are going to be writing. Students also have to master some aspects of the writing genre. In some genres text of writing, such as narrative, recount, descriptive, and others, students should combine their idea and vocabulary in order to make those kinds of writing texts. This research focuses on procedure text which is one of the types of genre. There are social functions, language features, and general structure. Those are a requirement for students in writing procedure text.

In teaching writing procedure text, the researcher uses small group discussions. This teaching method is effective for the students when they want to improve their writing skills. Harmer

(2007) mentioned that cooperative activity in writing is working well. Orlich et.al (2010) stated that cooperative learning has many forms in the classroom. One of them is teaching students in a small group setting and group work. The small group is effective when the teacher wants to focus on the students' process. Students will be easier in gaining ideas because they have more than one person working on the task writing.

## 2. Procedure Text

Based on Peter & Megan (2005), there are some explanations about procedure text. the explanation includes definition, generic structure, and procedure text grammatical features.

### a. Definition

Generally, procedure text begins with the purpose of the text. After that, there are materials or ingredients that will be needed to achieve the purpose. The last is a sequence of steps. They contain an explanation of the process of how the goal is to be achieved. From the explanation above, the aim of procedure text is to explain someone how to run or do something. (Peter and Megan,2005)

Sanggam and Kisno (2008), exchange the term procedure text with the term "process" in the book Generic Text Structure. So they define procedure text as written English text which contains a process. This process describes how something is accomplished by doing some sequence steps. From the definition above, we can conclude that procedure text is a text that explains to the readers how to do something in sequence action.

### b. Generic Structure of Procedure Text

Peter & Megan (2005) stated that the generic procedure text means something which was constructed of procedure text. So there is three generic structure of procedure text, they are:



- 1) Aim or goal; this structure contains the purpose of the text.
- 2) Materials; this structure contains a list of materials that will be needed in order to achieve the goal.
- 3) Sequences of steps; steps mean the way or someone's action-oriented to achieve the purpose.

From some explanations above, we can conclude that the procedure text has three points of generic structure, they are goal, materials, and the last is steps. In addition, the writer is able to reach the social function through the generic structure. As a result, generic structure is important in writing every kind of genre text.

#### c. The Grammatical Features of Procedures

- 1) Using action verb, the definition of an action verb is a type of verb that expresses/describe an action from the subject. For example, cut, run, stir, eat, break, kick, jump, etc.
- 2) Using Temporal Connective; Temporal connective means a word/word phrase that connects one part of a text to another text. The example of connective sequences are; first, then, after that, next, and finally.
- 3) Using Imperative Sentence; in the short term, an imperative sentence means a sentence that tells someone to do something.
- 4) Using adverbs; adverbs are used to modify a verb (Peter & Megan, 2005).

### 3. Small Group Discussion

There will be some explanations of small group discussion such as definition, basic types, key elements, and some advantages in using small group discussion as a teaching strategy.

#### a. Definition

According to Kindsvatter (1996) in Bohari Lalu's Journal, small group discussion is an alternative instructional approach

which means a small group of students aimed at achieving specific goals that allow students to take more responsibility for their own learning and develop social skills. Then increase students' leadership in their group work. From the explanation above, a group means that a team consists of two or more students who discuss a certain topic. They should discuss what the teacher instructed, for example, in doing their assessment or mastering some materials. By using small group discussions, students are able to exchange their idea to achieve a result in their group. Students can also learn about responsibility. We know that in a group, there must be a structure of the organization, even though the structure is simple. In a group, they will need a leader who leads their teamwork.

Another definition comes from (Abu Seileek, 2012; Burns & Joyce, 1997). Small group discussion method involves about three to six students in a group. There is a presenter who gives them some topics discussion and then they have to discuss the topic. This support by Bormann (1996) who said this teaching method consists of three or more students working together to do some specific activities in order to achieve a common goal. In this case, students must discuss some topics given by the presenter. Group discussion improved students' interpersonal skills and confidence when they offered an opinion about some topics. In addition, small group discussion builds credibility among students.

**b. Key Elements of Small Group Discussion**

Orlich et. al (2010) stated that there are some key elements In order to make a successful group discussion, there are goals and objectives, ideal group size, room arrangement, and choice of topics and applications.

### 1) Goals and objectives

Goals and objectives are important for students' outcomes in the learning process. As a teacher, we should determine a specific desired achievement for the students. By determining the objectives of group discussion, we can guide the student's skill development. For example, a teacher who wants to increase students' writing skills should give the students guidance in group discussions. Such as giving them feedback and opportunities to practice their writing. Therefore, determining goals and objectives is the first task of the teacher to carry out successful group discussions.

### 2) Ideal Group Size

Group size is another important thing that influences student participation yet there is no absolute number of persons or participants in order to ensure a successful group discussion. Participants of a group can number anywhere from three to fifteen participants. Other experts also defined that small group discussions consist of three to six participants. They have different opinions about the ideal size of group discussions. So, as a teacher, we have to make an ideal group size carefully.

### 3) Room Arrangement

In the classroom, we can place some tables together to form group discussions. In addition, we can turn students' tables. So the students are not distracted by the other groups.

### 4) Choice of Topics and Applications

Topics are another important element in carrying out group discussions. The chosen topic should have relevance to classroom studies and be able to hold students' interest. Therefore, students' interest in the topics, determines whether the process of group discussion is a success or not. So, as presenters we must understand the background of students, to

determine the relevant topic. Using the relevant topic, it makes students easier to share their opinion and ideas with group members.

c. Six Basic Small Group Discussion Types

Based on Orlich et. al (2010), the basic types of small-group discussion can be divided into six types. they are: brainstorming, tutorials, task-directed, role-playing, simulations, and inquiry-centered

1) Brainstorming

Generally, brainstorming is used at the beginning of the lesson. The brainstorming session begins when the teacher gives students a problem statement. It can be simple or complex. Depending on the student's ability, the teacher should choose an appropriate problem statement for them. So, this type is effective to develop student creativity.

2) Tutorials

A tutorial discussion group is often used for remedial instruction. Therefore, it can help students who have difficulty in learning, especially in gaining satisfactory rates. As we know that each student has different abilities in the classroom, especially in processing information. In this type of group discussion, the teacher puts a student as a tutor for their own group discussion. As a teacher, we should find a student who has the competencies to be a tutor.

3) Task-directed

Task-directed is one of the least complex group discussions which can make students have significant contributions in group discussion. by using task-directed group discussion, we can observe how students work with other group members and how responsible they are towards the assigned task. Most simply, task-directed is a type of group discussion in which the

teacher gives each group an assignment. So we can monitor the participant's achievement in the classroom.

#### 4) Role Playing

Role-play group discussion is a technique to engage students' involvement in classroom activities. This technique gives the students a chance to act out in a given situation. Role-playing is flexible. It can be used in every situation and it can be used for all grade levels.

#### 5) Simulations

Simulation is a representation of a real object, event, or situation. Simulations groups have been used in many aspects such as business, military, medicine, administrative planning, and schools.

#### 6) Inquiry-Centered

According to Sparapani in Orlich et.al(2010). Inquiry group discussion may increase students' skills of problem-solving and scientific thinking, and help the students in gaining the knowledge through a process of discovery and analysis. If there is a student who has good questioning skills and understands the concept under consideration, then allow that student to be the leader. On the other hand, if there is no student who has competencies, then the teacher may be the leader of this type of group discussion.

#### d. Small Group Discussion; Advantages and Disadvantages

In addition, Ernest (1997) stated that there are some advantages and disadvantages of Small Group Discussion

##### 1) Advantages of Small Group Discussion:

- a) Group discussion enhance students' participation in classroom
- b) Students can be more interested in the topic.

- c) Sometimes, some students cannot understand the teacher's explanation. Then these learning strategies provide some explanation from the students themselves.
- d) The teachers are able to identify students who need assistance.
- e) The teachers are able to identify individual opinions about the topic.
- f) It helps the participants see the relationship among the ideas or concepts related to the topic

## 2) Disadvantages of Small Group Discussion

- a) Small group discussions will spend more time in the classroom. It can happen because, as a presenter, we need time to organize the participants into a group discussion.
- b) There will be noise in the classroom because some students may all be talking in a group.
- c) There will be less teacher involvement in this teaching method.
- d) Some students might still have to adapt to this method so that the discussion may easily get off track.

## **B. Review of Relevant Studies**

There is research conducted by Nuril Haqiqoh in 2020 from Universitas Muhammadiyah Jember. The focus of this study was to identify the effect of small group discussions on students writing ability. The type of this research was experimental. In addition, the design of this research is quasi-experimental research. In order to collect the data, the researcher used a pretest and posttest. Based on this research, there is a positive effect of the small group discussion method on students' writing skills. The mean score of the experimental group is higher than the mean of the control group. Therefore, the implementation of small group

discussions is effective to increase students writing skills. We can see that this research has some similarities such as the focus of the research was to identify the effect of using small group discussion in teaching-learning. Then the research also used a quasi-experimental approach as the research methodology. Even though the research has some similarities, the research was only focused on writing skills. It was not based on a genre approach, Such as procedure text.

The second study was conducted by Intan Dwi Lestari in 2019 from the Department of English Teaching at Universitas PGRI, Madiun. The title of the study is “The Implementation of Small Group Discussion in Teaching Writing Recount Text for the tenth-grade students of SMKN 1 Bendo”. The aim of this study is to explain the implementation, advantages, and disadvantages and give a solution for disadvantages in teaching writing recount text. The researcher used qualitative descriptive as a research methodology. In order to collect the data, she used documentation, interview, and observation. Then the researcher used triangulation to know the validity of the data. The result of this research is the implementation of small group discussion in teaching writing recount text has three steps. They are pre-activities, whilst-activities, and post-activities. After the researcher knows the circumstances of the classroom environment then she gives a suggestion that can be useful for the students. the similarity of this research can be seen that the researcher implemented small group discussions towards students writing skills. While the differences can be seen in the research methodology. The research used qualitative descriptive approaches.

The third previous research was conducted by Lara Septia, Eva Nurchurifiani, and Sri Wahyuningsih in 2022. They are from English Departement of STKIP PGRI Bandar Lampung. In their research, they used small group discussion techniques to improve students’ writing abilities. The researcher applied Classroom Action Research (CAR). The classroom consisted of 30 students. The researcher used a test in collecting

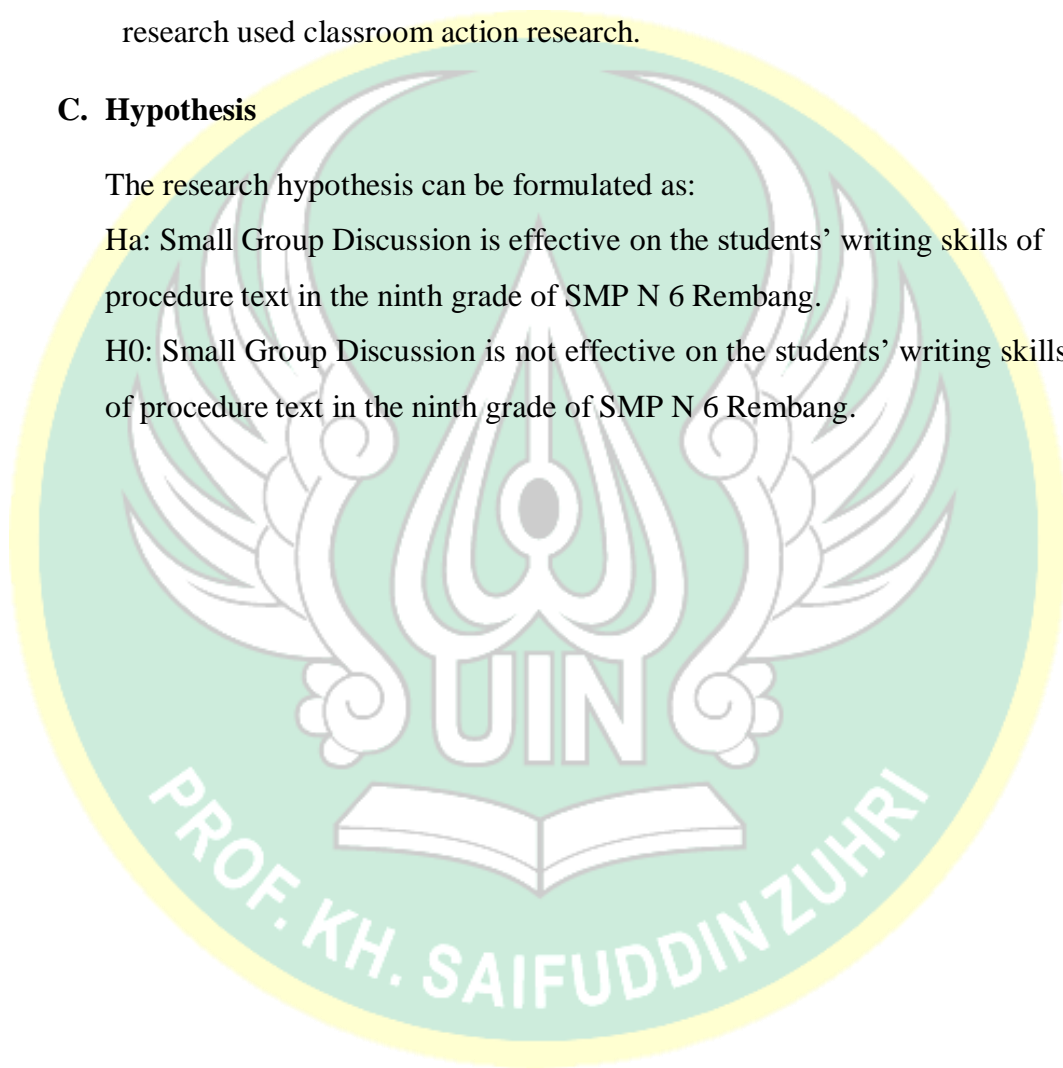
the data. They are formative and summative tests. In addition, the researcher also used non-tests such as field notes and observations sheet. According to this research, there is an improvement in students' writing ability after using the small group discussion technique. We can conclude that the research has a similarity in the focus of the research. While the difference between the research put on the research methodology since this research used classroom action research.

### **C. Hypothesis**

The research hypothesis can be formulated as:

Ha: Small Group Discussion is effective on the students' writing skills of procedure text in the ninth grade of SMP N 6 Rembang.

H0: Small Group Discussion is not effective on the students' writing skills of procedure text in the ninth grade of SMP N 6 Rembang.





## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Types of Research

This study was quantitative research. The researcher applied a quasi-experimental study to get the data. The quasi experimental design can be defined that this research type doesn't allow the control and manipulation of all relevant variables (As Sabiq & Sallamah, 2020). In this study, the researcher used two groups which taken as investigated groups. The first group was the experimental group, which treated by small group discussion, while the second was the controlled group, which treated by the conventional teaching method. After both groups have given their own treatment, the researcher gave the same writing procedure texts test. By giving them the test, the researcher could identify the effect of using small group discussion in writing procedure text. The following was a design adapted from Hatch and Farhady (1982:21):

*Table 1. Quasi Experimental Design*

Groups	Pre-Test	Treatment	Post-Test
Experimental	T <sub>1E</sub>	X <sub>1</sub>	T <sub>2E</sub>
Control	T <sub>1C</sub>	X <sub>2</sub>	T <sub>2C</sub>

*(adapted from Hatch and Farhady 1982:21)*

Where:

T<sub>1E</sub> : Pretest score of experimental group

T<sub>1C</sub> : Pretest score of controlled group

X<sub>1</sub> : Treatment using small group discussion experimental group

X<sub>2</sub> : Treatment using conventional method of control groups

T<sub>2E</sub> : Posttest score of experimental group

T<sub>2C</sub> : Posttest score of controlled group

## B. Variables of Research

According to Arikunto (2006) variable of research is the object/point of study. In this research, there are two variables, they dependent variable and the independent variable.

### a. Dependent Variable

The definition of a dependent variable is a variable that is affected by the independent variable. The dependent variable is students' writing ability in writing procedure text.

### b. Independent Variable

An Independent variable is a variable that stands alone that is changed in a scientific experiment. In this research, the independent variable is small group discussion.

## C. Place and Time of Research

The research of this study was conducted at Ninth Grade of SMP Negeri 6 Rembang, Purbaligga, which is located at Jl. Raya Tanalum, Tanalum, Kec. Rembang, Kab. Purbalingga. The researcher decided to chose the schools because the English teacher still cannot applied an active learning to the students, especially in learning English. Therefore the researcher conducted the research in five meetings.

**Table 2. Schedule of Research**

No	Class	Meeting	Time
1	IX E	Validity test pretest	Thursday, August 11 <sup>th</sup> , 2022
2	IX E	Validity test Posttest	Monday, August 15 <sup>th</sup> , 2022
3	IX A	Pretest	Tuesday, September 13 <sup>th</sup> , 2022
4	IX B	Pretest	Tuesday, September 13 <sup>th</sup> , 2022
5	IX A	Treatment 1 using SGD	Wednesday, September 21 <sup>th</sup> 2022
6	IX A	Treatment 2 using SGD	Thursday, September 22 <sup>th</sup> 2022

7	IX B	Treatment 1	Thursday, September 22 <sup>th</sup> 2022
8	IX B	Treatment 2	Friday, September 23 <sup>rd</sup> , 2022
9	IX A	Treatment 3 using SGD	Friday, September 23 <sup>rd</sup> , 2022
10	IX B	Treatment 3	Tuesday, September 27 <sup>th</sup> , 2022
11	IX A	Posttest	Tuesday, October 4 <sup>th</sup> , 2022
12	IX B	Posttest	Wednesday, October 5 <sup>th</sup> , 2022

#### **D. Population and Sample**

The population of this research was the ninth-grade students of SMP N 6 Rembang, Purbalingga. The ninth-grade students of SMP N 6 Rembang consist of 40 students. The IX A consisted of 20 students and the IX B also consisted 20 students. Since the ninth grade of SMP N 6 Rembang only has two classes, then the sample of the research is both of the classes. The researcher used purposive sampling technique to determine the sample of the research. The class that has lower average scores is chosen to be the experimental class. While the class that has higher average scores is chosen to be the controlled class.

#### **E. Technique of Collecting the Data**

##### **1. Instrument of the Research**

In this study, the main instrument was a test. According Agung&Zarah(2016), a test means that a series of exercises or questions or other tools used to measure the skill, knowledge, intelligence, and ability of individual or group talents. The researcher constructed the instruments by adapted from some textbooks. The researcher provide jumble and essay for the test. There were two numbers. First, students were asked to arrange the random steps of the procedure text. while the second number, students were asked to create a procedure text according to the specified topics.

In order to collect the data, the researcher used tests which include (pre-test, and post-test). Therefore, the techniques for collecting data are:

a) Pre-test

A pre-test is used at the beginning of the experiment, especially in the first meeting. By using a pre-test, the researcher is able to find out the ability of students before treatment

b) Post-test

The distribution of the post-test is in the last meeting. After conducting the treatment, in the last meeting researcher will distribute the writing procedure text test to the students.

## **F. Validity and Reliability Test**

Instrument testing consisted of validity test, reliability test and experts judgement. There were 20 students who conduct the pretest and posttest in SMP N 2 Bumiayu. Since the ninth grade of SMP N 6 Rembang only has two classes, the researcher cannot distribute pretest and posttest to do validity and reliability. So the researcher should distribute the test to other schools.

### **1. Expert Judgement**

In conducting instrument validations, the researcher consulted with two English Lectures from UIN Prof. K.H Saifuddin Zuhri. After consulting the instruments, there were several revisions from them. There are still two numbers of the exercise. But there is a change in number two. The lecturers suggested to added some pictures in order to make students easier in writing the steps of the procedure text.

### **2. Validity Test**

Based on Muijs Daniel (2004), a validity test is used to measure what it is supposed to measure accurately. There were 20 students who conduct the pretest and posttest in SMP N 2 Bumiayu. Since the ninth grade of SMP N 6 Rembang only has two classes, the researcher cannot

distribute pretest and posttest to do validity and reliability. So the researcher should distribute the test to other schools.

a) Validity Test of Pretest

**Table 3. The Result of Validity Test of Pretest**

Number of items	Value of $r_{table}$ ( $n= 20, \alpha = 0,444$ )	Value $r_{count}$	Description
1	0,444	0,973	Valid
2	0,444	0,842	Valid

The table showed the result of validity test of pretest. The researcher applied the pretest to 20 students in classroom. From the data, we can see that the value of question number 1 was 0,973 while the second item was 0,842. Since  $r_{count} > r_{table}$ , then, we can conclude that the items of pretest were valid.

b) Validity Test of Posttest

**Table 4. The Result of Validity Test of Posttest**

Number of items	Value of $r_{table}$ ( $n= 20, \alpha = 0,444$ )	Value $r_{count}$	Description
1	0,444	0,964	Valid
2	0,444	0.847	Valid

The table showed the result of validity test of pretest. The researcher applied the pretest to 20 students in classroom. From the data, we can see that the value of question number 1 was 0,964 while the second item was 0,847. Since  $r_{count} > r_{table}$ , then, we can conclude that the items of pretest were valid.

c) Reliability Test

Muijs Daniel (2004) stated that reliability is used to measure how consistent our instruments are. It means that the reliability concern about whether or not the instruments give the same results on the same respondents.

1) Reliability Test of Pretest

**Table 5. Reliability Statistics of Pretest**

Cronbach's Alpha	N of Items
.705	2

The table indicated that the Alpha value of 0.705 at a significance of 0.05 with the amount of data (n) = 20 was obtained at 0.444. since the value of Cronbach's Alpha was higher (0.705 > 0.444), it can be concluded that the instruments of the pretest were reliable.

2) Reliability Test of Posttest

**Table 6. Reliability Statistics of Posttest**

Cronbach's Alpha	N of Items
.722	2

The table indicated that the Alpha value of 0.722 at a significance of 0.05 with the amount of data (n) = 20 was obtained at 0.444. since the value of Cronbach's Alpha was higher (0.722 > 0.444), it can be concluded that the instruments of posttest were reliable.

**G. Technique of Analysis The Data**

In this research, the researcher only used tests as an instrument in collecting the data. The researcher needs the result of student's test in experimental and controlled classes. As we know that the experimental class will be applied the

small group discussion technique for the treatment, while the controlled class will be applied the conventional teaching method. After getting the data, the researcher will use an independent sample t-test from Statistical Package for Social Science (SPSS) 16 software. So that the researcher is able to answer the research questions.

According to Gerald (2018), an independent sample t-test is a kind of t-test that compares the means of two groups. In addition, it is used to test the means of two unrelated sample groups (Nuryadi et. al, 2018). Then researcher is able to know the statistical differences in mean scores. Since independent sample t-test is a parametric test, it is important to do the normality and homogeneity test.

a. Normality Test

A normality test is a procedure used to determine whether the data comes from normally distributed or not. So that this test is important as a requirement in this research. Normality tests will be conducted in both of classes. They are the control group and experimental group. If the normality scores are higher than 0.05, then the data can be said normal. Otherwise, we couldn't state the data are not normally distributed if the normality scores less than 0.05. there are several ways that can be done in data normality analysis, they are Liliefors, Kolomogorof-Smirnov, Chi Square, etc. researcher will use Kolomogorof-Smirnov in this study.

The Criteria of Normality Test:

If  $L_{table} > L_{count}$ , so the data distributions are normal.

If  $L_{table} < L_{count}$ , so the data distributions are not normal (Nuryadi et.al, 2018).

b. Homogeneity Test

The homogeneity test is also another important test in this research. According to Nuryadi et.al (2018), the Homogeneity test is a statistical test procedure that is intended to show that two or more groups of sample data come from the population which has the same variance. The calculation of the homogeneity test can be done in various ways and methods. Some of

them which are well known; Harley test, Cochran, Levene and Barlett. In this study, the researcher will use Levene test. The way to interpret this test is, if the Levene Statistic Value is  $> 0.05$  then can be said that the variation of the data is homogeneous.

c. Hypothesis Test

In order to identify the significant differences between small group discussion and conventional method, researcher compared the result of pretest and posttest. checking the normality and homogeneity of experimental and control class is needed since the researcher used Independent Sample T-Test. As mentioned above, independent sample t-test is used to identify the means of two groups. The formula of independent sample t-test could be seen as follows:

$$t_{hit} = \frac{M_1 - M_2}{\sqrt{\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Explanation:

$M_1$  : Means of the experimental group

$M_2$  : Means of the experimental group

$SS_1$  : Sum of square of Experimental group

$SS_2$  : Sum of square of control groups

$n_1$  : The total number of students in the experimental group

$n_2$  : The total number of students in the control group

$$M_1 = \frac{\sum X_1}{n_1}$$

$$M_2 = \frac{\sum X_2}{n_2}$$

$$SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n_1}$$

$$SS_2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n_2}$$



d. Effect size Formulation

Based on Muijs Daniel (2004), effect size formulation is used to compare the strength of the effect of different variables. Therefore, the last step of this study is measuring the effect size. By using effect size formulation, the researcher is able to provide the prove of how strong the effect of using small group discussion towards students' skill in writing procedure text. the formula could be as follows:

$$d = \frac{(\text{Mean of group A} - \text{Mean of group B})}{\text{pooled standard deviation}}$$

Explanation:

d : the effect size

Mean of group A : Mean of Experimental class

Mean of group B : mean of control class

Pooled standard deviation :  $\frac{\text{std.def.of group 1} + \text{std def.group 2}}{2}$

in order to identify whether the results had a strong effect or not, there are formulations that could be guided as follows:

0 – 0.20 : Weak effect

0.21 – 0.50 : Modest effect

0.51 -1.00 : moderate effect

>1.00 : strong effect

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the analytical description of the student's pretest and posttest. After conducting a pretest and posttest in both of classes, the experiment, and control class, the researcher was able to acquire the data.

#### A. Research Findings

Research findings provide data description of pretest, posttest, normality test, homogeneity test and hypothesis test.

##### 1. Data Description

As we know that the main instrument of this study was a test. So, the researcher used pretest and posttest in order to get the data. In this part, the researcher provided the result of students' pretest and posttest. The data of pretest and posttest could be seen as follows:

*Table 7 Students' pretest and posttest*

No	Experimental Class		Control Class	
	Pretest	Posttest	Pretest	Posttest
1	55	90	52,5	80
2	47,5	67,5	40	65
3	40	85	52,5	62,5
4	55	85	52,5	72,5
5	50	85	77,5	70
6	55	90	40	67,5
7	52,5	90	42,5	70
8	55	65	55	70
9	50	62,5	77,5	67,5
10	52,5	82,5	52,5	70
11	40	65	55	67,5
12	52,5	80	42,5	62,5

13	52,5	97,5	52,5	70
14	50	70	40	85
15	55	92,5	55	85
16	50	95	52,5	67,5
17	47,5	75	55	62,5
18	45	87,5	52,5	55
19	55	92,5	55	75
20	50	65	55	92,5

a. Students' results in Experimental class

The experimental class was the ninth-grade of students at SMP N 6 Rembang, Purbalingga. There were 20 students in the experimental class. Most of them are male. There were 5 females, and the rest are male. The pretest was given to the students in 2 numbers. For the first number, students were instructed to arrange some random steps of procedure text, while the second number, students were instructed to arrange some procedure text sentences based on the picture given. The pretest was given to identify the students' scores before they were taught by the specified teaching methods. After the pretest was done in both of classes, the researcher conducted the treatment. In experimental class, researcher used small group discussion then the researcher used conventional teaching method in controlled class. The treatment was conducted in 3 meetings for every classes. After the treatment, the researcher conducted the next step, which is conducting the posttest. Posttest was done to identify the students' score after taught by the teaching methods. So, the researcher was able to compare the differences between the posttest and pretest. The summary of the students' results in pretest and posttest could be seen as follows:

**Table 8. The Result of Pretest and Posttest in Experimental class**

No	Statistics	Experiment Class	
		Pretest	Posttest
1	N	20	20
2	Minimum	40	62,5
3	Maximum	55	97,5
4	Mean	50,5	81,1
5	Median	51,3	85
6	Mode	55	90
Mean different = 30,6			

In experimental class, there are 20 students who conducted pretest and posttest. Based on the table, it could be seen that the mean score in pretest was 50,5. The table showed the minimum and maximum score in experimental class before conducting the treatment. The minimum score was 40 while the highest score was 55. From the data, we can conclude that the students had low skills in writing procedure text. Because the score of students is lower than the criteria of the minimum score in English subject.

After conducting the treatment, the posttest showed that students' scores in writing procedure text increased. The data indicated that the mean of students' posttest was 81,1. The minimum score of posttest in experimental class was 62,5 with the highest score was 97,5. It could be concluded that the range of the mean of pretest to posttest was 30,6.

**b. Student's Results in Controlled Class**

In this research, the researchers chose IX B as controlled group. There were 20 students. Most of them are male. There were 5 females, and

the rest are male. The summary of the students' results in pretest and posttest could be seen as follows:

**Table 9. The Result of Pretest and Posttest in Controlled class**

No	Statistics	Control class	
		Pretest	Posttest
1	N	20	20
2	Minimum	40	55
3	Maximum	77,5	92,5
4	Mean	52,9	70,9
5	Median	52,5	70
6	Mode	52,5	70
Mean different = 18			

Based on the table, there were also 20 students who conducted pretest and posttest in controlled class. It could be seen that the mean score in the pretest was 52,59. The table showed the minimum score in controlled class is 40 while the highest score was 77,5. From the data, we can conclude that the most of students had low skills in writing procedure text. Because their score is lower than the criteria of the minimum score in English subject.

After conducting the treatment, the posttest showed that students' score in writing procedure text increased. The data showed that the mean of students' posttest was 70,9. The minimum score of posttest in controlled class was 55 with the highest score was 92,5. For the summary, the researcher provides the table of descriptive statistics from SPSS.

The researcher also provided the descriptive statistic of the data of pretest and posttest, both of experimental and controlled class. The data could be seen as follow:

*Table 10. Descriptive statistics*

	N	Range	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
preCont	20	37.0	40.0	77.0	52.600	2.2530	10.0755
PostCont	20	37.0	55.0	92.0	70.650	2.0082	8.9811
PreExp	20	15.0	40.0	55.0	50.350	1.0343	4.6257
PostExp	20	35.0	62.0	97.0	80.950	2.5675	11.4821
Valid N (listwise)	20						

## 2. Data Analysis

In data analysis, the acquired data from pretest and posttest was gathered in both of classes. After that, the researcher applied normality and homogeneity test, as a requirement to do independent sample t test.

### a. Normality Test Data

In this research, normality test was analyzed by using IBM SPSS 16 software for windows. We need to conduct the normality test since it was a requirement before calculating the independent sample t-test. So, test of normality is important to determine whether the data was normally distributed or not. In order to do the normality test, the researcher used Kolmogorov-Smirnov and Shapiro-Wilk.

There are criteria to identify the number is accepted or rejected in normality test. The criteria could be seen as follows:

The data are normally distributed if  $\text{Sig. } \alpha > 0.05$

The data are not normally distributed if  $\text{Sig. } \alpha < 0.05$

1) Normality Test of Pretest

**Table 11. Normality Test of Pretest**

Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest CC	.306	20	.000	.792	20	.001
Pretest EC	.220	20	.012	.853	20	.006

A. Lilliefors Significance Correction

According to the table, the result showed that the controlled class has 0.000 value of significance in pretest. while in the experimental class, the value of significance was 0.012. If the data was lower than significance ( $\alpha = 0.05$ ) it means that the data was not normally distributed. Since both classes indicated the significance of the data was below 0.05, then the data from the students' pretest were not normally distributed.

2) Normality Test of Posttest

**Table 12. Normality Test of Posttest**

Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Posttest CC	.229	20	.007	.920	20	.098
Posttest EC	.188	20	.063	.899	20	.039

According to the table, the result showed that the controlled class has 0.007 value of significance in posttest. while in the experimental class, the value of significance was 0.063. If the data was lower than significance ( $\alpha = 0.05$ ), it means that the data was not normally distributed. While if the data is higher than significance ( $\alpha = 0.05$ ) it means that the data was normally distributed. The significance of the posttest in controlled class is lower than 0.05, which means that the data was not normally distributed.

Then the significance of the experimental class posttest was higher than 0.05 it can be concluded that the posttest in experimental class was normally distributed. While in the controlled class, the posttest data was not normally distributed since the significance was lower than 0.05.

b. Homogeneity Test

Homogeneity test is a statistical test procedure that is intended to show that two or more groups of sample data come from the population which has the same variance. Researcher used Levene test in IBM SPSS 16. Then, the researcher input posttest of experimental and controlled class to do the homogeneity test.

*Table 13. Test of Homogeneity of Variance*

	Levene Statistic	df1	df2	Sig.
Based on Mean	3.424	1	38	.072
Based on Median	1.980	1	38	.168
Based on Median and with adjusted df	1.980	1	36.857	.168
Based on trimmed mean	3.486	1	38	.070

Based on the table above, in the row of Based on Mean column Sig. the value of significance is 0.072. since the value of significance is higher than 0.05, it can be concluded that the data have the same variances. In other words, the posttest data was homogenous.

3. Test of Hypothesis

The purpose of the hypothesis test is to identify the significant differences between the controlled class and experimental class after applying the treatment and to identify the effect of using small group discussion in writing procedure text. Based on the statistical hypothesis, if the significance 2-tailed ( $p > \alpha$  (alpha)), then the Null Hypothesis ( $H_0$ ) was accepted. While,



if the significance 2-tailed ( $p < \alpha$  (alpha)). The Null Hypothesis ( $H_0$ ) was rejected. It means that the ( $H_a$ ) Hypothesis Alternative was accepted. So, we can conclude that there is an effect in using small group discussion in teaching students writing skills of procedure text. The researcher used independent sample t-test to compare the means of experimental class and controlled class.

The researcher calculated the data in IBM SPSS 16 software for windows. In normality test, researcher found that the data was not normally distributed. Since the requirement for doing independent sample t-test was the data should be normally distributed. It means that the researcher cannot use independent sample t-test as a method to test the hypothesis. So, the researcher should change the method to a non-parametric test in testing the hypothesis. As the result, the researcher used Mann-Whitney U Test.

Sunjoyo et.al (2013) stated that Mann-Whitney U Test is a part of non-parametric statistical test. In addition, this test was used to compare the differences among independent samples. It helped the researcher to prove the hypothesis. Mann-Whitney U Test is an alternative from a t-test for independent samples. There are criteria to identify whether the data is accepted or rejected for Mann-Whitney U Test. They could be seen as follows:

- a. If value Asymp. Significance (2-tailed)  $< 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted.
- b. If value Asymp. Significance (2-tailed)  $> 0.05$ , then  $H_0$  is accepted and  $H_a$  is rejected.

a. Man Whitney U Test

*Table 14. Ranks*

Class	N	Mean Rank	Sum of Ranks
Students' Experiment Class	20	25.12	502.50
Controlled Class	20	15.88	317.50
Total	40		

The ranks table provide the result of the man whitney u-test in both of classes. The table of Sum of the ranks was 502.50 for the experimental. While the controlled class has 317.50 value for the sum of ranks. Then, for the mean ranking, the class of experiment has value 25.12 . While the value of mean ranking in controlled class was 15.88. therefore the range between both of classes was 9.24. The result indicated the value of mean ranking in experimental class which treated by small group discussion was higher than the controlled class.

In other hand, we cannot make a conclusion from the table directly, even if the data showed that the value of class of experiment is higher than the controlled class. The reason is that the difference in mean ranking on the table could be a sampling error. Therefore, we should look at from value of significance. It could be seen as follows:

**Table 15. Test Statistics of Mann Whitey U-Test**

	Students' Outcome
Mann-Whitney U	107.500
Wilcoxon W	317.500
Z	-2.515
Asymp. Sig. (2-tailed)	.012
Exact Sig. [2*(1-tailed Sig.)]	.011 <sup>a</sup>

a. Not corrected for ties.

b. Grouping Variable: Class

From the statistic table above, the data show that the value of U is 107.500. then the W value was 317.500. if those values are converted into Z value, the data showed -2.515. as mentioned above, There are criteria to identify the data is accepted or rejected for Mann-Whitney U Test. They could be seen as follows:

- a. If value Asymp. Significance (2-tailed) < 0.05, then Ho is rejected and Ha is accepted.
- b. If value Asymp. Significance (2-tailed) > 0.05, then Ho is accepted and Ha is rejected

The Asymp. Sig. (2-tailed) from the table was 0.012 which means less than 0.05. If the data showed that value Asymp. Significance (2-tailed) < 0.05, then the null Hypothesis (Ho) is rejected and the alternative Hypothesis (Ha) is accepted.

#### 4. Effect Size Formulation

The last step of this study is measuring the effect size. By using effect size formulation, the researcher is able to provide the prove of how strong the effect of using small group discussion towards students' skills in writing procedures. Text the formula could be seen as follows:

$$d = \frac{(\text{Mean of group A} - \text{Mean of group B})}{\text{pooled standard deviation}}$$

Mean of Experimental = 80.950

Mean of controlled = 70.650

Mean of Experimental - Mean of controlled = 10.30

Std. deviation group 1 = 11.48

Std. deviation group 2 = 10.07

Pooled Standard deviation = (Standard deviation group 1 + standard deviation group 2) / 2

$$= (11.48 + 10.07) / 2$$

$$= 16.5$$

$$d = \frac{80.95 - 70.65}{16.5}$$

$$d = \frac{10.3}{16.5}$$

$$= 0.62$$

Since the result of the effect size was 0.62, we can conclude that small group discussion has a moderate effect towards students' writing skills of procedure text.

## **B. Classroom Treatment**

Before conducting the treatment, the researcher distributed the pretest in both of classes on Tuesday, September 13<sup>th</sup>, 2022. Then the first and second treatment in experimental class was held from Wednesday until Thursday, September 21<sup>st</sup> and 22<sup>nd</sup> 2022. While the first and second treatment in controlled class was held from Thursday until Friday, September 22<sup>th</sup> and 23<sup>th</sup> 2022. At the same time, the researcher conducted the last treatment in experimental class. The last treatment in controlled class was held on Tuesday, September 27<sup>th</sup> 2022. After that, the researcher conducted the last step that is conducting the posttest. In experimental class, the posttest was held on Tuesday, October 4<sup>th</sup> 2022. Then the posttest of controlled class was held on Wednesday, October 5<sup>th</sup> 2022.

The treatment of this research was conducted in three meetings for every classes. While the pretest and posttest activities was conducted on the first and the last meetings. During the treatments, the researcher used different teaching methods in both of classes. The researcher applied conventional teaching method to treat the controlled group. At the first meeting of the research, the researcher distributed the pretest to the students to know the score before conducting the teaching method. Furthermore, the researcher was able to carry out the first treatment. The learning objective of the first meeting are the students must be able to analyze the generic structure of procedure text. Then, the students must be able to identify the language features of procedure text in the second meetings. In addition, the students also have to do some exercises of procedure text on the textbook. After that, the activities of the last treatment mostly consisted of some evaluations of the material that have been taught.

While in the experimental class, the researcher applied small group discussion teaching method to treat the students. For the treatment, the researcher only used two basic types of small group discussion, they were brainstorming and task-directed. (Orlich et.al, 2010). After that, the researcher applied brainstorming activity at the first treatment. The researcher gave the students a short explanation about the material of procedure text to the students. They should discuss about the instruction of the researcher in their group discussion. After that, the students need to write their discussion result on the paper. So the researcher can make some clarification of it. The task-directed technique was conducted on the second treatment. In group writing, the students created procedure text based on certain topic. Then, the researcher used the third treatment to make some evaluations about the material that have been taught. Last, the researcher distributed the post test to the experimental class on wednesday, october 5<sup>th</sup>, 2022.

### **C. Discussion**

As we know that the purpose of this research is to identify the effectiveness of small group discussion techniques towards students' writing skills of procedure text at ninth grade students in SMP N 6 Rembang, Purbalingga. In addition, the researcher conducted the study in order to know whether there is a significant

effect or not in applying the small group discussion and to find out how strong the effect of the teaching strategy is. Since this research was a quasi-experimental design, the researcher needed two classes to carry out the treatment. Which is the two classes divided into controlled class and experimental class.

The researcher used a pretest and posttest in order to collect the data from the controlled and experimental classes. Furthermore, it is important for the researcher to do instrument testing. They are validity and reliability test. The researcher conducted the validity and reliability test in SMP N 2 Bumiayu. The validity test of pretest was conducted on Thursday, August 11<sup>th</sup>, 2022. While the validity test of posttest was conducted on Monday, August 15<sup>th</sup>, 2022. After calculating the data of pretest and posttest in SPSS, the data showed  $r_{count}$  was higher than  $r_{table}$ , so we can conclude that the instrument was valid and reliable. After that, the researcher was able to distribute the pretest and posttest to students in SMP N 6 Rembang.

The researcher obtained some positive data that can support this research. From the students' outcome, the researcher was able to assume that the teaching writing procedure text by using small group discussion was performed well. The experiment began by giving the students pretest. After the pretest was done, the researcher conducted the treatment in classroom. The treatment was conducted in 3 meetings for every class. Since the ninth grade of SMP N 6 Rembang only has two classes, they are IX A as experimental class and IX B as controlled class.

After completing the posttest, the researcher obtained all of the data needed. there were 20 students who conducted pretest and posttest in the controlled class. It could be seen that the mean score in the pretest was 52,59. The standard deviation of the pretest was 10,07. The result indicated that the minimum score in the controlled class is 40 while the highest score was 77,5. From the data, we can conclude that the most of students had low skills in writing procedure text. Because their score is lower than the criteria of the minimum score in English subject. After conducting the treatment, the posttest showed that students' scores in writing procedure text increased. The data indicated the mean of students' posttest was 70,9. The minimum score of posttest in controlled class was 55 with

the highest score was 92,5. The standard deviation of posttest in controlled class was 8,98. From the different of mean score, we can calculate that the range of mean between pretest and posttest in controlled class was 18.

While in the experimental class, the numbers of students were also 20 in classroom. The data showed that the mean score in pretest was 50,5. The standard deviation of students' pretest was 4,62. In experimental class, the students' minimum score is 40 while the highest score was 55. From the data, we can conclude that the students had low skills in writing procedure text since the researcher has not conducted the treatment. After conducting the treatment, the posttest showed that students' score in writing procedure text increased. The data indicated the mean of students' posttest was 81,1. The standard deviation of students' posttests was 11,48. In the posttest of experimental class, there was 62,5 as the minimum score while the highest score was 97,5. It could be concluded that the range of the mean of pretest to posttest was 30,6.

From the data, the mean between the experimental class and controlled class has significant differences. Although both of class have increased in average scores after conducting the treatment. It could be seen that the mean of experimental class which was taught by using the small group discussion technique was higher than the controlled class which was taught by using conventional method. In short term, we can assume that small group discussion technique is more effective towards students' writing skills of procedure text than using conventional teaching method.

After calculating the normality test of pretest and posttest data in IBM SPSS, the researcher found that the data was not normally distributed. Therefore, the researcher should use non-parametric test as a result. The researcher decided to use Man Whitney U test instead. Mann-Whitney U Test can be an alternative from independent sample t-test. Sunjoyo et.al (2013) stated that the man-whitney u test is one of non-parametric test. The aim of the test is to help the researcher to distinguish the result of the different samples. In addition, man Whitney u test can be used to compare the mean of two independent samples. Therefore, the researcher used IBM SPSS 16 version for windows in calculating the data.

In order to test the hypothesis, the researcher used man whitney u-test which belongs to non-parametric test. The output of man whitney u-test in SPSS, showed that the sum of ranks of experimental class was 502.50. In the controlled class, the sum of ranks was 317.50. Furthermore, the data showed that the mean ranking of experimental was 25.12. While the controlled class was 15.88. The mean different between experimental and controlled classes is 9,24. The data indicated that the mean ranking of experimental class was higher than controlled class. The mean ranking on the table could be a sampling error. Therefore, the researcher should check the value of significance. If value Asymp. Significance (2-tailed)  $< 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted. While if the value Asymp. Significance (2-tailed)  $> 0.05$ , then  $H_0$  is accepted and  $H_a$  is rejected. Based on the data, the value Asymp. Significance (2-tailed) was 0,012. It means that the value Asymp. Significance (2-tailed) is lower than 0.05. As result, we can state that there is a significant effect of using SGD (Small Group Discussion) towards students' writing of procedure text.

Furthermore, to identify how strong the effect of small group discussion towards students' writing skills, the researcher used effect size formulation. There are some criteria for deciding whether the effect size is strong. The value 0 until 0.20 is categorized as a weak effect, then the value 0.21 until 0.50 is a modest effect. The moderate effect belongs to value 0.51 until 1.00. while the strong effect, can be categorized if the value was more than 1.00. After the researcher calculated the effect size formulation, the value of the data was 0,62. Based on the criteria above, there is a moderate effect in students writing skills of procedure text after implementing the small group discussion technique.

Based on Septia et.al (2022), teacher can improve students' writing ability by using small group discussion teaching method. This research has similiarity during the treatment. At the first treatment, most of students were less interested to involved in the process of learning. Nevertheless, the students showed an improvement at the second treatment. Some students were confident to respond by using English although there was still some incorrect pronunciation. Then, the students showed better progression on the other treatments. In this case, the



researcher concluded that small group discussion method was able to increase students' motivation in learning English.

Furthermore, the research of Lestari (2019) stated that the implementation of small group discussion can be done in three steps. The first step is pre-activities. The teacher started the lesson by greeting, praying and checking the attendance list. Then, the second steps is called whilst-activities. This steps consisted of orientation stage, norm establishment stage, productive stage, and termination stage. After the whilst-activities was done, the teacher can move to the post-activities. In this steps, the students and the teacher made some resume and review of the material discussion.

By implementing the SGD (Small Group Discussion), the effect of students' writing skills is higher than the students who are taught without small group discussion technique. As we can see from the result of the data, there was a significant effect of implementing the small group. Small group discussion gives some positive effects to the students. Students who have been taught by using small group discussions seem more enjoy the learning process. In writing procedure text with small group discussion, students are able to exchange their opinion, ideas, and vocabulary in organizing the sentences. In the research of Nuril Haqiqoh (2020), teaching writing with small group discussion make students easier in mastering the procedure text material. In addition, it helps the students to know good techniques in writing.

As mentioned in Harmer (2004), the cooperative activity in writing skills is working well. Group writing gave a chance to the teacher who lead all of the group discussion to provide more feedback for the students. So, the students were able to make some evaluation for their writing. By having more than one person that working on the writing exercise, students will be easier to finish it. It would be a great evaluation and reviewing on their writing. So, the researcher found that small group discussion teaching method gives some positive effects to the students in writing procedure text.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion based on the previous chapter which provides the data analysis and discussion. In addition, this chapter also provides some suggestion for other researchers who wants to use small group discussion in teaching writing procedure text

#### A. Conclusion

The purpose of this research was to identify the effectiveness of small group discussion techniques towards students' writing skills of procedure text at ninth grade students in SMP N 6 Rembang, Purbalingga in the academic year 2022/2023. The researcher used a quasi-experimental study which need two groups as an investigated groups. There are experimental and controlled class. The both of class treated by different teaching methods. There was small group discussion in experimental class. While the controlled class consist of students who treated by conventional teaching method. Moreover, the researcher used a test as an instrument in collecting the data. The test consisted pretest and posttest. The researcher distributes the pretest before the researcher conduct the treatment. While posttest was given after the researcher conducted the treatment.

The researcher intended to use independent sample t-test to prove the hypotheis. Then, the researcher need to conduct the normality test and homogeneity test before calculating the independent sample t-test. After calculating the normality test of pretest and posttest data in IBM SPSS, the result indicated that the data was not normally distributed. It means that the researcher should use non-parametric test as a result. The researcher decided to use man whitney u-test instead. Mann-whitney u-test can be an alternative from independent sample t-test.

After conducting the treatment, the researcher calculated the result of data analysis in man whitney u-test. The test showed the significance was indicated 0.012. Based on the result, the value asymp. Significance (2-tailed) was  $0.012 < 0.05$ . So we can assume that  $H_a$  is accepted and  $h_0$  is rejected. This result indicated

that after the small group discussion technique was used in teaching writing procedure text, there was a significant improvement in students' writing skills in writing procedure text. In summary, teaching writing procedure text by using small group discussions is effective. In addition, the effect size formulation showed that the value was 0.62. It means that small group discussion gave a moderate effect towards students writing skills in procedure text.

### **B. Limitaton of Study**

1. This study is limited to investigated the effectiveness of Small Group Discussion on The Students' Skills of Procedure Text at Ninth Grade of SMP N 6 Rembang, Purbalingga. It also investigated how strong the effect of this teaching strategy on students skills in writing procedure text.
2. Since the researcher used Man Whitney U-Test which belongs to non-parametric test, the effect of small group discussion on the students skills of procedure text cannot be generalized.

### **C. Suggestion**

In the process of conducting the research, the researcher found some challenging in implementing small group discussion to improve students' writing skills of procedure text. Therefore, some suggestions could be seen as follows:

1. For further researcher:
  - a. The researcher expected that this research could be used as a reference in conducting a similar study.
  - b. Time management was very important since the further researcher wants to use small group discussions as teaching strategies.
  - c. The researcher expected to other researchers to conduct a similar study on other skills such as reading, listening, and speaking
2. For the teacher:
  - a. Small group discussions can be a problem-solving towards students who are passive in the classroom. This teaching strategy make students more active

since they were able to exchange their opinion about the materials with their classmates.

- b. The teacher should provide interesting teaching methods in order to increase students' motivation in learning English.



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## APPENNDICS

### Appendix 1 Surat Keterangan Penelitian



PEMERINTAH KABUPATEN PURBALINGGA  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMP NEGERI 6 REMBANG**

Alamat : Jl. Raya Tanalum Rembang Purbalingga ☎ 53356

#### SURAT KETERANGAN

NOMOR : 800 / 1473 / 2022

Yang bertanda tangan di bawah ini Kepala SMP Negeri 6 Rembang Kabupaten Purbalingga Propinsi Jawa Tengah, menerangkan bahwa :


N a m a : Kevin Lutfiansah  
NIM : 1817404020  
Program Study : Tadris Bahasa Inggris

Benar-benar telah melaksanakan Penelitian yang berjudul “ The Effectiveness of Small Group discussion towards Student’s writing skills of procedure text “ .

Demikian Surat keterangan ini dibuat, untuk dapat digunakan sebagaimana mestinya.

Rembang, 27 September 2022  
Kepala Sekolah



  
SALIMAH, S.Pd  
NIP. 19730925 199802 2 003



## Appendix 2 Lesson Plan

### RENCANA PELAKSANAAN PEMBELAJARAN

(Controlled Group 1)

Sekolah:	SMP Negeri 6 Rembang
Mata pelajaran:	Bahasa Inggris
Kelas/Semester:	IX/I
Materi:	Teks Prosedur (Procedure Text)
Alokasi Waktu:	2 JP (2 x 40 Menit)

#### A. Kompetensi Inti (KI)

1. Menghargai dan Menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks prosedur dengan menyatakan dan menanyakan tentang resep dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.7 Menangkap makna teks prosedur, lisan dan tulis, berbentuk resep dan manual, pendek dan sederhana.
- 4.8 Menyusun teks prosedur, lisan dan tulis, pendek dan sederhana, berbentuk resep dan manual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

#### C. Indikator Pencapaian Kompetensi\*)

- 1.1.1 Menunjukkan sikap semangat dalam mempelajari procedure text berupa resep dan manual pendek dan sederhana.

- 2.3.1. Menunjukkan perilaku tanggung jawab dan kerja sama dalam mengerjakan tugas membuat teks prosedur berupa resep dan manual pendek dan sederhana.
- 3.7.1 Menganalisis fungsi sosial, struktur, dan unsur kebahasaan yang terdapat pada teks prosedur.
- 3.7.2 Mengurutkan teks prosedur berupa manual pendek dan sederhana berdasarkan tema yang diberikan.
- 3.7.3 Mengurutkan teks prosedur berupa resep pendek dan sederhana.
- 4.7.1 Melengkapi teks prosedur rumpang berupa resep pendek sederhana yang disimak.
- 4.8.1 Menyusun teks prosedur tentang manual pendek dan sederhana sesuai dengan struktur teks yang tepat.
- 4.8.2 Menyusun teks prosedur tentang resep pendek dan sederhana sesuai dengan struktur teks yang tepat.

#### **D. Materi Pembelajaran**

Teks lisan dan tulis teks prosedur berbentuk (a) resep dan (b) manual pendek dan sederhana

Masing-masing diajarkan secara terpisah

##### *Fungsi sosial*

Mencapai hasil terbaik secara efisien, menghindari kecelakaan, kerusakan, pemborosan, dsb.

##### *Struktur text*

(gagasan utama dan informasi rinci)

Ungkapan baku yang digunakan dalam (a) resep dan (b) manual, dari sumber-sumber otentik.

- a. Menyebutkan tujuan
- b. Menyebutkan bahan dan/atau peralatan (jika diperlukan, opsional)
- c. Menyebutkan serangkaian langkah kerja secara urut dan runtut untuk mencapai tujuan

##### *Unsur kebahasaan*

- (1) Tata bahasa: kalimat imperatif, negatif dan positif
- (2) Ungkapan dan kosa kata yang lazim digunakan dalam (a) resep dan (b) manual
- (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- (4) Ucapan, tekanan kata, intonasi
- (5) Ejaan dan tanda baca
- (6) Tulisan tangan

##### *Topik*

Makanan, minuman, barang, yang lazim atau terkait dengan hidup siswa di sekolah, rumah, dan masyarakat, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama dan bertanggung jawab.

**E. Metode Pembelajaran :**

Metode ceramah

**F. Kegiatan Pembelajaran**

## 1. Pertemuan Pertama: (2 JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	Memuat kegiatan 1. Berdoa 2. Mengecek kehadiran siswa 3. Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari; 4. menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan; dan menyampaikan lingkup dan teknik penilaian yang akan digunakan.	15 menit
Kegiatan Inti (**)	Memuat Kegiatan: 1. guru melakukan brainstorming dengan mengaitkan materi pada hal-hal yang terdapat dalam kehidupan sehari-hari. 2. Peserta didik diminta untuk membaca sedikit materi mengenai teks prosedur. 3. Guru memberikan kesempatan kepada peserta didik untuk menyampaikan hasil dari bacaan peserta didik. 4. Guru mmemberikan penjelasan mengenai materi yang akan diajarkan pada pertemuan pertama ini. 5. Guru memberikan kesempatan kepada peserta didik terkait materi yang belum dipahami	50
Kegiatan Penutup	<i>Memuat kegiatan</i> 1. Peserta didik beserta Guru membuat simpulan kegiatan yang baru saja dilakukan. 2. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilaksanakan. . 3. Guru menyampaikan rencana pembelajaran untuk pertemuan mendatang.	15 menit

**G. Penilaian, Pembelajaran Remedial dan Pengayaan**

## 1. Teknik penilaian

## a. Penilaian Sikap:

## 1. Observasi

Lembar Observasi Penilaian Sikap Spiritual

Nama Peserta didik : .....

Kelas : IX / 1

Materi Pokok : Procedure text (resep dan manual)

Tanggal : .....

No	Pernyataan	Tidak pernah	Kadang	Sering	Selalu
1	Peserta didik melakukan doa sebelum belajar				
2	Peserta didik mengakhiri kegiatan dengan doa				
3	Peserta didik menunjukkan semangat dalam mempelajari teks prosedur berupa resep dan manual pendek sederhana				
Jumlah					

b. Penilaian Pengetahuan

1. Penugasan

c. Penilaian Keterampilan

1. Unjuk Kerja/ praktek/ lisan

3. Pembelajaran Remedial dan Pengayaan

a. Remedial

Peserta didik diberi teks prosedur lain dan diminta mengganti kata-kata yang kurang familiar dengan kata-kata yang sudah sering digunakan

b. Pengayaan

menggunakan teks prosedur resep dan manual lain yang diambil dari sumber lain.

**I. Media/alat, Bahan, dan Sumber Belajar**


1. Media/Alat  
Screen, laptop/komputer, LCD, whiteboard, boardmarker, etc.

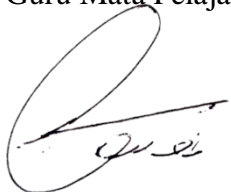
2. Bahan  
Gambar, text script, etc.

3. Sumber Belajar:  
Buku Paket Bahasa Inggris kelas IX "Think Globally Act Locally"

Mengetahui  
Guru SMP Negeri 6 Rembang

Purbalingga, 15 September 2022  
Guru Mata Pelajaran

  
Efinta Dhamayanti, S.Pd..

  
Kevin Lutfiansah

## RENCANA PELAKSANAAN PEMBELAJARAN

(Controlled Group 2)

Sekolah:	SMP Negeri 6 Rembang
Mata pelajaran:	Bahasa Inggris
Kelas/Semester:	IX/I
Materi:	Teks Prosedur (Procedure Text)
Alokasi Waktu:	2 JP (2 x 40 Menit)

### A. Kompetensi Inti (KI)

1. Menghargai dan Menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. Kompetensi Dasar

- 1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.8 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks prosedur dengan menyatakan dan menanyakan tentang resep dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.7 Menangkap makna teks prosedur, lisan dan tulis, berbentuk resep dan manual, pendek dan sederhana.
- 4.8 Menyusun teks prosedur, lisan dan tulis, pendek dan sederhana, berbentuk resep dan manual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

### C. Indikator Pencapaian Kompetensi\*)

- 1.1.2 Menunjukkan sikap semangat dalam mempelajari procedure text berupa resep dan manual pendek dan sederhana.
- 2.3.1. Menunjukkan perilaku tanggung jawab dan kerja sama dalam mengerjakan tugas membuat teks prosedur berupa resep dan manual pendek dan sederhana.

- 3.8.1 Menganalisis fungsi sosial, struktur, dan unsur kebahasaan yang terdapat pada teks prosedur teks prosedur.
- 3.8.2 Mengurutkan teks prosedur berupa manual pendek dan sederhana berdasarkan tema yang diberikan.
- 3.8.3 Mengurutkan teks prosedur berupa resep pendek dan sederhana.
- 4.7.1 Melengkapi teks prosedur rumpang berupa resep pendek sederhana yang disimak.
- 4.8.1 Menyusun teks prosedur tentang manual pendek dan sederhana sesuai dengan struktur teks yang tepat.
- 4.8.2 Menyusun teks prosedur tentang resep pendek dan sederhana sesuai dengan struktur teks yang tepat.

#### **D. Materi Pembelajaran**

Teks lisan dan tulis teks prosedur berbentuk (a) resep dan (b) manual pendek dan sederhana

Masing-masing diajarkan secara terpisah

##### *Fungsi sosial*

Mencapai hasil terbaik secara efisien, menghindari kecelakaan, kerusakan, pemborosan, dsb.

##### *Struktur text*

(gagasan utama dan informasi rinci)

Ungkapan baku yang digunakan dalam (a) resep dan (b) manual, dari sumber-sumber otentik.

d. Menyebutkan tujuan

e. Menyebutkan bahan dan/atau peralatan (jika diperlukan, opsional)

f. Menyebutkan serangkaian langkah kerja secara urut dan runtut untuk mencapai tujuan

##### *Unsur kebahasaan*

(7) Tata bahasa: kalimat imperatif, negatif dan positif

(8) Ungkapan dan kosa kata yang lazim digunakan dalam (a) resep dan (b) manual

(9) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal

(10) Ucapan, tekanan kata, intonasi

(11) Ejaan dan tanda baca

(12) Tulisan tangan

##### *Topik*

Makanan, minuman, barang, yang lazim atau terkait dengan hidup siswa di sekolah, rumah, dan masyarakat, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama dan bertanggung jawab.

**E. Metode Pembelajaran :**

Metode Ceramah, Tanya jawab

**F. Kegiatan Pembelajaran (2 JP)**

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	Memuat kegiatan 5. Berdoa 6. Mengecek kehadiran siswa 7. Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari; 8. menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan; dan menyampaikan lingkup dan teknik penilaian yang akan digunakan.	15 menit
Kegiatan Inti **)	eksplorasi 1. guru menggali pengetahuan peserta didik terkait dengan materi yang akan dipelajari 2. guru memberikan materi yang diajarkan dengan menggunakan model konvensional 3. guru memberikan beberapa contoh latihan elaborasi 1. peserta didik mencari contoh lain dari prosedur teks Konfirmasi 1. guru mengarahkan peserta didik untuk menunjukan contoh lain dari prosedur teks 2. guru dan peserta didik menganalisis contoh prosedur teks dengan materi pokok yang sudah diajarkan	50

Kegiatan Penutup	<i>Memuat kegiatan</i> 4. Peserta didik beserta Guru membuat simpulan kegiatan yang baru saja dilakukan. 5. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilaksanakan. . 6. Guru menyampaikan rencana pembelajaran untuk pertemuan mendatang.	15 menit
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### G. Penilaian, Pembelajaran Remedial dan Pengayaan

#### 1. Teknik penilaian

##### a. Penilaian Sikap:

2. Observasi
3. Penilaian Diri Sendiri

#### Lembar Observasi Penilaian Sikap Spiritual

Nama Peserta didik : .....

Kelas : IX / 1

Materi Pokok : Procedure text (resep dan manual)

Tanggal : .....

No	Pernyataan	Tidak pernah	Kadang	Sering	Selalu
1	Peserta didik melakukan doa sebelum belajar				
2	Peserta didik mengakhiri kegiatan dengan doa				
3	Peserta didik menunjukkan semangat dalam mempelajari teks prosedur berupa resep dan manual pendek sederhana				
Jumlah					

#### 1. Penilaian Kompetensi Pengetahuan

- Kegiatan Tanya jawab mengenai materi pokok

#### 2. Penilaian Keterampilan

#### 3. Pembelajaran Remedial dan Pengayaan

##### a. Remedial



yang Peserta didik diberi teks prosedur lain dan diminta mengganti kata-kata kurang familiar dengan kata-kata yang sudah sering digunakan

b. Pengayaan

menggunakan teks prosedur resep dan manual lain yang diambil dari sumber lain.

**I. Media/alat, Bahan, dan Sumber Belajar**

4. Media/Alat  
Screen, laptop/komputer, LCD, whiteboard, boardmarker, etc.
5. Bahan  
Gambar, text script, etc.
6. Sumber Belajar:  
Buku Paket Bahasa Inggris kelas IX “Think Globally Act Locally”

Mengetahui  
Guru SMP Negeri 6 Rembang

Purbalingga, 15 September 2022  
Guru Mata Pelajaran



Efinta Dhamayanti, S.Pd..



Kevin Lutfiansah

PROF. KH. SAIFUDDIN ZUHRI

## RENCANA PELAKSANAAN PEMBELAJARAN

(Controlled Group 3)

Sekolah: SMP Negeri 6 Rembang  
Mata pelajaran: Bahasa Inggris  
Kelas/Semester: IX/I  
Materi: Teks Prosedur (Procedure Text)  
Alokasi Waktu: 2 JP (2 x 40 Menit)

### A. Kompetensi Inti (KI)

1. Menghargai dan Menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. Kompetensi Dasar

- 1.3 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks prosedur dengan menyatakan dan menanyakan tentang resep dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.7 Menangkap makna teks prosedur, lisan dan tulis, berbentuk resep dan manual, pendek dan sederhana.
- 4.8 Menyusun teks prosedur, lisan dan tulis, pendek dan sederhana, berbentuk resep dan manual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

### C. Indikator Pencapaian Kompetensi\*)

- 1.1.3 Menunjukkan sikap semangat dalam mempelajari procedure text berupa resep dan manual pendek dan sederhana.

- 2.3.1. Menunjukkan perilaku tanggung jawab dan kerja sama dalam mengerjakan tugas membuat teks prosedur berupa resep dan manual pendek dan sederhana.
- 3.9.1 Menganalisis fungsi sosial, struktur, dan unsur kebahasaan yang terdapat pada teks prosedur.
- 3.9.2 Mengurutkan teks prosedur berupa manual pendek dan sederhana berdasarkan tema yang diberikan.
- 3.9.3 Mengurutkan teks prosedur berupa resep pendek dan sederhana.
- 4.7.1 Melengkapi teks prosedur rumpang berupa resep pendek sederhana yang disimak.
- 4.8.1 Menyusun teks prosedur tentang manual pendek dan sederhana sesuai dengan struktur teks yang tepat.
- 4.8.2 Menyusun teks prosedur tentang resep pendek dan sederhana sesuai dengan struktur teks yang tepat.

#### **D. Materi Pembelajaran**

Teks lisan dan tulis teks prosedur berbentuk (a) resep dan (b) manual pendek dan sederhana

Masing-masing diajarkan secara terpisah

*Fungsi sosial*

Mencapai hasil terbaik secara efisien, menghindari kecelakaan, kerusakan, pemborosan, dsb.

*Struktur text*

(gagasan utama dan informasi rinci)

Ungkapan baku yang digunakan dalam (a) resep dan (b) manual, dari sumber-sumber otentik.

g. Menyebutkan tujuan

h. Menyebutkan bahan dan/atau peralatan (jika diperlukan, opsional)

i. Menyebutkan serangkaian langkah kerja secara urut dan runtut untuk mencapai tujuan

*Unsur kebahasaan*

(13) Tata bahasa: kalimat imperatif, negatif dan positif

(14) Ungkapan dan kosa kata yang lazim digunakan dalam (a) resep dan (b) manual

(15) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal

(16) Ucapan, tekanan kata, intonasi

(17) Ejaan dan tanda baca

(18) Tulisan tangan

*Topik*

Makanan, minuman, barang, yang lazim atau terkait dengan hidup siswa di sekolah, rumah, dan masyarakat, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama dan bertanggung jawab.

**E. Metode Pembelajaran :**

Metode Ceramah, Tanya jawab

**F. Kegiatan Pembelajaran (2 JP)**

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	Memuat kegiatan 1. Berdoa 2. Mengecek kehadiran siswa 3. Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari; 4. menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan; dan menyampaikan lingkup dan teknik penilaian yang akan digunakan.	15 menit
Kegiatan Inti (**)	Memuat kegiatan 1. guru menggali pengetahuan peserta didik terkait dengan materi yang telah dipelajari pada pertemuan sebelumnya. 2. Guru melakukan review materi pada pertemuan sebelumnya. 3. Guru menginstruksikan peserta didik untuk membuat teks prosedur sesuai dengan tema yang telah ditentukan oleh guru. 4. Guru memberikan waktu kepada peserta didik untuk mengerjakan soal. 5. Guru menjelaskan jawaban dari soal yang telah di berikan	50
Kegiatan Penutup	Memuat kegiatan 1. Peserta didik beserta Guru membuat simpulan kegiatan yang baru saja dilakukan. 2. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilaksanakan. . 3. Guru menyampaikan rencana pembelajaran untuk pertemuan mendatang.	15 menit

## G. Penilaian, Pembelajaran Remedial dan Pengayaan

### 1. Teknik penilaian

#### a. Penilaian Sikap:

4. Observasi
5. Penilaian Diri Sendiri

### Lembar Observasi Penilaian Sikap Spiritual

Nama Peserta didik : .....  
Kelas : IX / 1  
Materi Pokok : Procedure text (resep dan manual)  
Tanggal : .....

No	Pernyataan	Tidak pernah	Kadang	Sering	Selalu
1	Peserta didik melakukan doa sebelum belajar				
2	Peserta didik mengakhiri kegiatan dengan doa				
3	Peserta didik menunjukkan semangat dalam mempelajari teks prosedur berupa resep dan manual pendek sederhana				
Jumlah					

### 3. Penilaian Kompetensi Pengetahuan

- Kegiatan Tanya jawab mengenai materi pokok

### 4. Penilaian Keterampilan

### 3. Pembelajaran Remedial dan Pengayaan

#### a. Remedial

Peserta didik diberi teks prosedur lain dan diminta mengganti kata-kata yang kurang familiar dengan kata-kata yang sudah sering digunakan

#### b. Pengayaan

menggunakan teks prosedur resep dan manual lain yang diambil dari sumber lain.

## I. Media/alat, Bahan, dan Sumber Belajar

7. Media/Alat

Screen, laptop/komputer, LCD, whiteboard, boardmarker, etc.

8. Bahan

Gambar, text script, etc.

9. Sumber Belajar:

Buku Paket Bahasa Inggris kelas IX “Think Globally Act Locally”

Mengetahui  
Guru SMP Negeri 6 Rembang

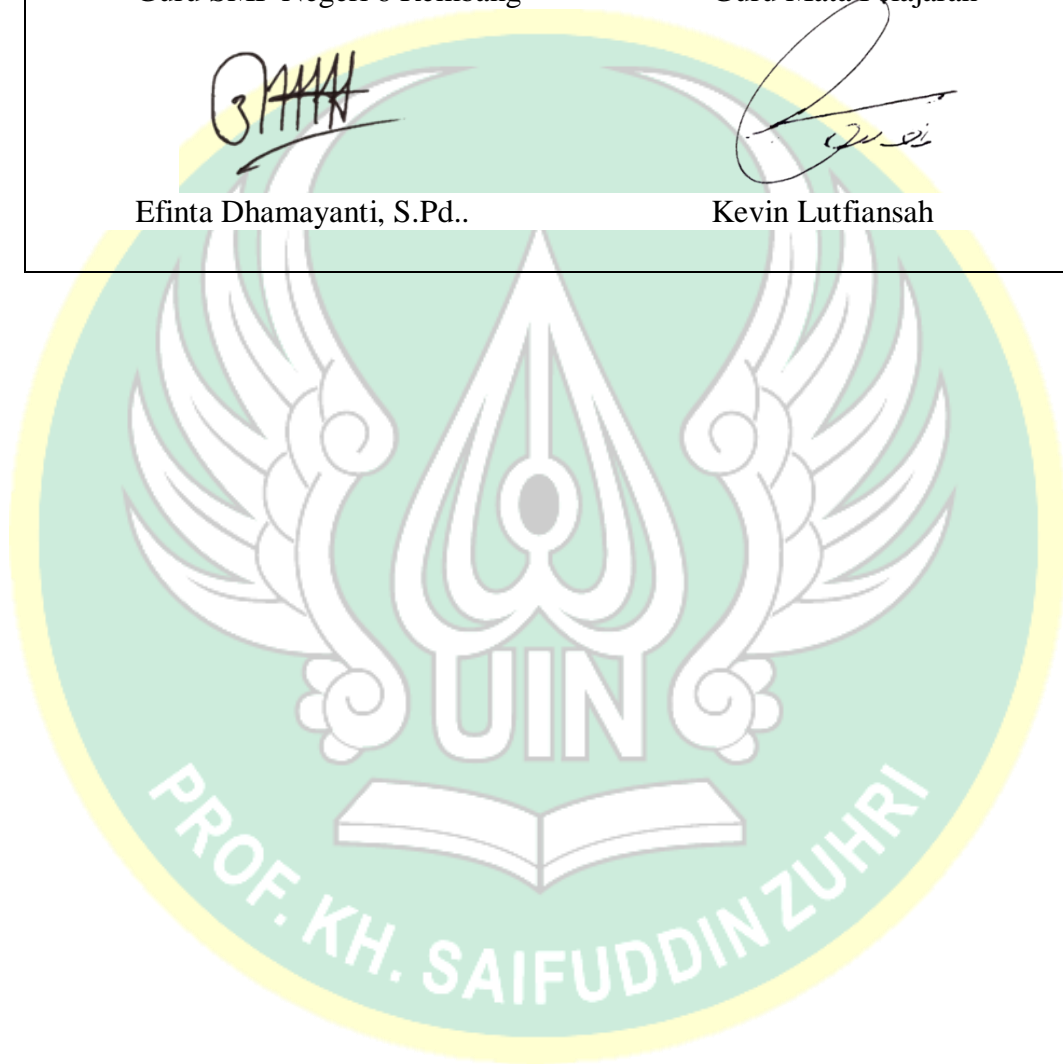
Purbalingga, 15 September 2022  
Guru Mata Pelajaran



Efinta Dhamayanti, S.Pd..



Kevin Lutfiansah



## RENCANA PELAKSANAAN PEMBELAJARAN

(Experimental Group 1)

Sekolah: SMP Negeri 6 Rembang  
Mata pelajaran: Bahasa Inggris  
Kelas/Semester: IX/I  
Materi: Teks Prosedur (Procedure Text)  
Alokasi Waktu: 2 JP (2 x 40 Menit)

### A. Kompetensi Inti (KI)

1. Menghargai dan Menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. Kompetensi Dasar

- 1.4 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks prosedur dengan menyatakan dan menanyakan tentang resep dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.7 Menangkap makna teks prosedur, lisan dan tulis, berbentuk resep dan manual, pendek dan sederhana.
- 4.8 Menyusun teks prosedur, lisan dan tulis, pendek dan sederhana, berbentuk resep dan manual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

### C. Indikator Pencapaian Kompetensi\*)

- 2.1.1 Menunjukkan sikap semangat dalam mempelajari procedure text berupa resep dan manual pendek dan sederhana.

- 2.3.1. Menunjukkan perilaku tanggung jawab dan kerja sama dalam mengerjakan tugas membuat teks prosedur berupa resep dan manual pendek dan sederhana.
- 3.10.1 Menganalisis fungsi sosial, struktur, dan unsur kebahasaan yang terdapat pada teks prosedur.
- 3.10.2 Mengurutkan teks prosedur berupa manual pendek dan sederhana berdasarkan tema yang diberikan.
- 3.10.3 Mengurutkan teks prosedur berupa resep pendek dan sederhana.
- 4.7.1 Melengkapi teks prosedur rumpang berupa resep pendek sederhana yang disimak.
- 4.8.1 Menyusun teks prosedur tentang manual pendek dan sederhana sesuai dengan struktur teks yang tepat.
- 4.8.2 Menyusun teks prosedur tentang resep pendek dan sederhana sesuai dengan struktur teks yang tepat.

#### **D. Materi Pembelajaran**

Teks lisan dan tulis teks prosedur berbentuk (a) resep dan (b) manual pendek dan sederhana

Masing-masing diajarkan secara terpisah

##### *Fungsi sosial*

Mencapai hasil terbaik secara efisien, menghindari kecelakaan, kerusakan, pemborosan, dsb.

##### *Struktur text*

(gagasan utama dan informasi rinci)

Ungkapan baku yang digunakan dalam (a) resep dan (b) manual, dari sumber-sumber otentik.

j. Menyebutkan tujuan

k. Menyebutkan bahan dan/atau peralatan (jika diperlukan, opsional)

l. Menyebutkan serangkaian langkah kerja secara urut dan runtut untuk mencapai tujuan

##### *Unsur kebahasaan*

(19) Tata bahasa: kalimat imperatif, negatif dan positif

(20) Ungkapan dan kosa kata yang lazim digunakan dalam (a) resep dan (b) manual

(21) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal

(22) Ucapan, tekanan kata, intonasi

(23) Ejaan dan tanda baca

(24) Tulisan tangan

##### *Topik*

Makanan, minuman, barang, yang lazim atau terkait dengan hidup siswa di sekolah, rumah, dan masyarakat, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama dan bertanggung jawab.



**E. Metode Pembelajaran :**

Metode small group discussion

**F. Kegiatan Pembelajaran**

Pertemuan Pertama: (2 JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	Memuat kegiatan 1. Berdoa 2. Mengecek kehadiran siswa 3. Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari; 4. menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan; dan menyampaikan lingkup dan teknik penilaian yang akan digunakan.	15 menit
Kegiatan Inti **)	1. guru membagi peserta didik menjadi beberapa kelompok diskusi 2. Peserta didik mendengarkan sedikit penjelasan mengenai materi yang diajarkan. 3. Peserta didik mengumpulkan informasi/data melalui diskusi kelompok guna menemukan solusi masalah terkait materi pokok (fungsi sosial, struktur teks dan unsur kebahasaan) 4. Guru mendampingi peserta didik dalam melakukan diskusi kelompok kecil 5. Setelah selesai dengan diskusinya, peserta didik diminta untuk mempresentasikannya 6. Guru melakukan validasi terhadap materi yang disampaikan oleh peserta didik 7. Guru memberikan contoh bacaan teks prosedur dan mengaitkannya dengan materi pokok 8. Peserta didik mengamati penjelasan materi yang di berikan guru 9. Peserta didik mengajukan pertanyaan tentang materi yang belum di pahami	50
Kegiatan Penutup	<i>Memuat kegiatan</i> 1. Peserta didik beserta Guru membuat simpulan kegiatan yang baru saja dilakukan. 2. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilaksanakan. .	15 menit

3. Guru menyampaikan rencana pembelajaran untuk pertemuan mendatang.

**1. Penilaian, Pembelajaran Remedial dan Pengayaan**

1. Teknik penilaian

a. Penilaian Sikap:

- 1) Observasi
- 2) Penilaian Sikap Spiritual

Nama Peserta didik : .....  
 Kelas : IX / 1  
 Materi Pokok : Procedure text (resep dan manual)  
 Tanggal : .....

No	Pernyataan	Tidak pernah	Kadang	Sering	Selalu
1	Peserta didik melakukan doa sebelum belajar				
2	Peserta didik mengakhiri kegiatan dengan doa				
3	Peserta didik menunjukkan semangat dalam mempelajari teks prosedur berupa resep dan manual pendek sederhana				
Jumlah					

b. Penilaian Pengetahuan

2. Penugasan

c. Penilaian Keterampilan

2. Unjuk Kerja/ praktek/ lisan

3. Pembelajaran Remedial dan Pengayaan

a. Remedial

Peserta didik diberi teks prosedur lain dan diminta mengganti kata-kata yang kurang familiar dengan kata-kata yang sudah sering digunakan

b. Pengayaan

menggunakan teks prosedur resep dan manual lain yang diambil dari sumber lain.

### **I. Media/alat, Bahan, dan Sumber Belajar**

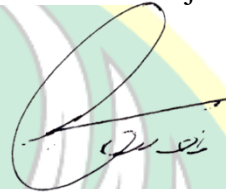
10. Media/Alat  
Screen, laptop/komputer, LCD, whiteboard, boardmarker, etc.
11. Bahan  
Gambar, text script, etc.
12. Sumber Belajar:  
Buku Paket Bahasa Inggris kelas IX “Think Globally Act Locally”

Mengetahui  
Guru SMP Negeri 6 Rembang

Purbalingga, 15 September 2022  
Guru Mata Pelajaran



Efinta Dhamayanti, S.Pd..



Kevin Lutfiansah



## RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah:	SMP Negeri 6 Rembang
Mata pelajaran:	Bahasa Inggris
Kelas/Semester:	IX/I
Materi:	Teks Prosedur (Procedure Text)
Alokasi Waktu:	2 JP (2 x 40 Menit)

### A. Kompetensi Inti (KI)

1. Menghargai dan Menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### 2. Kompetensi Dasar

- 1.5 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks prosedur dengan menyatakan dan menanyakan tentang resep dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.7 Menangkap makna teks prosedur, lisan dan tulis, berbentuk resep dan manual, pendek dan sederhana.
- 4.8 Menyusun teks prosedur, lisan dan tulis, pendek dan sederhana, berbentuk resep dan manual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

### B. Indikator Pencapaian Kompetensi\*)

- 2.1.2 Menunjukkan sikap semangat dalam mempelajari procedure text berupa resep dan manual pendek dan sederhana.

- 2.3.1. Menunjukkan perilaku tanggung jawab dan kerja sama dalam mengerjakan tugas membuat teks prosedur berupa resep dan manual pendek dan sederhana.
- 3.11.1 Menganalisis fungsi sosial, struktur, dan unsur kebahasaan yang terdapat pada teks prosedur.
- 3.11.2 Mengurutkan teks prosedur berupa manual pendek dan sederhana berdasarkan tema yang diberikan.
- 3.11.3 Mengurutkan teks prosedur berupa resep pendek dan sederhana.
- 4.7.1 Melengkapi teks prosedur rumpang berupa resep pendek sederhana yang disimak.
- 4.8.1 Menyusun teks prosedur tentang manual pendek dan sederhana sesuai dengan struktur teks yang tepat.
- 4.8.2 Menyusun teks prosedur tentang resep pendek dan sederhana sesuai dengan struktur teks yang tepat.

### **C. Materi Pembelajaran**

Teks lisan dan tulis teks prosedur berbentuk (a) resep dan (b) manual pendek dan sederhana

Masing-masing diajarkan secara terpisah

#### *Fungsi sosial*

Mencapai hasil terbaik secara efisien, menghindari kecelakaan, kerusakan, pemborosan, dsb.

#### *Struktur text*

(gagasan utama dan informasi rinci)

Ungkapan baku yang digunakan dalam (a) resep dan (b) manual, dari sumber-sumber otentik.

Menyebutkan tujuan

Menyebutkan bahan dan/atau peralatan (jika diperlukan, opsional)

Menyebutkan serangkaian langkah kerja secara urut dan runtut untuk mencapai tujuan

#### *Unsur kebahasaan*

(25) Tata bahasa: kalimat imperatif, negatif dan positif

(26) Ungkapan dan kosa kata yang lazim digunakan dalam (a) resep dan (b) manual

(27) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal

(28) Ucapan, tekanan kata, intonasi

(29) Ejaan dan tanda baca

(30) Tulisan tangan

#### *Topik*

Makanan, minuman, barang, yang lazim atau terkait dengan hidup siswa di sekolah, rumah, dan masyarakat, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama dan bertanggung jawab.

**D. Metode Pembelajaran :**

Metode small group discussion

**E. Kegiatan Pembelajaran**

Pertemuan kedua: (2 JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	Memuat kegiatan 1. Berdoa 2. Mengecek kehadiran siswa 3. Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari; 4. menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan; dan menyampaikan lingkup dan teknik penilaian yang akan digunakan.	15 menit
Kegiatan Inti (**)	1. guru menginstruksikan peserta didik agar duduk sesuai dengan kelompok yang telah dibentuk di pertemuan sebelumnya. 2. Peserta didik mendengarkan sedikit penjelasan mengenai review materi yang telah diajarkan pada pertemuan sebelumnya.. 3. Guru menginstruksikan peserta didik untuk mendiskusikan materi mengenai unsur kebahasaan dalam teks prosedur. 4. Guru berkeliling untuk mengecek jalannya diskusi tiap-tiap kelompok. 5. Setelah selesai berdiskusi, guru melakukan kegiatan Tanya jawab dengan tiap-tiap kelompok 6. Guru membagikan soal latihan kepada setiap kelompok untuk dikerjakan bersama.	50
Kegiatan Penutup	<i>Memuat kegiatan</i> 1. Peserta didik beserta Guru membuat simpulan kegiatan yang baru saja dilakukan. 2. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilaksanakan. 3. Guru menyampaikan rencana pembelajaran untuk pertemuan mendatang.	

## F. Penilaian, Pembelajaran Remedial dan Pengayaan

### 1. Teknik penilaian

#### a. Penilaian Sikap:

6. Observasi

7. Penilaian sikap

#### Lembar Observasi Penilaian Sikap Spiritual

Nama Peserta didik : .....

Kelas : IX / 1

Materi Pokok : Procedure text (resep dan manual)

Tanggal : .....

No	Pernyataan	Tidak pernah	Kadang	Sering	Selalu
1	Peserta didik melakukan doa sebelum belajar				
2	Peserta didik mengakhiri kegiatan dengan doa				
3	Peserta didik menunjukkan semangat dalam mempelajari teks prosedur berupa resep dan manual pendek sederhana				
Jumlah					

#### b. Penilaian Pengetahuan

3. Penugasan

#### c. Penilaian Keterampilan

3. Unjuk Kerja/ praktek/ lisan



### Observing & Questioning



Work in your group. Use the analysis table below to analyse how to state each INGREDIENT in both recipes.

Hand-write your work. Underline the things. Some ingredients in each recipe have been analyzed for you. First copy the examples.

Make sure you spell every word correctly. Use the punctuation marks correctly, too. If you have any problems, come to me.

#### Novel Apple Puding

Amount/ Number	Kind	<u>THING</u>	Action applied
4	green	<u>apples</u>	peeled, cored, and thickly sliced
¼ cup/45 g	self-raising	<u>flour</u>	sifted

#### Iced Fruit Cocktail with Condensed Milk

Amount/ Number	Kind	<u>THING</u>	Action applied
150 g (1½ cups)		<u>sugar</u>	
2	pandan	<u>leaves</u>	shredded lengthwise and tied in a knot

Kunci Jawaban:

Novel Apple Puding

No	Amount/ Number	Kind	Thing	Action applied
1	60 g		Butter or margarine	Cut into cubes
2	½ cup or 100 g	Caster	Sugar	
3	1 ¼ cup or 300 ml		water	

Iced fruit cocktail with condensed milk (es teller)

No	Amount/ Number	Kind	Thing	Action applied
1	3 ½ tablespoon (500 ml)		water	
2	400g	Ripe	Avocado	Cut into 1-cm cubes



3	400g	Ripe	Jackfruit	Deseeded and cut into 1-cm cubes
4	3	Young	Coconuts	Scrap out the meat
5			Ice	Crushed
6		Condensed	milk	

Skor:

Tiap jawaban benar skor 2

Jumlah skor maksimal =  $2 \times 9 = 18$

Skor perolehan =  $\frac{\text{jumlah skor yang diperoleh}}{\text{jumlah skor maksimal}} \times 100$

### 3. Pembelajaran Remedial dan Pengayaan

#### a. Remedial

Peserta didik diberi teks prosedur lain dan diminta mengganti kata-kata yang kurang familiar dengan kata-kata yang sudah sering digunakan

#### b. Pengayaan

menggunakan teks prosedur resep dan manual lain yang diambil dari sumber lain.

### I. Media/alat, Bahan, dan Sumber Belajar

#### 13. Media/Alat

Screen, laptop/komputer, LCD, whiteboard, boardmarker, etc.

#### 14. Bahan

Gambar, text script, etc.

#### 15. Sumber Belajar:

Buku Paket Bahasa Inggris kelas IX "Think Globally Act Locally"

Mengetahui

Guru SMP Negeri 6 Rembang

Purbalingga, 15 September 2022

Guru Mata Pelajaran

Efinta Dhamayanti, S.Pd..

Kevin Lutfiansah

## RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah:	SMP Negeri 6 Rembang
Mata pelajaran:	Bahasa Inggris
Kelas/Semester:	IX/I
Materi:	Teks Prosedur (Procedure Text)
Alokasi Waktu:	2 JP (2 x 40 Menit)

### A. Kompetensi Inti (KI)

1. Menghargai dan Menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. Kompetensi Dasar

- 1.6 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks prosedur dengan menyatakan dan menanyakan tentang resep dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.7 Menangkap makna teks prosedur, lisan dan tulis, berbentuk resep dan manual, pendek dan sederhana.
- 4.8 Menyusun teks prosedur, lisan dan tulis, pendek dan sederhana, berbentuk resep dan manual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

### C. Indikator Pencapaian Kompetensi\*)

- 2.1.3 Menunjukkan sikap semangat dalam mempelajari procedure text berupa resep dan manual pendek dan sederhana.

- 2.3.1. Menunjukkan perilaku tanggung jawab dan kerja sama dalam mengerjakan tugas membuat teks prosedur berupa resep dan manual pendek dan sederhana.
- 3.12.1 Menganalisis fungsi sosial, struktur, dan unsur kebahasaan yang terdapat pada teks prosedur.
- 3.12.2 Mengurutkan teks prosedur berupa manual pendek dan sederhana berdasarkan tema yang diberikan.
- 3.12.3 Mengurutkan teks prosedur berupa resep pendek dan sederhana.
- 4.7.1 Melengkapi teks prosedur rumpang berupa resep pendek sederhana yang disimak.
- 4.8.1 Menyusun teks prosedur tentang manual pendek dan sederhana sesuai dengan struktur teks yang tepat.
- 4.8.2 Menyusun teks prosedur tentang resep pendek dan sederhana sesuai dengan struktur teks yang tepat.

#### **D. Materi Pembelajaran**

Teks lisan dan tulis teks prosedur berbentuk (a) resep dan (b) manual pendek dan sederhana

Masing-masing diajarkan secara terpisah

##### *Fungsi sosial*

Mencapai hasil terbaik secara efisien, menghindari kecelakaan, kerusakan, pemborosan, dsb.

##### *Struktur text*

(gagasan utama dan informasi rinci)

Ungkapan baku yang digunakan dalam (a) resep dan (b) manual, dari sumber-sumber otentik.

m. Menyebutkan tujuan

n. Menyebutkan bahan dan/atau peralatan (jika diperlukan, opsional)

o. Menyebutkan serangkaian langkah kerja secara urut dan runtut untuk mencapai tujuan

##### *Unsur kebahasaan*

(31) Tata bahasa: kalimat imperatif, negatif dan positif

(32) Ungkapan dan kosa kata yang lazim digunakan dalam (a) resep dan (b) manual

(33) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal

(34) Ucapan, tekanan kata, intonasi

(35) Ejaan dan tanda baca

(36) Tulisan tangan

##### *Topik*

Makanan, minuman, barang, yang lazim atau terkait dengan hidup siswa di sekolah, rumah, dan masyarakat, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama dan bertanggung jawab.

**E. Metode Pembelajaran :**

Metode small group discussion

**F. Kegiatan Pembelajaran**

## 2. Pertemuan Ketiga: (2 JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	Memuat kegiatan 1. Berdoa 2. Mengecek kehadiran siswa 3. Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari; 4. menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan; dan menyampaikan lingkup dan teknik penilaian yang akan digunakan.	15 menit
Kegiatan Inti **)	4. guru menginstruksikan peserta didik agar duduk sesuai dengan kelompok yang telah dibentuk di pertemuan sebelumnya. 5. Peserta didik mendengarkan sedikit penjelasan mengenai review materi yang telah diajarkan pada pertemuan sebelumnya.. 6. Setiap perwakilan keompok diminta untuk maju memilih undian yang berisikan tema teks prosedur. 7. Peserta didik diminta untuk membuat teks prosedur sesuai dengan tema yang didapat. 8. Guru berkeliling untuk mengecek pekerjaan dari tiap-tiap kelompok. 9. Setelah selesai, setiap kelompok diminta untuk menganalisis hasil dari pekerjaan kelompok lain. 10. Guru memberikan penjelasan kepada peserta didik mengenai unsur kebahasaan dari teks prosedur.	50
Kegiatan Penutup	<i>Memuat kegiatan</i> 1. Peserta didik beserta Guru membuat simpulan kegiatan yang baru saja dilakukan. 2. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilaksanakan. . 3. Guru menyampaikan rencana pembelajaran untuk pertemuan mendatang.	15 menit

## G. Penilaian, Pembelajaran Remedial dan Pengayaan

### 1. Teknik penilaian

#### a. Penilaian Sikap:

8. Observasi

9. Penilaian sikap

### Lembar Observasi Penilaian Sikap Spiritual

Nama Peserta didik : .....

Kelas : IX / 1

Materi Pokok : Procedure text (resep dan manual)

Tanggal : .....

No	Pernyataan	Tidak pernah	Kadang	Sering	Selalu
1	Peserta didik melakukan doa sebelum belajar				
2	Peserta didik mengakhiri kegiatan dengan doa				
3	Peserta didik menunjukkan semangat dalam mempelajari teks prosedur berupa resep dan manual pendek sederhana				
Jumlah					

#### b. Penilaian Pengetahuan

4. Penugasan

#### c. Penilaian Keterampilan

4. Unjuk Kerja/ praktek/ lisan

### 3. Pembelajaran Remedial dan Pengayaan

#### a. Remedial

Peserta didik diberi teks prosedur lain dan diminta mengganti kata-kata yang kurang familiar dengan kata-kata yang sudah sering digunakan

#### b. Pengayaan

menggunakan teks prosedur resep dan manual lain yang diambil dari sumber lain.

## I. Media/alat, Bahan, dan Sumber Belajar

### 1. Media/Alat

Screen, laptop/komputer, LCD, whiteboard, boardmarker, etc.

2. Bahan

Gambar, text script, etc.

3. Sumber Belajar:

Buku Paket Bahasa Inggris kelas IX “Think Globally Act Locally”

Mengetahui  
Guru SMP Negeri 6 Rembang

Purbalingga, 15 September 2022  
Guru Mata Pelajaran



Efinta Dhamayanti, S.Pd..



Kevin Lutfiansah



## Appendix 3 Instrument Test

### PRETEST

Answer the questions below on your sheet, don't forget to write your name!







1. Arrange the steps of how to make avocado juice below correctly!
  - a. After that, blend it for about 5-10 minutes until all the ingredients are mixed perfectly
  - b. Then, Put the avocado pulp into a blender.
  - c. First, put the avocado in half vertically and remove the seed with a knife then scoop out the pulp.
  - d. Pour the juice into a glass and your avocado juice is ready to drink
  - e. Add some milk
  - f. To sweeten it, you can also add some sugar or honey.
2. Now make some steps of procedure text sentences according to the pictures below!

Title	
Materials/Ingredients	<ul style="list-style-type: none"> <li>• ...</li> <li>• ...</li> </ul>
	...
	...
	...
	...

Posttest

Answer the questions below on your sheet, don't forget to write your name!

1. Arrange the steps of how to use washing machine juice below correctly!
  - a. Switch on the "Rinse" cycle. A fully automatic machine will do all of this for you.
  - b. First, Add your dirty clothes and detergent to the drum of the machine.
  - c. Perform the "Wash" cycle – bear in mind a large load will need more time to wash than a smaller one.
  - d. After the 'Rinse' cycle your clothes should be completely clean.
  - e. Fill the drum with water at the temperature you require.
  - f. Once the 'Wash' cycle has finished, drain the dirty water using the hose. Refill the drum with fresh water.
2. Now make some steps of "How to Use a Blender" procedure text sentences according to the pictures below!



## Appendix 4 Students' Worksheet

Name: Alif Wira S. Purba  
Class: IXA





PRETEST

Answer the questions below on your sheet, don't forget to write your name!

1. Arrange the steps of how to make <sup>Avocado Juice</sup> ~~the avocado~~ below correctly! A-B-C D-E-F

- After that, blend it for about 5-10 minutes until all the ingredients are mixed perfectly
- Then, put the avocado pulp into a blender.
- First, put the avocado in half vertically and remove the seed with a knife then scoop out the pulp.
- Pour the juice into a glass and your avocado juice is ready to drink
- Add some milk
- To sweeten it, you can also add some sugar or honey.

2. Now make some steps of procedure text sentences according to the pictures below!

Title	The Kopi	
Materials/Ingredients	<ul style="list-style-type: none"> <li>• Water</li> <li>• Glass</li> </ul>	
	Kopi	...
	Hot water	...
	Pour Water	...
	Coffee of course	...

$$\frac{(20 + 9 + 2 + 22)}{4} = 47.5$$

Name : Dede Septina







Class : K A

Posttest

Answer the questions below on your sheet, don't forget to write your name!

1. Arrange the steps of how to use washing machine juice below correctly!
  - a. Switch on the "Rinse" cycle. A fully automatic machine will do all of this for you.
  - b. First, Add your dirty clothes and detergent to the drum of the machine.
  - c. Perform the "Wash" cycle – bear in mind a large load will need more time to wash than a smaller one.
  - d. After the 'Rinse' cycle your clothes should be completely clean.
  - e. Fill the drum with water at the temperature you require.
  - f. Once the 'Wash' cycle has finished, drain the dirty water using the hose. Refill the drum with fresh water.

2. Now make some steps of "How to Use a Blender" according to the pictures below!

	1. Make sure the blender is plug in
	2. Pour the ingredients into blender.
	3. Closed the blender
	4. Turn on the blender.
	5. Pour the mixed ingredients into pan.
	6. Wash the blender after finish usage.

$$\frac{(10 + 3 + 3 + 4 + 4)}{4} = 10.85$$





ANDIKA

Kelas 10 B

PRETEST

Answer the questions below on your sheet, don't forget to write your name!

1. Arrange the steps of how to make avocado juice below correctly!
  - a. After that, blend it for about 5-10 minutes until all the ingredients are mixed perfectly
  - b. Then, Put the avocado pulp into a blender.
  - c. First, put the avocado in half vertically and remove the seed with a knife then scoop out the pulp.
  - d. Pour the juice into a glass and your avocado juice is ready to drink
  - e. Add some milk
  - f. To sweeten it, you can also add some sugar or honey.
  
2. Now make some steps of procedure text sentences according to the pictures below!

Title	
Materials/Ingredients	<ul style="list-style-type: none"><li>• Glass - 1 Spoon</li><li>• Water - COFFE Powder</li></ul>
	Boil water ...
	Prepare the gran ...
	Add hot water in to glass ...
	Then the the coffe ... your coffe is ready to drink







$$\frac{(513 + 217 + 13) \times 10}{4} = 22,5 \quad 40$$

Nama = Edo Saputra  
 kelas = IX

Posttest

Answer the questions below on your sheet, don't forget to write your name!

1. Arrange the steps of how to use washing machine juice below correctly!
  - a. Switch on the "Rinse" cycle. A fully automatic machine will do all of this for you.
  - b. First, Add your dirty clothes and detergent to the drum of the machine.
  - c. Perform the "Wash" cycle – bear in mind a large load will need more time to wash than a smaller one.
  - d. After the 'Rinse' cycle your clothes should be completely clean.
  - e. Fill the drum with water at the temperature you require.
  - f. Once the 'Wash' cycle has finished, drain the dirty water using the hose. Refill the drum with fresh water.
  
2. Now make some steps of "How to Use a Blender" according to the pictures below!

	plugging the switch
	pouring ingredients
	close the blender
	<del>turn on</del> turn on the blender
	pouring <del>result</del> result
	washing blender

1 = B = E - C - F - A - D

$$\frac{(20 + 3 + 4 + 3 + 4)}{4} \times 10 = 85$$

## Appendix 5 Rubric of Writing Procedure Text

Pretest

No.	Aspect	Score	Criteria
1	Tittle & Heading	5	Tittle is creative and clearly stands out on the sheet Tittle and headings are clear and relevant to the topic Tittle and headings on sheet but may not relevant to the topic Name only and no tittle or heading
		4	
		3	
		2	
2.	Materials	5	All materials and quantities are listed and specific All materials listed and specific. Some quantities may be included Most materials listed No materials listed
		4	
		3	
		2	
3.	Steps	5	Steps are clear and specific, order is clearly stated. Steps are enough clear and specific to the topic Steps are listed, but not relevant to the topic No steps listed
		4	
		3	
		2	
4.	Vocabulary	5	Word choice and word form is very effective Effective choice of words and words form Adequate choice of words but some misuse of vocabulary and word form Limited range, confused used of words and word form
		4	
		3	
		2	

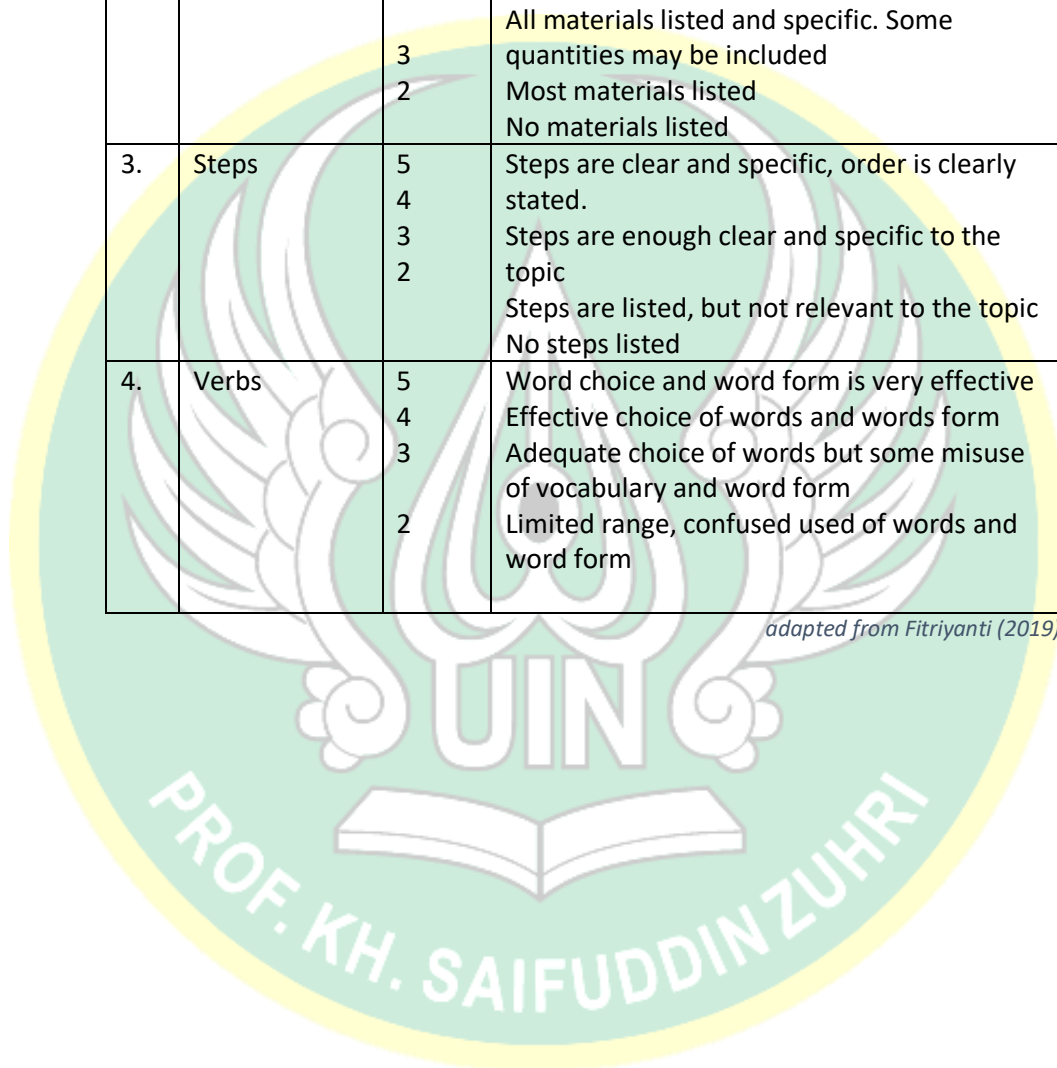
*adapted from Fitriyanti (2019)*

PROF. KH. SAIFUDDIN ZUHR

Posttest

No.	Aspect	Score	Criteria
1	Grammar	5	No error in using simple present tense
		4	Almost no error in using simple present tense
		3	Some errors in using simple present tense
		2	Many errors in using simple present tense
2.	Materials	5	All materials and quantities are listed and specific
		4	All materials listed and specific. Some quantities may be included
		3	Most materials listed
		2	No materials listed
3.	Steps	5	Steps are clear and specific, order is clearly stated.
		4	Steps are enough clear and specific to the topic
		3	Steps are listed, but not relevant to the topic
		2	No steps listed
4.	Verbs	5	Word choice and word form is very effective
		4	Effective choice of words and words form
		3	Adequate choice of words but some misuse of vocabulary and word form
		2	Limited range, confused used of words and word form

*adapted from Fitriyanti (2019)*



## Appendix 6 Validation Sheet

### VALIDATION SHEET

Name : Kevin Lutfiansah  
NIM : 1817404020  
Study Program : Tadris Bahasa Inggris  
Title : "The Effectiveness of Small Group Discussion Towards Student's Writing Skill of Procedure Text"  
Research Question : Weather using Small Group Discussion is effective in teaching writing procedure text at 9<sup>th</sup> grade SMP N 6 Rembang??  
Evaluator : Maulana Muallim, S.Pd. M. A.

#### A. Instruction

Put a checklist "√" in the assessment column that is appropriate to your assessment of the pre-test and post-test with the following rating scale:

- 1 = Not good
- 2 = Not good enough
- 3 = Good enough
- 4 = Good ✓
- 5 = Very good



## B. Evaluation

No.	Observed Aspects	Observation Score				
		1	2	3	4	5
1.	The suitability of the question with the purpose of research					✓
2.	The suitability of the question with the treatment				✓	
3.	The clarity of the questions' instructions					✓

## C. Evaluator's Conclusion

Put the circle mark on the answer that matches your conclusion.

1. Can be used without revision ✓
2. Can be used with revision

Purwokerto, 8 September 2022

Evaluator



Maulana Muallim, S.Pd. M. A.





## VALIDATION SHEET

Name : Kevin Lutfiansah  
NIM : 1817404020  
Study Program : Tadris Bahasa Inggris  
Title : "The Effectiveness of Small Group Discussion Towards Students' Writing Skills of Procedure Text"  
Research Question : How is the effect small group discussion towards students' writing skills of procedure text?  
Evaluator : Desi Wijayanti Ma'rufah, M.Pd

### A. Instruction

Put a checklist "√" in the assessment column that is appropriate to your assessment of the pre-test and post-test with the following rating scale:

- 1 = Not good
- 2 = Not good enough
- 3 = Good enough
- 4 = Good
- 5 = Very good



## B. Evaluation

No.	Observed Aspects	Observation Score				
		1	2	3	4	5
1.	The suitability of the question with the purpose of research					✓
2.	The suitability of the question with the treatment					✓
3.	The clarity of the questions' instructions					✓

## C. Evaluator's Conclusion

Put the circle mark on the answer that matches your conclusion.

1. Can be used without revision
2. Can be used with revision

Purwokerto, 29 Agustus 2022

Evaluator



Desi Wijayanti Ma'rufah, M.Pd



## Appendix 7 Pictures



*picture 1 pretest activity*



*picture 3 Treatment with SGD*



*picture 2 treatment with SGD*



*picture 4 treatment with conventional teaching method*



## BIOGRAPHY

### A. Profile

1. Name : Kevin Lutfiansah
2. Students Number : 1817404020
3. Place/Date of Birth : Brebes/ 12<sup>th</sup> of March 2000
4. Address : Terlaya RT/RW 006/001, Brebes
5. Name of Father : Sahir
6. Name of Mother : Riyanti

### B. Educational Background

1. SD N CIKUNING 02, graduation year: 2012
2. SMP NEGERI 1 BANTARKAWUNG, graduation year: 2015
3. SMA NEGERI 1 BANTARKAWUNG, graduation year: 2018
4. S1 UIN Prof. K.H. Saifuddin Zuhri Purwokerto, year of entry: 2018

### C. Organizational Experience

1. UKM MASTER

Purwokerto, 14 December 2022



Kevin Lutfiansah