THE USE OF *THE POWER OF TWO* STRATEGY OF LEARNING TO IMPROVE STUDENTS’ SKILLS IN WRITING

PROCEDURE TEXT

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd)

By:
SHOLEKAH
NIM.11314142

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
SALATIGA

2019
STATEMENT OF ORIGINALITY AND PUBLICATION’S WILLINGNESS

For myself who got a signature below:

Name: Sholekah
Student Number: 113-14-142
Faculty: Teacher Training and Education Faculty
Program: English Education Department

The researcher fully declares that this graduating paper was made by the writer herself, and it is not contained the materials written or has been published by other people’s ideas. The materials and ideals from the other people in this graduating paper were cited scientifically. The writer be pleased if this graduating paper to be publish at e-repository IAIN Salatiga

Salatiga, April 8th, 2019
DECLARATION

In the name of Allah,

Hereby, the writer declares that his graduating paper is written by the writer. This paper does not contain any materials published by other people and it does not cite any other people’s ideas except those quoted overtly.

The researcher is capable to account her graduating paper if in future it can be proved of containing others’ idea or in fact that the researcher imitates the others’ graduating paper. Likewise, this declaration is written by the researcher, and she hopes that this declaration can be understood. This graduating paper can be published in the library of IAIN Salatiga.

Salatiga, November 16th 2018

The Researcher

Sholekah
NIM.11314142
Salatiga, November 16th 2018

Mashlihatul Umami, M.A.
The Lecturer of English Education Department
State Institute for Islamic Studies (IAIN) Salatiga

The Attentive Counselor’s note

Case: Sholekah’s Graduating Paper

To the Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Sholekah’s graduating Paper entitled THE USE OF THE POWER OF TWO STRATEGY OF LEARNING TO IMPROVE STUDENTS’ WRITING SKILL IN PROCEDURE TEXT, I have decide and would like to propose that his paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor

[Signature]

Mashlihatul Umami, M. A.
NIP. 19800513 200312 2003
A GRADUATING PAPER
THE USE OF THE POWER OF TWO STRATEGY OF LEARNING TO IMPROVE STUDENTS’ SKILLS IN WRITING PROCEDURE TEXT

WRITTEN BY:
Sholekah
NIM. 11314142

Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga on March 13th 2019, and hereby considered to completely fulfill the requirement for degree of Sarjana Pendidikan (S.Pd) in English Education Department.

Board of Examiners

Head : Noor Malihah, Ph.D
Secretary : Dr. Mashlihatul Umami, M.A
First Examiner : Hanung Triyoko, M. Hum., M.Ed
Second Examiner : Norwanto, Ph.D

Salatiga, March 19th 2019

[Signature]

NIP. 19670121 199903 1 002
MOTTO

“If we have much wealth, we will protect it.

But if we have knowledge, it will protect us”

(Aa Gym)
DEDICATION

This graduating paper is dedicated to:

1. My lord, Allah SWT and Prophet Muhammad SAW Thanks to Allah for gives me guidance and strength in my life.

2. My beloved parent, who always pray guidance and motivate me. You are my inspiration.

3. My beloved sisters and brother, thanks for your support and pray.

4. My best partners of graduating paper in Mrs. Mashlihatul Umami’s group that support me to finish this graduating paper.

5. My big family TBI 14 that supports my education and finishes this graduating paper.
ACKNOWLEDGMENT

Bismillahirrahmanirrahim,

In the name of Allah, the most gracious and the most merciful, the king of universe and space. Thank you to Allah because the writer can complete this graduating paper as one of requirement to finish the study in English Department of States for Institute Islamic Studies Salatiga.

This graduating paper would not have been complete without support, guidance and help from individual and institution. Therefore, I would like to express special thanks to:

1. Dr. Rahmat Hariyadi, M.Pd., as the Rector of Institute of Islamic Studies (IAIN) Salatiga.
2. Suwardi, M.Pd, the Dean of Teacher Training and Education Faculty (IAIN) of Salatiga.
3. Noor Malihah, Ph.D., as the Head of English Education Department of Institute of Islamic Studies (IAIN) Salatiga.
4. My counselor Dr. Mashlihatul Umami, M.A. who gives great attention, suggestion and guidance for this graduating paper from beginning until the end of this graduating paper.
5. All of lectures of State Institute for Islamic Studies (IAIN) Salatiga.
6. Staffs who have helped the writer in processing of graduating paper administration.
7. My friends of English Education Department. Thanks for your friendship and kindness.
8. The ninth grade students of SMP N 2 Bayat who as participant in this research.
9. The teachers of SMP N 2 Bayat which also participate in this researcher.
Eventually, the graduating paper is expected to be able to provide useful knowledge and information to the readers. The writer is pleased to accept more suggestion and contribution for the improvement of this graduating paper.

Salatiga, November 16th

2018

The Researcher

Sholekah

NIM.11314142
ABSTRACT


The objectives of the study are: To find out the implementation of the Power of Two Strategy of Learning in writing procedure text and to find how is the improvement students’ skills in writing by using the Power of Two strategy of learning for the ninth grade students of SMPN 2 Bayat, Klaten in the academic year of 2018/2019.

The methodology of research is Classroom Action Research (CAR). It is conducted in two cycles and each cycle consists of four steps (planning, acting, observing, and reflecting). In the acting implementation there are three activities, those are pre-test, cycle, and post-test. In the cycle I, the first cycle is not successful yet because there were just 25% students who passed the passing grade. Then the researcher conducted the second cycle and it was successful because 87% of students passed the passing grade. The researcher analyzed that students improved their skill in writing procedure text.

The writer finds the result of the research was successful. It was shown from the t-test of the first and second cycle which was higher than t-table. The t-table of cycle I is 2.06 and the t-test is 5.17. The mean score of post-test was higher than the mean score of pre-test, (70.75 and 62.08). Meanwhile, the mean score of post-test in the second cycle was higher than the mean score of pre-test (81.83 and 74.41). The score of t-test of cycle II is 7.36. The improvement of students’ skills in writing was significant. It can be seen from the students’ who pass the passing grade in two cycles. The passing grade is 75. The students’ who pass the passing grade of pre-test in the first cycle is 25% and the post-test is 37%. Meanwhile, the pre-test in the second cycle is 70% and post-test 87%. The data showed that the result of the t-test in the first cycle and the second cycle is higher than t-table. It means that the implementation of the Power of Two Strategy is successful to improve students’ skills in writing procedure text.

*Keywords: The Power of Two Strategy, Writing Skills, Procedure Text.*
# TABLE OF CONTENTS

**TITLE** ................................................................................................. i

**DECLARATION** .................................................................................. ii

**ATTENTIVE COUNSELOR’S NOTE** ................................................... iii

**CERTIFICATION PAGE** ....................................................................... iv

**MOTTO** ................................................................................................ v

**DEDICATION** ....................................................................................... vi

**ACKNOWLEDGMENT** .......................................................................... vii

**ABSTRACT** .......................................................................................... ix

**TABLE OF CONTENTS** ......................................................................... x

**LIST OF FIGURE** .................................................................................. xiii

**LIST OF TABLES** ................................................................................... xiv

**CHAPTER I: INTRODUCTION**

- **A. Background of the Research** .......................................................... 1
- **B. Research Questions** ........................................................................ 4
- **C. Objective of the Research** ............................................................... 4
- **D. Significances of the Research** ......................................................... 5
- **E. Hypothesis and Success Indicator** ............................................... 5
- **F. Research Methodology** ................................................................... 6
  - 1. Research Design ............................................................................... 6
  - 2. The Subject of the Research ............................................................ 8
  - 3. Steps of the Research ..................................................................... 9
4. Technique of Data Collection and Research Instrument...10

5. Data Analysis .............................................................................13

F. Graduating Paper Outline.....................................................16

CHAPTER II: LITERATURE REVIEW

A. Theoretical Framework ..........................................................17

1. Writing....................................................................................17
   a. Definition of Writing.......................................................17
   b. The Writing Process .....................................................18
   c. Genre of Writing ..........................................................19
   d. The Indicators of Students Fluency in Writing Skill.20
   e. The Scoring of Writing ..................................................21

2. The Power of Two Strategy ......................................................25
   a. Definition the Power of Two Strategy .......................25
   b. Procedure the Power of Two Strategy .......................25
   c. Variations the Power of Two Strategy .......................26

3. Improve .................................................................26

4. Procedure Text .................................................................26
   a. Definition of Procedure Text.................................26
   b. Social Functions of Procedures Text ......................27
   c. Types of Procedures Text ....................................27
   d. The Generic Structure of Procedure Text ...............27
   e. Language Features of Procedure Text ..................27
   f. Example of Procedure Text ................................29
B. Previous Researches .......................................................... 30

CHAPTER III: IMPLEMENTATION OF RESEARCH

A. The Procedure of the Research ........................................... 32

1. Cycle I ............................................................................. 32
   a. Planning ........................................................................ 32
   b. Acting ........................................................................... 33
   c. Observing ..................................................................... 33
   d. Reflecting .................................................................... 34

2. Cycle II ............................................................................... 34
   a. Planning ........................................................................ 34
   b. Acting ........................................................................... 35
   c. Observing ..................................................................... 36
   d. Reflecting .................................................................... 36

CHAPTER IV: RESEARCH FINDINGS AND ANALYSIS

A. The Result of the Research ................................................. 37

1. Research Finding ............................................................... 37
   a. Cycle I .......................................................................... 38
      1) Planning ..................................................................... 38
         a) Lesson Plan ........................................................... 38
         b) Observation Checklist ............................................. 38
         c) Material .................................................................... 38
         d) Teaching Aid .......................................................... 38
         e) Pre-test and Post-test ................................................. 39
2) Acting .......................................................... 39
3) Observing ....................................................... 41
4) Reflecting ....................................................... 48

b. Cycle II

1) Planning ......................................................... 48
   a) Lesson Plan ............................................. 48
   b) Observation Checklist ................................. 49
   c) Material .................................................... 49
   d) Teaching Aid ............................................. 49
   e) Pre-test and Post-test ................................. 49

2) Acting .......................................................... 49

3) Observing ....................................................... 52

4) Reflection ...................................................... 58

2. Discussions ................................................... 59

CHAPTER V: CLOSURE

A. Conclusions ................................................... 61

B. Suggestions .................................................... 63

BIBLIOGRAPHY

APPENDIXES

CURRICULUM VITAE
LIST OF FIGURE

FIGURE 1.1 Kemmis’ Action Research Model (cited in Burns, 2010: 9) ........ 7
LIST OF TABLE

Table 1.1 Research Schedule.................................................................9
Table 1.2 Students’ Observation Checklist .............................................10
Table 1.3 Teacher’s Observation Checklist..............................................11
Table 2.1 Some Factual Genres...............................................................19
Table 2.2 The Indicators of Students Fluency of Writing Skill.................20
Table 2.3 Writing Scoring Rubric .............................................................21
Table 2.4 Generic Structure of Procedure Text .......................................27
Table 4.1 Form of the Result of Students’ Observation Checklist ..........42
Table 4.2 The Students’ Score of Pre-test and Post-test in Cycle I........43
Table 4.3 Count of Passing Grade of Pre-test and Post-test Cycle I ....47
Table 4.4 Form the Result of Students’ Observation Checklist Cycle II 52
Table 4.5 The Students’ Score of Pre-test and Post-test in Cycle II.....53
Table 4.6 Count of Passing Grade of Pre-test and Post-test in Cycle II ..58
Table 4.7 Table of Data Analysis .............................................................59
CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of the research, research questions, objectives of the research, significances of the research, research methodology and graduating paper outlines.

A. Background of the Research

The human need a tool or media to connect and communicate with other humans. The tool or media is language. It is a communication tool which used by all of people in their daily life. Without the language, someone can not socialize and even to meet her daily need. Various thoughts and feeling can be communicated to other people through language. The important thing of language is it must be understandable in delivering a message. That’s why the existence of language make humans can cooperate with each other to build their civilization.

Nowadays, language is important for all education, starting from the lowest until highest level of education. Language is also important to be learned because it is a tool to learn anything. Language is a unique and powerful thing. It can unite humans being in the world. It is English which becomes an international language. This means all of people in this world need to learn English language to reach international level. That’s why many scientist and practitioners education try to find the easiest and the most effective way to learn English language.
Because English language is an international language which connect all of people in this world, it is important to be learned by all of people in the world including Indonesia. In Indonesia, English language has a position as a foreign language. Less than half of the Indonesian people have not mastered the English language yet. Furthermore, we know that the newest and the most modern technology come from the western world. In order to be at the same level as a modern and rich country, Indonesian people should learn English language to survive in this globalization era.

All of explanation above give us a vision of how important language is. To master English language completely, we should master all of the skill in English language. Based on Scrivener (1994: 20), there are four skills in English Language Teaching: listening, speaking, reading, and writing. Listening and reading are called ‘receptive skills’ (the reader or listener receives information but does not produce it); speaking and writing, on the other hand, are the ‘productive skills’. Writing skill is significant for students, actually writing is commonly for listening, but is measured as the most difficult skill to be learned. To master writing completely, we need good enough knowledge about grammar, vocabularies, and also the context of writing.

Because of its difficulties to master writing skill, many scientists and education practitioners try to find an effective, efficient, easy, and even fun way to learn and master writing skill. Their effort has begun
many years ago by conducting much research. Time by time, world of English teaching and learning have been developed significantly. Nowadays, it is hoped that all of the elements who take part in English teaching and learning give a contribution to develop English teaching and learning.

The object of this research is students of SMP N 2 Bayat, Klaten. As we know that students of junior high school are required to master all of English language skill include writing as the most difficult one. After doing an observation in this school, the researcher can state that most of the students have problems in writing. Most of their problem are lack vocabularies, grammar, and even idea to improve a sentence to be a paragraph. It can be measured from students’ written task score and exercise in the classroom. On the other hand, students’ response to English subject also is less enthusiastic. The researcher hopes that this research will give a contribution to English language education as one of reference.

The researcher conducted which is related to writing skills. The title of this research is “The Use of The Power of Two Strategy of Learning to Improve Students’ Skills in Writing Procedure Text.”
B. Research Questions

This research is aimed to answer these following questions:

1. How is the implementation of the power of two strategy of learning to improve students’ skills in writing procedure text for the ninth grade students’ of SMPN 2 Bayat, Klaten in the academic year of 2018/2019?

2. How far is the improvement of the power of two strategy of learning to improve students’ skills in writing procedure text for the ninth grade students’ of SMPN 2 Bayat, Klaten in the academic year of 2018/2019?

C. Objective of the Research

Based on the statement of the problem above, the objectives of this research are as follows:

1. To find out the implementation of the power of two strategy of learning to improve students’ skills in writing procedure text for the ninth grade students’ of SMPN 2 Bayat, Klaten in the academic year of 2018/2019.

2. To find out the extent of the power of two strategy of learning to improve students’ skills in writing procedure text for the ninth grade students’ of SMPN 2 Bayat, Klaten in the academic year of 2018/2019.
D. Significances of the Research

This research is expected to be used theoretically and practically:

1. Theoretical benefits of research

This study is expected to provide benefits for the development of writing in SMPN 2 Bayat, Klaten.

2. Practical benefits of research

a. For Students

The students are expected to be able to improve their writing skills by using the power of two strategy of learning in writing procedure text.

b. For Teacher

By knowing the writing ability lecturer can choose good strategy of the class, so the students can more easy to try for write.

c. For Researcher

The researches can enrich the way of teaching writing, knows the benefit of them optimally, and gets useful experiences in teaching English writing.

E. Hypothesis and Success Indicator

Based on the interview with the English teacher, the students have problems to learn writing, lack vocabularies, grammar, and even idea to improve a sentence to be a paragraph. The researcher tries to overcome those problems by implementing the power of two strategy of
learning. By conducting this research, the researcher proposes a hypothesis: Using the power of two strategy of learning can improve students’ skills in writing procedure text.

The success indicator of this research is taken from the students’ Basic Competence shown in Lesson Plan. The students’ success and failure in doing activities in cycle I and II will be assessed by referring to the criteria of the passing grade (KKM). The passing grade of English lesson in SMPN 2 Bayat is 75. The teacher and the researcher expect that there are at least 85% of the students who reach the passing grade.

F. Research Methodology

1. Research design

This research is Classroom Action Research. According to Nunan (1991: 3), an important aspect of methodology is the development of teaching routines, materials, and tasks in the classroom. Moreover Ur (1999: 328), defines “action research” is carried out by teachers on phenomena in their own classrooms. Hopkins (2008: 1), stated that classroom research as an activity undertaken by teacher, to enhance their own or a colleague's teaching, to test assumptions of educational theory in practice, or as a means of evaluating and implementing whole school priorities.
Fig. 1.1 The Scheme based on Kemmis action research model, (2010: 9)

The figure above shows a cycle of action and reflection. Each cycle has four steps: planning, action, observation and reflection. Each one of these phases is validated by the previous phase and looks forward to the next. For example, the action phase is validated by the planning phase, and look forward to the observation. The cycle can begin at any stage, and does not stop after one cycle has been completed, but rather begins another one; hence it is a "spiral" rather than "cycle".

a. Planning

In this phase, the researcher planned what action that would be done. The actions are implemented in two lesson plans.
b. Acting

In this acting phase, it is the implementation of techniques or procedural acts that have been planned at the planning stage.

c. Observing

Observation is one of the methods for collecting data. The researcher observes the teaching and learning process. The researcher prepares the observation checklist to know the condition of the class when the action is done. The researcher explains the type of data, how to collect the data, and instrument of collecting data.

d. Reflecting

Reflection is a research finding analysis. This reflection can be done by implementing the action. This reflection has the purpose to evaluate the teaching-learning process.

Based on the explanation above, it can be concluded that Classroom Action Research is an action research that does in the classroom by the teacher and researcher as an effort to solve the problem in the class.

2. The subject of the Research

Subjects of this research are the ninth grade students of SMP N 2 Bayat, Klaten in the academic year of 2018/2019. There are 24 students, which consist of 12 females and 12 males.
3. **Steps of the Research**

In conducting the research, the researcher lists the steps which summarize the following research schedule. The table of the research schedule is arranged as follows:

**Table 1.1 Research Schedule**

<table>
<thead>
<tr>
<th>No.</th>
<th>Date and time</th>
<th>Activities</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>July, 6th 2018</td>
<td>Pre-observation in the school</td>
<td>SMPN 2 Bayat</td>
</tr>
<tr>
<td>2.</td>
<td>July, 17th 2018</td>
<td>Giving observation letter to one of the administration staff at SMPN 2 Bayat</td>
<td>Head master’s office of SMPN 2 Bayat</td>
</tr>
<tr>
<td>3.</td>
<td>August, 13th 2018</td>
<td>Meet the English teacher to do a consultation about the lesson plan.</td>
<td>The teacher office of SMPN 2 Bayat</td>
</tr>
<tr>
<td>4.</td>
<td>August, 15th 2018</td>
<td>Doing action in the class (cycle I) pre-test and Cycle.</td>
<td>In the classroom of 9F</td>
</tr>
<tr>
<td>5.</td>
<td>August, 18th 2018</td>
<td>Doing action in the class (cycle I) cycle and post-test.</td>
<td>In the classroom of 9F</td>
</tr>
<tr>
<td>6.</td>
<td>August, 20th 2018</td>
<td>Meet the teacher to do a consultation about the lesson plan in the cycle II</td>
<td>The teacher office of SMPN 2 Bayat</td>
</tr>
<tr>
<td>7.</td>
<td>August, 23th 2018</td>
<td>Doing action in the class (cycle II) pre-test and cycle.</td>
<td>In the classroom of 9F</td>
</tr>
<tr>
<td>8.</td>
<td>August, 25th 2018</td>
<td>Doing action in the class (cycle II) cycle and post-test.</td>
<td>In the classroom of 9F</td>
</tr>
</tbody>
</table>
4. **Techniques of Data Collection and Research Instrument**

To collect the data for this research, the researcher uses three data collection methods namely; observation, test, and documentation.

a. Observation

Observation is a method that is often used to know a behavioral science (Kothari, 2004: 96). In this research, the researcher observes in the learning process the classroom activities. The observation consists of two cycles. There is the cycle I and cycle II. The researcher uses the observation checklist to collect information through the classroom observation. The observation sheet consists of students’ and teacher’s observation checklist. In filling this observation for students’ and teacher checklist is going to use mark “√”. The students’ checklist as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>The students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paying attention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Asking question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Responding to question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Accomplishing task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Being enthusiastic in the application</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*the power of two strategy*
<table>
<thead>
<tr>
<th>No.</th>
<th>The Teachers’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prepared the material well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Greeting students before the lesson begin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Praying before the lesson begins</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Checking students attendance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Giving motivation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Reminding previous material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Giving an explanation of the material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Using the power of two strategy to teach writing procedure text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Giving opportunity for asking the questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Help the students’ difficulties in learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Giving feedback after the lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Test

1) Pre test

Before conducting the cycle, the students were given pre-test in each cycle. It made the researcher know about the students’ writing skills before cycles were given in the teaching learning process.

To clarify the activity in pre-test section, the researcher set the procedure in class as follows:
a) The teacher started the class with greeting.
b) The teacher checked the students’ attendance list.
c) The teacher shared the test sheet to the students.
d) The teacher explained the rules before doing the test.
e) The students submitted their test sheet as soon as they finished it.

2) Post Test

The post-test was conducted after the students carried out the pre-test and got cycles. The purposes of conducting the post-test were to know the improvement of students’ writing skills after they were given cycles.

To clarify the activity in post-test section, the researcher set the procedure in class as follows:

a) The teacher started the class with greeting.
b) The teacher checked the students’ attendance list.
c) The teacher gave cycle to the students’.
d) The teacher shared the test sheet to the students.
e) The teacher explained the rules before doing the test.
f) The students submitted their test sheet as soon as they finished it.

g) The teacher closed the class.

c. Documentation
To make documentation for this research, the researcher collected photos.

5. Data Analysis

In the analysis data, the researches use mixed methods to analyze the data Creswell (2012: 16).

a. Qualitative Data

Creswell (2012: 16), states collecting data based on words from a small number of individuals, thus the participants’ view is obtained and analyzing the data for description. In this research, the data of the observation checklist is analyzed by qualitative.

b. Quantitative Data

Quantitative data is processed by the teacher and researcher to get the score of the students. The procedure of the data analysis is done by analyzing the results of the test.

To measure the data quantitatively, the researcher used the following formulas:

1) Mean

According to Sudijono (2008: 76) mean is one score that can represent group score in the general.

\[
M = \frac{\sum x}{N}
\]

Note:

\[
M = \text{Mean of student’s score}
\]
\[ \sum x = \text{The sum of student’s score} \]

\[ N = \text{The total number of students} \]

2) To Calculate the Mean of Difference

According to Sudijono (2008: 149) the formula of mean different as:

\[ \text{MD} = \frac{\sum D}{N} \]

Note:

\[ \text{MD} = \text{Mean of Difference} \]

\[ \sum D = \text{The total difference between pre test and post test} \]

\[ N = \text{The total number of the students.} \]

3) To Calculate the Standard Deviation

According to Sudijono (2008: 162) the formula of standard deviation as follow:

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]

Note:

\[ SD_D = \text{Standard Deviation} \]

\[ D = \text{The difference between pre-test and post-test} \]

\[ N = \text{The number of the students} \]
4) To Calculate the Standard Error for the Mean Difference:

\[ SE_{MD} = \frac{SD_D}{\sqrt{N-1}} \]

Note:

\( SE_{MD} \) = The standard error for the mean difference.

\( SD_D \) = Standard Deviation.

\( N \) = The total number of the students.

\( d.f \) = N-1

5) To Calculate the T-test, the researcher uses this formula:

\[ T_0 = \frac{MD}{SE_{MD}} \]

Note:

\( T_0 \) = T-test.

\( MD \) = Mean of difference.

\( SE_{MD} \) = The standard error for the mean difference

---

**G. Graduating Paper Outline**
In order to make a systematic research, the research organizes this research into five chapters, they are as follows:

Chapter I is an introduction. It contains the background of the research, the research questions, objectives of the research, significances of the research, hypothesis and success indicator, research methodology, and graduating paper outline.

Chapter II literature review. It contains theoretical framework and previous research.

Chapter III is the implementation of the research. It contains procedure of the research

Chapter IV is a research finding. This chapter consists of the result of the research in using the power of two strategy of learning to improve students’ skills in writing procedure text for the ninth grade students of SMP N 2 Bayat, Klaten in the academic year of 2018/ 2019.

Chapter V is closure. It contains conclusions and suggestions. After that, it is followed by bibliography and appendixes.

CHAPTER II
LITERATURE REVIEW

This chapter consists of a theoretical framework and the review of previous research. Theoretical framework describes some information related to writing, the writing process, the power of two strategy, improve, and procedure text. The previous research explains the research which have been conducted by other researcher previously as the reference of this research.

A. Theoretical Framework

1. Writing
   a. Definition of Writing

   According to Hyland (2003: 23), Writing is a socio-cognitive activity which involves skills in planning and drafting as well as knowledge of language, contexts, and audiences. Gelb (2003: 11), states “writing began at the time when man learned how to communicate his thoughts and feelings by means of visible signs, understandable not only to himself but also to all other persons more or less initiated into the particular system”. Based on Morley (2007: 8), Writing is an extreme act of attention and memory; it pleads with your brain cells to make a new connection.

   According to Hogue (2007: 265), Writing is a process of creating, organizing, writing, and polishing. In the first step
of the process, you create ideas. In the second step, you organize the ideas. In the third step, you write a rough draft. In the final step, you polish your rough draft by editing it and making revisions.

From the explanation above, it can be concluded that writing is an ending of a product from students' thinking that is visualized in written form.

b. The Writing Process

According to Hogue (2007: 265), there are four steps of the academic writing process, these are: creating (prewriting), planning (outlining), writing, and polishing (revising/editing).

1) Creating (Prewriting)

Prewriting is the first step in the writing process is to choose a topic and collect information about it.

2) Planning (Outlining)

After having spent some time of thinking about the topic of doing prewriting, for the next step of the writing process is planning step, you can organize the ideas into an outline Hogue (2007: 271).

3) Writing

The next step in the writing process is writing the rough draft. Just follow the outline and do not worry about
grammar or punctuation. A rough draft is not supposed to be perfect.

4) Polishing (Revising/Editing)

Polishing is most successful if you do it in two stage. First, attack the big issues of content and organizing (revising). Then work on the smaller issues of grammar and punctuation (editing) Hogue (2007: 273)

c. Genre of Writing

Hyland (2003: 19) mentioned that some factual genres in his book are a recount, procedure, description, report, and explanation.

Table. 2.1 Some Factual Genres

<table>
<thead>
<tr>
<th>Genre</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recount</td>
<td>To reconstruct past experiences by retelling events in the original sequence.</td>
</tr>
<tr>
<td>Procedure</td>
<td>To show how processes or events are accomplished – how something is done.</td>
</tr>
<tr>
<td>Description</td>
<td>To give an account of imagined or factual events and phenomena.</td>
</tr>
<tr>
<td>Report</td>
<td>To present factual information about a class of things, usually by classifying them and then describing their characteristics.</td>
</tr>
<tr>
<td>Explanation</td>
<td>To give reasons for a state of affairs or judgment.</td>
</tr>
</tbody>
</table>

Source: Butt et al., 2000; Martin, 1989.
One of the genres above will be tough in the teaching-learning process of this research is procedure text. It is about how to do something.

d. The Indicators of Students Fluency in Writing Skill

In writing skill, indicators are used to know the students' outcome in their learning. According to K. D. Ritchey at al. (2016: 24) there are some indicators of students fluency of writing skill, these are:

**Table 2.2 The Indicators of Students Fluency of Writing Skill**

<table>
<thead>
<tr>
<th>Category</th>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text types and purposes</td>
<td>1. Students should be able to create a product where they talk about a book and provide an opinion about the book for supported reasons.</td>
</tr>
<tr>
<td></td>
<td>2. Students should be able to create informative/ explanatory text where they are able to produce a topic and provide information on it.</td>
</tr>
<tr>
<td></td>
<td>3. Students should be able to describe or write a sequence of events and discuss them with the organization as well as react to what happened.</td>
</tr>
<tr>
<td>Production and description of writing</td>
<td>1. Students should answer questions made by their peers in order to build up their writing.</td>
</tr>
<tr>
<td></td>
<td>2. Students should be able to</td>
</tr>
</tbody>
</table>
participate in research projects, explore books, and express an opinion in writing.

1. Students should be able to participate in research projects including exploring books and expressing opinions use them in writing.

2. Students should be able to participate in research projects including exploring books and expressing opinions use them in writing.

3. Students should be able to remember information from personal experiences or be able to gather information from a provided source in order to answer a question.

e. The Scoring of Writing

Table 2.3 Writing Scoring Rubric

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>9 – 10</td>
<td>• Complete, accurate, and through.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Includes all important ideas and demonstrates an understanding of important relationships.</td>
</tr>
</tbody>
</table>
| 7–8 | Is fully developed and includes specific facts or examples.  
Contains no irrelevant information. |
| 5–6 | Demonstrates a good understanding of the topic.  
Includes most of the important ideas and shows a good understanding of important relationships.  
Demonstrates good development of ideas and includes adequate supporting facts or examples.  
May contain some irrelevant information. |

| 5–6 | Demonstrates some knowledge and understanding of the topic but may show gaps in the student’s knowledge.  
Includes some of the important ideas related to the topic and shows some but limited understanding of the relationships.  
Develops ideas adequately and includes some supporting facts or examples.  
Maybe vague, repetitive, or not well developed, and may include misconceptions or some inaccurate information. |
| Organization | 9 – 10 | • Logically organized around major ideas, concepts or principles.  
• Restates the question accurately.  
• Develops ideas from general to specific.  
• Achieve coherence through the appropriate and varied use of academic language structures and other cohesive device. |
| 7 – 8 | Is generally well organized around important ideas, concepts, or principles. Includes a restatement of the question. Develop most ideas from general to specifics. Achieves some coherence through the use of academic language structures and other cohesive devices. |
| 5 – 6 | • Is loosely organized around important ideas, concepts, or principles.  
• Attempts to restate the question.  
• Develops some ideas from general to specific while others are not sufficiently developed.  
• Uses some appropriate academic language and cohesive devices, |
<table>
<thead>
<tr>
<th>Language Use</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Clearly written with few errors; errors do interfere with comprehension.</td>
</tr>
<tr>
<td></td>
<td>• Includes academic vocabulary that is rarely inaccurate or repetitive.</td>
</tr>
<tr>
<td></td>
<td>• Includes generally accurate word forms and verb tenses.</td>
</tr>
<tr>
<td></td>
<td>• Uses a variety of sentence types accurately.</td>
</tr>
<tr>
<td></td>
<td>• Contains source text language that is well integrated with student-generated language.</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>• Is clearly written with few errors; errors do not interfere with comprehension.</td>
</tr>
<tr>
<td></td>
<td>• Uses generally accurate academic vocabulary.</td>
</tr>
<tr>
<td></td>
<td>• May include inaccurate word forms and verb tenses.</td>
</tr>
<tr>
<td></td>
<td>• Uses simple sentence.</td>
</tr>
<tr>
<td></td>
<td>• Contains source text language that is adequately integrated with student-generated language.</td>
</tr>
</tbody>
</table>
2. *The Power of Two Strategy*

a. Definition *the Power of Two Strategy*

   According to Silberman (2005: 171), *the power of two* is used to promote cooperative learning and to reinforce the importance and benefits of synergy, that is, that two heads are indeed better than one.

b. Procedure *the Power of Two*

   1) List topic-related questions on a flip chart, transparency, or chalkboard or in participant workbooks.

   2) Ask participants to answer the questions individually.
3) After all participants have completed their answers, ask the participants to form pairs. Members of each pair share their answers with each other.

4) Ask the pairs to create a new answer to each question, improving on each individual’s response.

5) When all pairs have written new answers, compare the answers of each pair to the others in the group.

c. Variations

1) Invite the entire group to select the best answer for each question.

2) To save time, assign specific questions to each pair rather than having all pairs answer all of the questions.

3. Improve

Improving is the process of becoming or making to the better (Oxford University Press, 2008: 222).

4. Procedure Text

a. Definition of Procedure Text

According to Barwick, et al. (1999: 44) in Zamroni (2017: 18), the main purpose of a procedure is to direct, information or explanation. A procedure text explains how to do something.
b. Social Functions of Procedure Text

The social function of procedure text is to inform ways or instruction for making or doing something completely.

c. Types of Procedures Text

According to Barwick, et al. (1999: 44) in Zamroni, there are different types of procedure texts. They serve different purposes. Procedure texts can instruct how to do a certain activity. It can be science experiments, stage directions, road safety rules, and recipes.

d. The Generic Structure of Procedure Text

Table 2.4 Generic Structure of Procedure Text

<table>
<thead>
<tr>
<th>Title: …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal: A brief description of what will be done.</td>
</tr>
<tr>
<td>Materials Needed: A list of what are needed which may include ingredients, utensils, materials, tools, etc.</td>
</tr>
<tr>
<td>Steps to Accomplish: What has to be done; including diagrams of pictures if needed.</td>
</tr>
</tbody>
</table>

e. Language Features of Procedure Text

According to Fauziati et al. (2005: 123) the language features of procedure text use the following indicators:

1) The sentence type is imperative, such as cut, don’t mix, hold, etc.

2) Action verbs such as turn, put, mix, etc.
3) Connectives to order actions, such as then, while, etc.

4) Adverbials to state detailed time, place, accurate ways, such as for five minutes, 2 centimetres from the top, etc.

According to Knapp (2005: 156), the language feature of instructions of procedure text as follow:

1) Action verbs are used in instructions to represent the processes involved in completing a task. For example: cross, walk, etc.

2) Verbs are the simple present tense to create a sense of timelessness. They are also started as imperative.

3) Adverbs are often used to qualify verbs and to provide extra information about how a task should be completed. For example: slowly, quickly, etc.

4) Temporal connectives are used in procedural instructions to ensure processes are placed in the correct order of time. For example: first, then, etc.

5) Conditional connectives are used to provide a premise upon which a command or statement is based; for example: if

6) Modally is used in instructions to lessen or heighten the degree of obligation in completing the task; for example: should, might like, and could.
How to make a Salid Sandwich

Ingredients:
1. 2 slices of bread
2. Butter
3. Lettuce
4. Tomato
5. Beetroot
6. Cucumber

Tools:
1. Knife
2. Plate

Steps:
1. First, take two slices of bread.
2. Second, spread on butter on the bread.
3. Then, put in lettuce, tomato, beetroot and cucumber or any other ingredients.
4. After that, put the other piece of bread on top.
5. Finally, put on plate and salid sandwich ready to eat.

B. Previous Research

In order to improve the understanding of this research, the research presents five relevant studies. The first research conducted by Triwahyuni (2016). The findings showed that those strategies could solve the students’ problems in reading comprehension and the students' active participation in the classroom also improved.

The next research was conducted by Sulistyani (2015). The research finding showed that there was a significant result which was the t-value was higher than t-table (4.33>1.67). It reveals that there was a positive effect of the power of two strategy in teaching reading narrative text.

Furthermore, the other research was conducted by Nugrahaini (2016). It showed from the mean score of pre-test and post-test. In cycle I, post-test was higher than pre-test: 75.41>62.08, and in cycle II, post-test was higher than pre-test: 85>72.08. It was also proved by the score of t-test from cycle I (4.79) was lower than t-test cycle II (7.72). It means the power of two strategy improves the students’ reading comprehension in recount text. Moreover, the next research was taken by Marom (2016). This research use Classroom Action Research. The research finding showed that the strategy can improve the students’ writing ability. The result showed that the students’ average score in cycle one was 78 while in cycle two was 83. Beside 69.17% of the
students were active in cycle one and 88.45% in cycle two. Based on the result it can be concluded that the use of the power of two strategy can improve the students’ descriptive writing ability. The result showed that the students’ average score in cycle one was 78 while in cycle two was 83. Beside 69.17% of the students were active in cycle one and 88.45% in cycle two. Based on the result it can be concluded that the use of the power of two strategy can improve the students’ descriptive writing ability.

The last research was conducted by Sulaiman & Putra (2017). The finding showed that the result is the power of two strategy is effective to increase students learning. This research was about to find that using the power of two strategy was effective to increase students’ learning.
CHAPTER III
IMPLEMENTATION OF RESEARCH

A. The Procedure of the Research

The researcher used the Classroom Action Research in collecting the data. There were four steps in one cycle for doing actions research those are planning, acting, observing, and reflecting. In this research, the researcher conducts the research in two cycles; the first cycle and the second cycle. The researcher collaborated with the English teacher who taught 9F Class. The activities of each cycle as follows:

1. Cycle I

The researcher used the power of two strategies of learning which can improve the students’ writing skills. The procedures as below:

a. Planning

In this step, the researcher planned the activities were presented as below:

1) Selecting the materials based on the syllabus.

2) Preparing the materials, making the lesson plans and designing the steps in doing the action.
3) Preparing the pre-test and post-test.

4) Discussing the lesson plan with the teacher to improve the quality.

5) Preparing the observation checklist to observe the teacher and the students' activities.

6) Preparing the list of students’ name and scoring.

Those preparations are designed to obtain the objective of the teaching and learning process. Students are supposed to improve their writing skills through the materials were given.

b. Acting

In this phase, the teacher did the teaching-learning process. In the acting phase as the implementation of the preparation, the researcher presented as written below:

1) Giving pre-test and post-test for students.

2) Giving the materials and explain the language feature of procedure text.

3) Giving the example of procedure text.

4) Explaining the materials and the implementation using the power of two strategy of learning in writing procedure text.

5) Giving occasion for the students to ask any difficulties in write procedure text in the learning process.

6) Giving post-test.

c. Observing
The researcher observed the students’ activity by using an observation checklist.

d. Reflecting

In this phase, the researcher tried to reflect on evaluating, and describing the effect of the action. Reflection looked for a sense of the process, problem, and real issues of this action. The researcher evaluated the activities that have been done. Based on analysis of the data from the observation checklist and students score of the test, the teacher and researcher would rebuild the lesson plan and conduct the next cycle on condition that there were less than 85% of the students who got a score higher than passing grade (KKM). The passing grade (KKM) was 75.

2. Cycle II

a. Planning

In the planning phase of the cycle two, the researcher would do some activities that would be arranged as follows:

1) The researcher identified the problem and made the solution to the problems.

2) Preparing the material, making the lesson plan and designing the steps in doing the action.
3) Preparing and reselecting teaching aids with the theme of instructions.

4) Preparing students’ and teachers’ observation checklist of cycle II (in order to know the situation of the teaching-learning process when the technique is applied).

5) Preparing pre-test and post-test of cycle II.

6) Preparing the list of students’ name and scoring of cycle II.

The preparation was designed in order to gain the purpose of the teaching-learning process. Students were supposed to improve their writing skills through the materials which are given.

b. Acting

In the cycle II acting phase was quite similar to the acting in cycle I. in this phase, the teaching and learning process were led by the teacher. The activities of the action phase in the cycle II were:

1) Giving pre-test and post-test for students.

2) Giving materials and explain the purpose, generic structure, and language feature of procedure text.

3) Giving the example of procedure text.
4) Giving more explanation about the materials and the implementation of using the power of two strategy in writing procedure text.

5) Giving occasion for the students’ to ask any difficulties while using the power of two strategy in the learning process.

6) Giving post-test

   At this phase, the researcher and the students worked together. The students obtained the materials deeply. Meanwhile, the teacher helped, guided and monitored the students.

7) Asked the students’ about the procedure of writing procedure text.

8) Conclude the materials and giving feedback after the lesson.

c. Observing

   The researcher observed the students’ activity by using an observation checklist.

d. Reflecting

   Reflecting was a research finding analysis. At this point, the researcher reflected on, evaluating and describing the effects of the action. This was used to what happened in the observation stage.
CHAPTER IV

RESEARCH FINDINGS AND DATA ANALYSIS

This chapter focused on an analysis of data collection. The researcher collected the data from the ninth grade students of SMP N 2 Bayat. The researcher gave the details of the findings. This chapter was the main discussion of the research. It presented the finding of the collected data start from the beginning until the end of the research. The findings consist of the result of the cycle I and cycle II. Those two cycles were the cycles of the implementation using the power of two strategy of learning to improve students’ skills in writing procedure text.

A. The Result of the Research

The research consists of two cycles, each cycle consists of planning, acting, observing, and reflecting. The whole steps of the research would be explained in the description as follows:

1. Research Finding
The research consists of two cycles, each cycle consists of planning, acting, observing, and reflecting. The whole steps of the research would be explained in the description as follows:

a. Cycle I

1) Planning

The researcher prepared several instruments, they are as follows:

a) Lesson Plan

The lesson plan was used to control the teaching and learning process in this research. The researcher used the lesson plan as guidance to manage time and activities during the teaching and learning process in the class.

b) Observation Checklist

Observation checklist was prepared in order to know the students’ and teachers’ activities during the teaching and learning process.

c) Material
The material of this research was procedure text (consist of the meaning, generic structure, example, and language feature).

d) Teaching Aid

Teaching aid was used as a tool that supported the teaching-learning process.

e) Pre-test and Post-test

The researcher used pre-test and post-test in his action. The pre-test was done before using the *power of two* strategy to know the understanding of students in writing procedure text. Then, the researcher used post-test. Post-test was done after using the *power of two* strategy to see the result of the study before and after using the *power of two* strategy.

2) Acting

The action of the cycle I was done on Saturday, August 18th, 2018. Sholekah (the researcher) as the observer and Mr. Widada as the English teacher. The teacher and the researcher entered the F class of the ninth grade of SMPN 2 Bayat and greeted students. The English teacher open the learning process, then the English teacher
checked the attendance list. There were 24 students in the class that consists of 12 males and 12 females. The teacher started the lesson by saying "Assalamualaikum warahmatullahi wabarakaatuh" and asked about the condition of students’ by saying "How are you today?", the students answered “I am fine, thanks, and you?” and the teacher answered “I am very well, thank you”. The teacher opened the lesson, conveyed the purpose of lesson in the class, and checked the attendance list. After checked the attendance list, the teacher asked the students “Have you learned about procedure text?”. The students answered that they learned about procedure in seventh class. Then the teacher asked the students about definition of procedure text. One of the students “Sheila” answered that procedure text was “Cara melakukan sesuatu” (How to do something). Another students’ (Yesika) added that procedure text was “melakukan sesuatu dengan langkah-langkah” (doing something with the steps). After that, the teacher gave the pre-test for the students.

After 25 minutes, the teacher asked students to submit the pre-test. Then, the teacher explained the definition of procedure text, social function, generic structure, language features, and gave the example of
procedure text. The teacher explained how to make procedure text using the power of two strategy and explained about the steps.

The steps are, first, the teacher wrote the list of topic-related to question on flipchart, or students’ sheet. Then teacher asked students to answer the question individually. Second, after all the students have completed their answer, the teacher asked students to form pairs and members of each pairs should share their answer with each other. Third, the teacher asked each pairs to create a new answer to each question. The last, when all pairs have written new answers, each pairs compare the answer to the other pairs in the group.

After the students understood the material and strategy, the teacher asked students to make a simple procedure text. The teacher asked students to read the result in front of the class, gave feedback about the students answered, and explained the material clearly. After that, the teacher asked the students to do the post-test. 25 minutes later, the students finished the test and submitted it in front of the class. The teacher closed the meeting and said “Wassalamualaikum Warahmatullahi Wabarakatuh”.
3) Observing

The researcher observed students activity by using the observation checklist in the learning process. This observation checklist was proposed to know how far the situation and enthusiasm of the students and teacher activity during teaching and learning process with the purpose to evaluate the teaching and learning process, collected the data and monitored the class.

Table 4.1 Form of the Results of Students’ Observation Checklist

<table>
<thead>
<tr>
<th>No.</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paying attention</td>
<td>√</td>
<td></td>
<td>The students were paid to the teachers’ explanation.</td>
</tr>
<tr>
<td>2.</td>
<td>Asking question</td>
<td>√</td>
<td></td>
<td>The students were asked about the familiar word and the meaning.</td>
</tr>
<tr>
<td>3.</td>
<td>Responding to question</td>
<td>√</td>
<td></td>
<td>There were students answered teacher question.</td>
</tr>
<tr>
<td>4.</td>
<td>Accomplish task</td>
<td>√</td>
<td></td>
<td>All of the students did the task.</td>
</tr>
<tr>
<td>5.</td>
<td>Being enthusiastic in using the power of two</td>
<td>√</td>
<td></td>
<td>They felt enjoy the application of the</td>
</tr>
</tbody>
</table>
From the table above, it can be concluded that the students’ activity is running well, start from paying attention, asking question, responding to question, accomplish task, and being enthusiastic in using the *power of two* strategy of learning process.

The researcher analyzed the data of pre-test and post-test. The calculation and result of both tests are presented below:

a) The Students’ Score of Pre-test and Post-test in Cycle I

**Table 4.2 The Students’ Score of Pre-test and Post-test Cycle I**

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>pre-test (X)</th>
<th>post-test (Y)</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AAFP</td>
<td>42</td>
<td>60</td>
<td>18</td>
<td>324</td>
</tr>
<tr>
<td>2.</td>
<td>ANS</td>
<td>66</td>
<td>82</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>3.</td>
<td>AJA</td>
<td>48</td>
<td>60</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>4.</td>
<td>ANK</td>
<td>58</td>
<td>70</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>5.</td>
<td>BNR</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>6.</td>
<td>DA</td>
<td>56</td>
<td>48</td>
<td>-8</td>
<td>64</td>
</tr>
<tr>
<td>7.</td>
<td>F</td>
<td>46</td>
<td>42</td>
<td>-6</td>
<td>36</td>
</tr>
<tr>
<td>8.</td>
<td>FAS</td>
<td>60</td>
<td>76</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>9.</td>
<td>FMS</td>
<td>80</td>
<td>88</td>
<td>8</td>
<td>64</td>
</tr>
</tbody>
</table>
b) The Calculation of Mean, Standard Deviation, and T-test

1) Calculating Mean of Pre-test I

Mean is the pattern to calculate the average of students’ score. The pattern is:

\[ M = \frac{\sum X}{N} \]

\( M \) : Mean of students’ score

\( \sum X \) : The sum score of students’ \( = 1490 \)
N : The total number of students’ = 24

The calculation is:

\[ M = \frac{\sum X}{N} \]

\[ M = \frac{1490}{24} \]

M = 62.08

2) Calculating Mean of Post-test I

Mean is the pattern to calculate the average of students’ score.

The pattern is:

\[ M = \frac{\sum X}{N} \]

\[ M : \text{Mean of students’ score} \]
\[ \sum X : \text{The sum score of students’} = 1698 \]
\[ N : \text{The total number of students’} = 24 \]

The calculation is:

\[ M = \frac{\sum X}{N} \]

\[ M = \frac{1698}{24} \]

M = 70.75

3) Calculating Mean of Difference

\[ MD = \frac{\sum D}{N} \]
46

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ SD_D = \sqrt{\frac{2924}{24} - \left(\frac{194}{24}\right)^2} \]

\[ SD_D = \sqrt{121.83 - (8.08)^2} \]

\[ SD_D = \sqrt{56.55} \]

\[ SD_D = 7.51 \]

5) T-test Calculation

a) The standard error for the mean difference

\[ SE_{MD} = \frac{SD_D}{\sqrt{N-1}} \]

\[ = \frac{7.51}{\sqrt{24-1}} \]

\[ = \frac{7.51}{\sqrt{23}} \]

\[ = \frac{7.51}{4.79} \]

\[ = 1.56 \]

b) T-test
\[
T_0 = \frac{M_D}{\text{SE}_{MD}}
\]

\[
= \frac{8.08}{1.56}
\]

\[= 5.17\]

Based on the result, it means that there was a significant difference between pre-test and post-test. The improvement can be calculated in percentage by calculating students’ pre-test and post-test score.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of Pre-Test</th>
<th>Presentation of Pre-Test</th>
<th>Grade of Post-Test</th>
<th>Presentation of Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;75</td>
<td>18</td>
<td>75%</td>
<td>15</td>
<td>62%</td>
</tr>
<tr>
<td>75</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>&gt;75</td>
<td>6</td>
<td>25%</td>
<td>9</td>
<td>37%</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100%</td>
<td>24</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the data above, it could be seen that there were 37% of students' who pass the KKM. Only 9 students’ who passed the passing grade. It means that the number of students who passed the passing grade was less than 85%.
The passing grade of English lesson in SMPN 2 Bayat was 75. The researcher found that the T-test was 5.17. The researcher was used 5%. \((N-1) = 24-1 = 23\). So, the T-table was 2.06. From the data, the researcher concluded that the score of the T-test higher than T-table. It means that there was a significant improvement for the researcher. However, the researcher conducted the research of cycle II because of the number of the students who passed the passing grade less than 85%.

4) Reflecting

Based on the observation, there is an improvement on students writing a score, but it still did not pass the passing grade of 75. So, the researcher implement the cycle II. The teacher emphasize the knowledge about definition of procedure text, generic structure and the language features more deeply.

The weakness in cycle I, there are some students who did not active in the teaching-learning process. They are still confused about the procedure material. So, the students have not understood yet clearly how to make the procedure text.

b. Cycle II
1) Planning

The researcher prepared several instruments, they are as follow:

a) Lesson Plan

The lesson plan was used to control the teaching and learning process in this research. The researcher used the lesson plan as guidance to manage time and activities during the lesson.

b) Observation Checklist

Observation checklist was prepared in order to know the students’ activities during the teaching and learning process.

c) Material

The material of procedure text consists of the purpose, generic structure, language feature, and example of procedure text.

d) Teaching Aid

Teaching aid was used as a tool that supported the teaching learning process.

e) Pre-test and Post-test
The researcher used pre-test and post-test in this action. The pre-test was done before using the *power of two* strategy to know the competence of students in writing procedure text. Then, the researcher conducted the post-test.

2) Acting

The action of cycle II was done on Saturday, August 25th, 2018. The steps were still the same with the cycle I. Sholekah (the researcher) as the observer and Mr. Widada as the English teacher. The teacher and the researcher entered the F class of the ninth grade of SMPN 2 Bayat and greeted students. The English teacher open the learning process, then the English teacher checked the attendance list. There were 24 students in the class that consists of 12 males and 12 females. It was the first meeting in cycle I.

The teacher started the lesson by saying "*Assalamualaikum warahmatullahi wabarakaatuh*" and said, and asked about the condition of students’ by saying "*How are you today?*", the students answered “*I am fine, thanks, and you?*” and the teacher answered “*I am very well, thank you*”. The teacher opened the lesson, conveyed the purpose of lesson in the class, and checked the
attendance list. The teacher reviewed the material to the students “Have you remembered about procedure text?”. The students answered that they remembered about procedure text. There were many students answered teacher questions. Then, the teacher asked the students about the social function of procedure text. Several students answered that social function of procedure text was “Untuk memberi perintah dalam membuat atau melakukan sesuatu secara urut (to give instruction on making or doing something orderly)”. Three minutes later, the teacher gave the pre-test.

After 25 minutes, the teacher asked students to submit the pre-test. Then, the teacher explained the definition of procedure text, social function, generic structure, language features, and gave the example of procedure text. The teacher explained how to make procedure text used the power of two strategy and explained about the steps.

The steps are, first, the teacher write the list of topic-related to question on flipchart, or students’ sheet. Then teacher asked students to answer the question individually. Second, after all the students have completed their answer, the teacher asked students to form pairs and
members of each pairs should share their answer with each other. Third, the teacher asked each pairs to create a new answer to each question. The last, when all pairs have written new answers, each pairs compare the answer to the other pairs in the group.

After the students understood the material and strategy, the teacher asked students to make a simple procedure text. The teacher asked students to read the result in front of the class, gave feedback about the students answered, and explained the material clearly. After that, the teacher asked the students to do the post-test. 25 minutes later, the students finished the test and submitted it in front of the class. The teacher closed the meeting and said “Wassalamualaikum Warahmatullahi Wabarakatuh”.

3) Observing

In cycle II, the researcher also observed the teaching-learning process in the class.

a) Observe the Students’ Activity

<table>
<thead>
<tr>
<th>Table 4.4 Form of the Results of Students’ Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checklist Cycle II</td>
</tr>
<tr>
<td>No.</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

52
1. Paying attention  √  All of the students pay attention to answer the greeting.
2. Asking question  √  Few students who asking
3. Responding to question  √  There were students answered teacher question.
4. Accomplish task  √  All of the students did the task.
5. Being enthusiastic in using the power of two strategy of learning process.  √  They felt enjoy the application of the power of two strategy.

From the table above, it can be concluded that the students’ activity is running well, start from paying attention, asking question, responding to question, accomplish task, and being enthusiastic in using the power of two strategy of learning process.

b) Observe the Students’ Activity
The researcher analyzed the data of pre-test and post-test. The researcher gave a score to the students based on the rubric assessment. The calculations of the result of both tests were explained below:

c) The Score of Pre-Test and Post-Test Cycle II

Table 4.5 The Students’ Score of Pre-Test and Post-Test

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Name</th>
<th>Score pre-test (X)</th>
<th>Score post-test (Y)</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A A F P</td>
<td>80</td>
<td>84</td>
<td>22</td>
<td>484</td>
</tr>
<tr>
<td>2.</td>
<td>A N S</td>
<td>64</td>
<td>86</td>
<td>22</td>
<td>484</td>
</tr>
<tr>
<td>3.</td>
<td>A J A</td>
<td>76</td>
<td>78</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>4.</td>
<td>A N K</td>
<td>76</td>
<td>84</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>5.</td>
<td>B N R</td>
<td>78</td>
<td>86</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>6.</td>
<td>D A</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>7.</td>
<td>F</td>
<td>76</td>
<td>78</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>8.</td>
<td>F A S</td>
<td>76</td>
<td>82</td>
<td>22</td>
<td>484</td>
</tr>
<tr>
<td>9.</td>
<td>F M S</td>
<td>80</td>
<td>86</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>10.</td>
<td>F A N</td>
<td>76</td>
<td>84</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>11.</td>
<td>I F</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>12.</td>
<td>M S P</td>
<td>76</td>
<td>84</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>13.</td>
<td>O D R</td>
<td>80</td>
<td>86</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>14.</td>
<td>P A M</td>
<td>78</td>
<td>80</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>
d) The Calculation of Mean, Standard Deviation, and T-test

1) Calculation Mean of Pre-test II

Mean is the pattern to calculate the average of students’ score. The pattern is:

\[ M = \frac{\sum X}{N} \]

\(M\) : Mean of students’ score

\(\sum X\) : The sum score of students’ = 1786

\(N\) : The total number of students’ = 24

The calculation is:
\[ M = \frac{\sum X}{N} \]

\[ M = \frac{1786}{24} \]

\[ M = 74.41 \]

2) Calculating Mean of Post-test II

Mean is the pattern to calculate the average of students’ score. The pattern is:

\[ M = \frac{\sum X}{N} \]

\( M \) : Mean of students’ score

\( \sum X \) : The sum score of students’ \( = 1964 \)

\( N \) : The total number of students’ \( = 24 \)

The calculation is:

\[ M = \frac{\sum X}{N} \]

\[ M = \frac{1964}{24} \]

\[ M = 81.83 \]

3) Calculating Mean of Difference

\[ MD = \frac{\sum D}{N} \]

\[ = \frac{228}{24} \]

\[ = 9.5 \]
4) Calculating of Standard Deviation

Standard Deviation is the pattern to calculate random sampling. The pattern is:

\[ SD_D = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2} \]

\[ SD_D = \sqrt{\frac{3088}{24} - \left(\frac{228}{24}\right)^2} \]

\[ SD_D = \sqrt{128.66 - (9.5)^2} \]

\[ SD_D = \sqrt{128.66 - 90.25} \]

\[ SD_D = \sqrt{38.41} \]

\[ SD_D = 6.19 \]

5) T-test Calculation

a) The standard error for the mean difference

\[ SE_{MD} = \frac{SD_D}{\sqrt{N-1}} \]

\[ = \frac{6.19}{\sqrt{24-1}} \]

\[ = \frac{6.19}{\sqrt{23}} \]

\[ = \frac{6.19}{4.79} \]

\[ = 1.29 \]
From the data above, the researcher concluded that score mean of pre-test and post-test was significantly different, by which post-test (81.83) was greater than pre-test (74.41). The researcher found that the T-test was 7.36. The researcher was used 5%. (N-1) = 24-1 = 23. So, the T-table was 2, 06. From the data, it could be concluded that the score of the T-test higher than T-table. It means that there was a significant improvement in the research. Finally, the researcher had successfully conducted the research. There was an improvement in using the power of two strategy.

The improvement can be calculated in percentage by calculating students’ pre-test and post-test score.

Table 4.6 Count of Passing Grade of Pre-Test and Post-Test in the Cycle II

<table>
<thead>
<tr>
<th>Criteria of Grade of Pre-Test</th>
<th>Presentation of Pre-Test</th>
<th>Grade of Post-Test</th>
<th>Presentation of Post-Test</th>
</tr>
</thead>
</table>

58
<table>
<thead>
<tr>
<th>&lt;75</th>
<th>7</th>
<th>29%</th>
<th>3</th>
<th>12%</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>&gt;75</td>
<td>17</td>
<td>70%</td>
<td>21</td>
<td>87%</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100%</td>
<td>24</td>
<td>100%</td>
</tr>
</tbody>
</table>

It means that 87% of students' pass the KKM. There were 21 students who pass the KKM. Meanwhile, there were 3 students who do not pass the KKM. It can be concluded that the improvement of students' skills in writing procedure text is good enough.

4) Reflection

The teacher and the researcher analyze the lesson plan and action of the cycle II. The students' score and the checklist is used to make an appropriate reflection. The criteria for minimum passing grade (KKM) of English subject is 75. The students’ scores in the post-test of cycle II shows that there are 87% of the students who pass the KKM. It means that after reflection from the cycle I is applied in the action of cycle II, the students' score is improved on the post-test of the cycle II. The teacher and the researcher do not continue the cycle because 87% of the students have already passed the passing grade (KKM).

2) Discussions
After analyzing the students’ score in the cycle I and cycle II, the researcher concluded that there was a significant improvement of the students’ skills in writing procedure text after being taught by using the **power of two strategy**. The improvement can be seen as follows:

**Table 4.7 Table of Data Analysis**

<table>
<thead>
<tr>
<th>No.</th>
<th>Analysis</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean of Pre-test</td>
<td>62.08</td>
<td>74.41</td>
</tr>
<tr>
<td></td>
<td>Mean of Post-test</td>
<td>70.75</td>
<td>81.83</td>
</tr>
<tr>
<td>2.</td>
<td>Total of the students who pass the passing grade (≥75)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Pre-test</td>
<td>25%</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>- Post-test</td>
<td>37%</td>
<td>87%</td>
</tr>
<tr>
<td></td>
<td>- Improvement</td>
<td>12%</td>
<td>17%</td>
</tr>
<tr>
<td>3.</td>
<td>T-table N= 24</td>
<td>2.06</td>
<td>2.06</td>
</tr>
<tr>
<td>4.</td>
<td>T-test</td>
<td>5.17</td>
<td>7.36</td>
</tr>
</tbody>
</table>

From the table above, it can be seen that the T-test is bigger than T-table. It means that there is a significant improvement in students' writing skills by using the **power of two strategy**. The improvement of students who passed the passing grade in cycle I is 12%, while the improvement of students who passed the passing grade in cycle II is 17%. Based on the result of the T-test of the cycle I and cycle II, the use of the **power of two strategy** of learning
in procedure text is successful to improve students’ writing skills. It can be seen from the table, that show the T-test of the cycle I is 5.17 and cycle II is 7.36. It is indicated that there is a significant improvement in the research.

From the result above, the researcher wants to convey that the use of the *power of two* strategy can improve students writing skills and it is appropriate for the relevant previous studies. The first research, the researcher takes a review related to the study of previous research which conducted by Sulistyani (2015). In their research, the researcher conclude that the *power of two* strategy is an appropriate strategy to improve students' writing skill. The second result is conducted by Sulaiman & Putra (2017). In their research, the researcher concluded that the *power of two* strategy is effective to increase students learning.

**CHAPTER V**

**CLOSURE**

This chapter consists of the conclusion and suggestion. After completing this research, the research provides some conclusions and suggestions of the research.

A. Conclusions
After conducting the research and analyzing the data, the researcher comes to several conclusions to answer the problem of the research that:

1. The implementation of the power of two strategy to improve the students’ skills in writing procedure text is successful. The researcher gets the information from cycle 1 until cycle 2. The implementation of each cycle can divide into three parts. The first part, the teacher conducted pre-test and he gives the time 25 minutes to finish the test. The second part, the teacher conducting treatment by using the power of two strategy. The third part is the post-test. The teacher gives 25 minutes to finish the test. In the cycle I, the implementation of the Power of Two Strategy was not really successful. In the cycle II, there were three parts. The teacher gave pre-test 25 minutes for first part. In the second part, the teacher gave cycle in 30 minutes. In the third part, the teacher gave a post-test was done in 25 minutes. The implementation of the Power of Two Strategy in the second cycle was successful. Then, the researcher analyzes the students’ writing skills and they can improve their writing skills from cycle I until cycle II.

2. There is an improvement of writing skill in procedure text by using the power of two strategy for the ninth grade of SMP N 2 Bayat, Klaten. It can be seen from students’ score of pre-test and post-test. Therefore, before the strategy is implemented, there is 75% of the
students who do not pass the passing grade and only 25% of the students who can reach the passing grade. Meanwhile, in the post-test result, there is 62% of the students who can not reach the passing grade on the post-test, and there is 37% of the students who can reach the passing grade. On the other hand, the result of cycle II shows that there is 29% of the students who can not reach the passing grade, and only 70% of the students who can reach the passing grade on the pre-test of the cycle II. Meanwhile, there is 87% of the students who can reach the passing grade on the post-test of cycle II. Therefore, it is shown in the mean of students’ score of pre-test cycle I is 62.08 and the mean of post-test in cycle I is 70.16. Meanwhile, the mean of pre-test in cycle II is 74.41 and the mean of post-test in cycle II is 81.83. It means that using the power of two strategy of learning is successful to improve students’ skills in writing procedure text.

B. Suggestions

Based on the research findings and discussion, the following suggestions are addressed to the teacher, the students, and the future researcher.

1. For the Teacher
The teacher can use the **power of two** strategy to improve the students’ skills in writing procedure text. Using the **power of two** as a strategy in the teaching-learning process is interesting for the students. Moreover, using the **power of two** strategy in the teaching-learning process is very easy to be applied. It can motivate and make the students easier in writing a subject.

2. **For the Students’**

The students can apply and practice the **power of two** strategy by following the steps. It will help the students to solve their problems in writing and to improve their writing skills.

3. **For the Future Researcher**

The researcher suggests the future researcher to conducted Classroom Action Research in using the **power of two** strategy to improve students’ skills, especially in writing procedure text. The future researcher can also examine the effectiveness of using the **power of two** strategy in the teaching-learning process if it is applied Junior High School.

**BIBLIOGRAPHY**


### SILABUS PEMBELAJARAN

**Sekolah:**
**Kelas:** IX (Sembilan)
**Mata Pelajaran:** Bahasa Inggris
**Semester:** 1 (Satu)

**Standar Kompetensi:** Menulis

1. Mengungkapkan maksud dalam teks tulis fungsional dan esai pendek sederhana berbentuk *procedure* dan *report* untuk berinteraksi dalam konteks kehidupan sehari-hari

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Pemilihan Teknik</th>
<th>Bentuk Instrument</th>
<th>Contoh Instrument</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Kalimat sederhana (impersonal, simple present)</td>
<td>1. Menulis kalimat pendek dan sederhana</td>
<td>1. Menulis kalimat pendek dan sederhana</td>
<td>Tex &amp; Links</td>
<td>Urutan</td>
<td>4 x 40 menit</td>
<td>1. Buku teks yang relevan</td>
<td></td>
</tr>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pembelajaran</td>
<td>Kegiatan Pembelajaran</td>
<td>Indikator Pencapaian Kompetensi</td>
<td>Penilaian</td>
<td>Alokasi Waktu</td>
<td>Number Belajar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------</td>
<td>-----------------------</td>
<td>-------------------------------</td>
<td>-----------</td>
<td>---------------</td>
<td>---------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pendek dan sederhana menggunakan unsur bahasa yang diperlukan.</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Menulis teks fungsional pendek berdasarkan konteks.</td>
<td></td>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Karakter siswa yang diharapkan:**
- Dapat dipercaya (Trustworthiness)
- Rasa hormat dan perhatian (respect)
- Tekun (diligence)
- Tanggung jawab (responsibility)

| 6.2 Mengangkupkan maksi dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tafs secara akurat, lancar dan bermater untuk berinteraksi dalam konteks | 1. Kalimat akar dari teks procedure/report | Tes tafs | Menyusun kalimat | Rearrange the following jumbled sentences in a good order | 6 x 40 menit |
|                                                                                     | 2. Review berbagai hal tentang teks procedure report | Uraian | Menyusun kalimat | Write a procedure test telling how to operate a computer | Buku teks yang relevan |
|                                                                                     | - Tugas komunikatif |                   |               |                                                           | 2 Buku resep bahasa Sajg7s |
|                                                                                     | - Langkah retorika |                   |               |                                                           | Gambar-gambarkan tentang cara |
|                                                                                     | - Ciri kebahasan |                   |               |                                                           |                                     |
|                                                                                     | 3. Kata Baha |                   |               |                                                           |                                     |
|                                                                                     | - Simple Present |                   |               |                                                           |                                     |
|                                                                                     | - Present Continuous |               |               |                                                           |                                     |
|                                                                                     | - Imperatives |                   |               |                                                           |                                     |
|                                                                                     | 4. Kosa kata |                   |               |                                                           |                                     |
|                                                                                     | 1. Menyusun kalimat akar menjadi teks yang polih berbentuk procedure/report | Tes tafs | Menyusun kalimat | Rearrange the following jumbled sentences in a good order | 6 x 40 menit |
|                                                                                     | 2. Menulis essay berbentuk procedure/report | Uraian | Menyusun kalimat | Write a procedure test telling how to operate a computer | Buku teks yang relevan |

1. Tugas pembelajaran:  
- Mengelola dan mengatur teks dengan cara yang baik dan efisien.  
- Menerapkan metode berfikir kritis dalam mengelola teks.  
- Mempelajari metode berfikir intuitif dalam mengelola teks.  
- Mempelajari metode berfikir analitis dalam mengelola teks.
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>

**Karakter siswa yang diharapkan:**
- Dapat dipercaya (Trustworthiness)
- Rasa hormat dan perhatian (respect)
- Tekun (diligence)
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMP Negeri 2 Bayat
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : IX (Sembilan)/ I
Aspek/ Skill : Menulis
Alokasi Waktu : 2 x 40 Menit
Cycle : I

A. Standar Kompetensi
   6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek
      sederhana berbentuk procedure dan report untuk berinteraksi dalam
      konteks kehidupan sehari-hari.

B. Kompetensi Dasar
   6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek
      sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancer
      dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari
      dalam teks berbentuk procedure dan report.

C. Tujuan Pembelajaran
   Pada akhir pembelajaran, siswa dapat:
   1. Mengidentifikasi generic structure dan language feature dari teks
      procedure.
   2. Menulis kembali suatu prosedur pembuatan makanan/ minuman.
   3. Menulis suatu prosedur cara/ pembuatan makanan/ minuman.

   Karakteristik siswa yang diharapkan:
   1. Dapat dipercaya (Trustworthines)
   2. Rasa hormat dan perhatian (Respect)
   3. Tekun (Diligence)
D. Materi Pembelajaran
   *Terlampir*

E. Strategi Pembelajaran
   *The Power of Two*

F. Langkah-Langkah Kegiatan

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Diskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>• Guru membuka pembelajaran dengan mengucapkan salam.</td>
<td>10 Menit</td>
</tr>
<tr>
<td></td>
<td>• Guru menyapa siswa dengan “Good morning students”.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sebelum memulai pembelajaran guru mengajak siswa untuk berdo’a bersama-sama.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru memeriksa kehadiran siswa.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru memberikan soal <em>pre-test</em> kepada siswa.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru memperkenalkan materi yang akan dipelajari.</td>
<td></td>
</tr>
<tr>
<td>Inti</td>
<td><strong>Eksplorasi</strong></td>
<td>60 Menit</td>
</tr>
<tr>
<td></td>
<td>• Guru memancing ketertarikan siswa dengan memberikan beberapa pertanyaan sesuai</td>
<td></td>
</tr>
<tr>
<td></td>
<td>dengan tema materi yang akan disampaikan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru menjelaskan bahwa materi pembelajaran adalah tentang <em>generic structure</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>dan <em>language feature</em> dari teks prosedur.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sebelum guru memulai penjelasannya mengenai teks prosedur, guru memberikan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pertanyaan kepada siswa</td>
<td></td>
</tr>
</tbody>
</table>
mengenai pengertian dan contoh dari teks prosedur dengan langkah-langkah sebagai berikut:

1. Tulislah pertanyaan yang terkait dengan tema di flip chart, papan tulis atau di lembar kerja siswa.
4. Mintalah setiap pasangan untuk membuat sebuah jawaban baru untuk setiap pertanyaan, dengan mengembangkan jawaban dari setiap anggota pasangan.
5. Ketika semua pasangan telah membuat jawaban baru, bandingkan jawaban setiap pasangan dengan pasangan yang lain.

   • Dengan bimbingan dan arahan guru, siswa diminta bertanya jika memiliki kesulitan.

**Elaborasi**

   • Guru memberikan penjelasan mengenai pengertian, *generic structure, language*
| feature dari teks prosedur dan contohnya yakni “How to make meatballs”.

**Konfirmasi**
- Guru Menanyakan kesulitan siswa dalam memahami materi dan hal-hal yang belum diketahui siswa tentang materi yang telah dibahas.
- Guru memberikan *post-test* kepada siswa.

**Penutup**
- Guru memberikan *feedback* terhadap pekerjaan siswa tentang *generic structure* dan *language feature* terkait *procedure text*.
- Guru memberikan motivasi kepada siswa.
- Guru menutup kegiatan pembelajaran dengan salam dan berdoa.

---

**G. Sumber Belajar**
1. Buku Paket Bahasa Inggris
2. Internet : [www.englishcafe.co.id](http://www.englishcafe.co.id)

**H. Penilaian**
- Teknik Penilaian : Teks Tulis
- Bentuk Instrument : Writing
- Instrument/ Soal : Terlampir
I. Rubric Penilaian

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>9 – 10</td>
<td>• Complete, accurate, and through.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Includes all important ideas and demonstrates an understanding of important relationships.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Is fully developed and includes specific facts or examples.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Contains no irrelevant information.</td>
</tr>
<tr>
<td></td>
<td>7 – 8</td>
<td>• Demonstrates a good understanding of the topic.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Includes most of the important ideas and shows a good understanding of important relationships.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrates good development of ideas and includes adequate supporting facts or examples.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• May contain some irrelevant information.</td>
</tr>
<tr>
<td></td>
<td>5 – 6</td>
<td>• Demonstrates some knowledge and understanding of the topic but may show gaps in the student’s knowledge.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Includes some of the important ideas related to the topic and shows some but limited understanding of the relationships.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Develops ideas adequately and includes some supporting facts or examples.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• May be vague, repetitive, or not well developed, and may include misconceptions or some inaccurate information.</td>
</tr>
<tr>
<td>Organization</td>
<td>9 – 10</td>
<td>• Logically organized around major ideas, concepts or principles.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Restates the question accurately.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Develops ideas from general to specific.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Achieve coherence through the appropriate and varied use of</td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td></td>
</tr>
</tbody>
</table>
| 7 - 8 | Is generally well organized around important ideas, concepts, or principles.  
Includes a restatement of the question.  
Develop most ideas from general to specifics.  
Achieves some coherence through the use of academic language structures and other cohesive devices. |
| 5 – 6 | • Is loosely organized around important ideas, concepts, or principles.  
• Attempts to restate the question.  
• Develops some ideas from general to specific while others are not sufficiently developed.  
• Uses some appropriate academic language and cohesive devices, though these may be repetitious. |

**Language Use**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 5     | • Clearly written with few errors; errors do interfere with comprehension.  
• Includes academic vocabulary that is rarely inaccurate or repetitive.  
• Includes generally accurate word forms and verb tenses.  
• Uses a variety of sentence types accurately.  
• Contains source text language that is well integrated with student-generated language. |
| 4     | • Is clearly written with few errors; errors do not interfere with comprehension.  
• Uses generally accurate academic vocabulary.  
• May include inaccurate word forms and verb tenses.  
• Uses simple sentence. |
J. Pedoman Penilaian:

(Semua score pada setiap kategori penilaian di jumlah)

Content = 10 (Score maksimal)
Organization = 10 (Score maksimal)
Language Use = 5 (Score maksimal)
Total = 25

Rearrange the sentences into a good procedure text (Jawaban benar: 25)

Make a good procedure text (Jawaban benar: 25)

N Total = (25 + 25) x 2 = 100

N Total = 50 x 2 = 100
PRE-TEST CYCLE I

Name : 

Class : 

1. Arrange the following sentences into a good procedure text!
   How to Make a Pancake
   1. Next, mix all until smooth
   2. Then turn on the stove and put margarine on pan
   3. Finally put pancake on plate and serve with topping honey and fruits.
   4. First, pour egg, milk, flour, salt and sugar into bowl
   5. After that pour the mixture and cook for about 3 minutes.

Answer:

2. Make a procedure text “How to Make a Fried Egg” based on these criteria!
   a. Generic structure: Goal, Ingredients, and Steps
   b. Using simple present tense
c. Using temporal conjunction. For example: firstly, then, after that, etc.
Answer:

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

--GOOD LUCK--

POST-TEST CYCLE I

Name :
Class :

1. Arrange the following sentences into a good procedure text!
   How to Make Mango Juice
   1. After that turn on the blender and wait about 15 seconds.
   2. Next, cut the mango into pieces and put them into the blender.
   3. First, peel the mango and clean it.
   4. Finally, pour the mango juice into the glass and ready to drink.
   5. Then, put the water, ice, and sugar in a blender.
Answer:

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

2. Make a procedure text “How to Make a Cup of Coffee” based on these criteria!
a. Generic structure: Goal, Ingredients, and Steps
b. Using simple present tense

c. Using temporal conjunction. For example: firstly, then, after that etc.

Answer:
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

--GOOD LUCK--

PROCEDURE TEXT

A. Pengertian Procedure Text

Procedure text adalah suatu jenis teks yang menggambarkan bagaimana sesuatu dapat dibuat atau digunakan melalui serangkaian langkah-langkah. Procedure text bertujuan untuk memberi petunjuk tentang langkah-langkah/ metode/ cara-cara dalam membuat, mengoperasikan, atau melakukan sesuatu.

B. Struktur Text (Generic Structure)

a. Goals/ aim : Berisi tujuan kegiatan atau hal yang akan dilakukan atau dibuat nantinya.

b. Ingredients/ materials : Berisi bahan-bahan/ alat-alat yang dibutuhkan untuk membuat suatu barang/ melakukan suatu hal. Materials bersifat bersifat opsional atau tidak selalu selalu ada.

c. Steps : Serangkaian langkah-langkah atau tips yang harus dilakukan.

C. Unsur Kebahasaan (Language Features)
a. A description of the action in the Simple Present tense.
b. Use of imperative: e.g. Enter, Insert, Mix, Cut, Stir.
c. Use of action verb: e.g. turn, put, mix, shake, and fill.
d. Use of Adverbs: e.g. slowly, quickly, carefully, and lightly.
e. Use temporal conjunction: e.g. Firstly, then, after that, finally.

D. Contoh Procedure Text

How to Make Meatballs

Ingredients:
1. 1 kilo of very fine minced meat
2. 2 eggs
3. 300 grams of tapioca-flour
4. 4-8 cloves of garlic
5. 1 red onion
6. 1 teaspoon of white pepper
7. 2 teaspoons of salt

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

A. TUJUAN

Tujuan penggunaan instrument ini adalah untuk mengukur kevalidan silabus dalam pelaksanaan pembelajaran Bahasa inggris yang implementasinya menggunakan the Power of Two Strategy.

B. PETUNJUK

1. Bapak atau ibu dapat memberikan penilaian dengan memberikan (√) pada kolom yang tersedia.
2. Makna point validasi adalah 1 (tidak baik), 2 (kurang baik), 3 (cukup baik), 4 (baik), dan 5 (sangat baik).

C. PENILAIAN

<table>
<thead>
<tr>
<th>No.</th>
<th>ASPEK YANG DINILAI</th>
<th>SKALA PENILAIAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td><strong>ISI YANG DI SAJIKAN</strong></td>
<td>1</td>
</tr>
<tr>
<td>1.</td>
<td>Mengkaji keterkaitan antara Standar Kompetensi dan kompetensi dasar (KD) dalam mata pelajaran.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Mengidentifikasi materi yang menunjang kompetensi dasar (KD).</td>
<td></td>
</tr>
</tbody>
</table>
3. Aktivitas kedalam dan keleluasaan materi.  √
4. Pemilihan materi ajar.  √
5. Kegiatan pembelajaran dirancang dan dikembangkan berdasarkan standar kompetensi, KD, dan potensi siswa.  √
6. Merumuskan indikator pencapaian kompetensi.  √
7. Menentukan sumber belajar yang disesuaikan dengan standar kompetensi, kompetensi dasar, serta materi pokok, kegiatan pembelajaran dan indikator pencapaian kompetensi.  √
8. Penentuan jenis penilaian.  √

II. BAHASA

1. Penggunaan Bahasa sesuai dengan EYD.  √
2. Kesederhanaan struktur kalimat.  √

III. WAKTU

1. Kesesuaian alokasi yang digunakan.  √
2. Pemilihan alokasi waktu berdasarkan tuntutan KD.  √
3. Pemilihan alokasi waktu di dasarkan pada ketersediaan alokasi waktu per semester.  √

D. RUBRIK PENILAIAN

<table>
<thead>
<tr>
<th>Kriteria</th>
<th>Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sangat Baik</td>
<td>89 – 100</td>
</tr>
<tr>
<td>Baik</td>
<td>79 – 88</td>
</tr>
<tr>
<td>Cukup Baik</td>
<td>66 – 78</td>
</tr>
<tr>
<td>Kurang</td>
<td>46 – 65</td>
</tr>
<tr>
<td>Kurang Baik</td>
<td>0 – 45</td>
</tr>
</tbody>
</table>

Keterangan :

Silabus dikatakan valid apabila nilai mencapai 80-100

Penilaian :

Jumlah skor maksimal= 65

Jumlah Skor yang diperoleh x 100

65
A. TUJUAN
Tujuan penggunaan instrument ini adalah untuk mengukur kevalidan Rencana Pelaksanaan Pembelajaran (RPP) dalam melaksanakan pembelajaran Bahasa inggris pada siklus pertama yang implementasinya menggunakan the Power of Two Strategy pada pembelajaran.

B. PETUNJUK
Bapak/ibu dapat memberikan penilaian dengan memberikan tanda (√) pada kolom yang tersedian. Setiap butir yang di beri tanda (√) memiliki nilai 5, jika tidak bernilai 0.

C. PENILAIAN

<table>
<thead>
<tr>
<th>No.</th>
<th>BUTIR YANG DIVALIDASI</th>
<th>KETERANGAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Rumusan kompetensi dasar sesuai dengan standar kompetensi.</td>
<td>√</td>
</tr>
<tr>
<td>2.</td>
<td>Rumusan indikator pencapaian kompetensi sesuai dengan kompetensi dasar.</td>
<td>√</td>
</tr>
</tbody>
</table>
3. Rumusan tujuan pembelajaran sesuai dengan indikator pencapaian kompetensi. √
4. Materi sesuai dengan tujuan pembelajaran. √
5. Strategi yang digunakan sesuai dengan materi pembelajaran. √
7. Sumber belajar. √
8. Penilaian. √

D. RUBRIK PENILAIAN

<table>
<thead>
<tr>
<th>KRITERIA</th>
<th>NILAI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sangat Baik</td>
<td>87,5-100</td>
</tr>
<tr>
<td>Baik</td>
<td>62,5-75</td>
</tr>
<tr>
<td>Kurang</td>
<td>&lt;50</td>
</tr>
</tbody>
</table>

E. PENILAIAN

Jumlah Skor Maksimal = 40

\[ \text{jumlah skor perolehan} \times 100 = \frac{\text{jumlah skor maksimal}}{40} \times 100 = 100 \]

\[ \text{NILAI YANG DIPEROLEH} = \]

Keterangan:
Lembar RPP dikatakan valid, apabila nilai mencapai 62,5-100

F. KOMENTA/SARAN

.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
Bayat, 13 Agustus 2018
Validator

Yohada, S.Pd
NIP 19580806 198303 1 013
1. Arrange the following sentences into a good procedure text!
   How to Make a Pancake
   1. Next, mix all until smooth
   2. Then turn on the stove and put margarine on pan
   3. Finally put pancake on plate and serve with topping honey and fruits.
   4. First, pour egg, milk, flour, salt and sugar into bowl
   5. After that pour the mixture and cook for about 3 minutes.
   Answer: First, pour egg, milk, flour, salt, and sugar into bowl.
   Then, turn on the stove and put margarine on pan.
   After that, pour the mixture and cook for about 3 minutes.
   Finally, put pancake on plate and serve with topping honey.
   
---GOOD LUCK---

2. Make a procedure text "How to Make a Fried Egg" based on these criteria!
   a. Generic structure: Goal, Ingredients, and Steps
   b. Using simple present tense
   c. Using temporal conjunction. For example: firstly, then, after that, etc.
   Answer: How to make a fried egg.
   Ingredients: 2 eggs, oil, salt, pepper.
   Steps:
   1. Heat oil in pan.
   2. Crack eggs into pan.
   3. Pour salt and pepper on egg.
   4. Cook the mixture in pan.
   
---GOOD LUCK---
PRE-TEST CYCLE I

66

Name: M59

Class:

1. Arrange the following sentences into a good procedure text!

   How to Make a Pancake

   1. Next, mix all until smooth.

   2. Then turn on the stove and put margarine on pan.

   3. Finally put pancake on plate and serve with topping honey and fruits.

   4. First, pour egg, milk, flour, salt and sugar into bowl.

   5. After that pour the mixture and cook for about 3 minutes.

   Answer: How to make a Pancake

   1. First, pour egg, milk, flour, salt and sugar into bowl.

   2. Next, turn on the stove and put margarine on pan.

   3. After that, pour the mixture and cook about 3 minutes.

   4. Finally put pancake on plate and serve with topping honey and fruits.

2. Make a procedure text “How to Make a Fried Egg” based on these criteria:

   a. Generic structure: Goal, Ingredients, and Steps

   b. Using simple present tense

   c. Using temporal conjunction. For example: firstly, then, after that, etc.

   Answer:

   How to make a Fried Egg

   1. (Breaking) egg into a pan

   2. (Drying) egg into a pan

   3. (Frying) the egg

   4. (Finally put) fried egg on plate

   6.5
   6.5
   4
   66
   73

--GOOD LUCK--
1. Arrange the following sentences into a good procedure text!
   **How to Make Mango Juice**
   1. After that turn on the blender and wait about 15 seconds.
   2. Next, cut the mango into pieces and put them into the blender.
   3. First, peel the mango and clean it.
   4. Finally, pour the mango juice into the glass and ready to drink.
   5. Then, put the water, ice, and sugar in a blender.

   Answer:  
   1. First, peel the mango and clean it.
   2. Next, cut the mango into pieces and put them into the blender.
   3. Then, put the water, ice, and sugar in a blender.
   4. After that, turn on the blender and wait about 15 seconds.
   5. Finally, pour the mango juice into the glass and ready to drink.

2. Make a procedure text “How to Make a Cup of Coffee” based on these criteria:
   a. Generic structure: Goal, Ingredients, and Steps
   b. Using simple present tense
   c. Using temporal conjunction. For example: Firstly, then, after that etc.

   Answer:  
   **How to make a cup of Coffee**  
   **Ingredients:**  Coffee, Spoon, Hot Water
   **Glass**  Sugar

   Steps:  
   1. First, add the coffee and sugar in the cup.
   2. Then, pour the hot water.
   3. After that stir it.
   4. Finally, a cup of coffee is ready to drink.

---GOOD LUCK---
POST-TEST CYCLE I

Name: TAN

Class

1. Arrange the following sentences into a good procedure text!

   How to Make Mango Juice

   1. After that turn on the blender and wait about 15 seconds.
   2. Next, cut the mango into pieces and put them into the blender.
   3. First, peel the mango and clean it.
   4. Finally, pour the mango juice into the glass and ready to drink.
   5. Then, put the water, ice, and sugar in a blender.

   Answer: How to make Mango Juice

   1. First, peel the mango and clean it.
   2. Next, cut the mango into pieces and put them into the blender.
   3. Then, put the water, ice, and sugar in a blender.
   4. After that, turn on the blender and wait about 15 seconds.
   5. Finally, pour the mango juice into the glass and ready to drink.

2. Make a procedure text “How to Make a Cup of Coffee” based on these criteria:

   a. Generic structure: Goal, Ingredients, and Steps
   b. Using simple present tense
   c. Using temporal conjunction. For example: firstly, then, after that etc.

   Answer: How to make a Cup of Coffee

   Ingredients: Coffee, hot water

   Steps:
   1. Firstly, put coffee to glass
   2. Then put hot water
   3. After that, mix it
   4. Finally, a cup of coffee ready to drink.

GOOD LUCK
RENCAÑA PELAKSANAAN PEMBELAJARAN
(RPP)
Nama Sekolah : SMP Negeri 2 Bayat
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : IX (Sembilan)/ I
Aspek/ Skill : Menulis
Alokasi Waktu : 2 x 40 Menit
Cycle : II

A. Standar Kompetensi

B. Kompetensi Dasar

C. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:
1. Mengidentifikasi generic structure dan language feature dari teks procedure.

Karakteristik siswa yang diharapkan:
1. Dapat dipercaya (Trustworthines)
2. Rasa hormat dan perhatian (Respect)
3. Tekun (Diligence)
D. Materi Pembelajaran
Terlampir

E. Strategi Pembelajaran
*The Power of Two*

F. Langkah-Langkah Kegiatan

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Diskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan| • Guru membuka pembelajaran dengan mengucapkan salam.  
• Guru menyapa siswa dengan “*Good morning students*”.  
• Sebelum memulai pembelajaran guru mengajak siswa untuk berdo’a bersama-sama.  
• Guru memeriksa kehadiran siswa.  
• Guru memberikan pre-test sebelum menyampaikan materi pembelajaran. | 10 Menit |
| Eksplorasi| • Guru bertanya kepada siswa terkait materi tentang *procedure text* pada pertemuan sebelumnya.  
• Guru memberikan contoh “*How to Use Cell Phone*” dan materi tentang *procedure text*.  
• Guru mereview pembelajaran sebelumnya serta dikaitkan dengan alat-alat manual.  
• Guru menjelaskan materi pembelajaran tentang *generic structure and language feature* dari *procedure text*.  
• Dengan bimbingan dan arahan guru, siswa diminta bertanya jika memiliki | 60 Menit |
| Kesulitan. |
| Konfirmasi |

**Elaborasi**

- Guru menerapkan strategi *the Power of Two* dengan prosedur seperti berikut:
  1. Tulislah pertanyaan yang terkait dengan tema di flip chart, papan tulis atau di lembar kerja siswa.
  4. Mintalah setiap pasangan untuk membuat sebuah jawaban baru untuk setiap pertanyaan, dengan mengembangkan jawaban dari setiap anggota pasangan.
  5. Ketika semua pasangan telah membuat jawaban baru, bandingkan jawaban setiap pasangan dengan pasangan yang lain.

**Konfirmasi**

- Guru Menanyakan kesulitan siswa dalam memahami materi dan hal-hal yang belum diketahui siswa tentang materi yang telah dibahas.
• Guru memberikan umpan balik positif terhadap siswa.
• Guru memberikan post-test kepada siswa.

Penutup
• Bersama siswa, guru menyimpulkan materi yang telah dipelajari.
• Guru memberikan feedback kepada siswa atas materi yang telah dibahas.
• Guru menutup kegiatan pembelajaran dengan salam dan berdoa.

10 Menit

G. Sumber Belajar
1. Buku Paket Bahasa Inggris
2. Internet : www.englihcafe.co.id

H. Penilaian
Teknik Penilaian : Teks Tulis
Bentuk Instrument : Writing
Instrument/ Soal : Terlampir

I. Rubric Penilaian.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>9 – 10</td>
<td>• Complete, accurate, and through.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Includes all important ideas and demonstrates an understanding of important relationships.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Is fully developed and includes specific facts or examples.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Contains no irrelevant information.</td>
</tr>
<tr>
<td></td>
<td>7 – 8</td>
<td>• Demonstrates a good understanding of the topic.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Includes most of the important ideas and shows a good understanding of important relationships.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrates good development of ideas and includes adequate supporting facts or examples.</td>
</tr>
<tr>
<td>Organization</td>
<td>9 – 10</td>
<td>Organization</td>
</tr>
<tr>
<td>--------------</td>
<td>-------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td>Logically organized around major ideas, concepts or principles.</td>
<td>Is generally well organized around important ideas, concepts, or principles.</td>
</tr>
<tr>
<td></td>
<td>Restates the question accurately.</td>
<td>Includes a restatement of the question.</td>
</tr>
<tr>
<td></td>
<td>Develops ideas from general to specific.</td>
<td>Develop most ideas from general to specifics.</td>
</tr>
<tr>
<td></td>
<td>Achieve coherence through the appropriate and varied use of academic language structures and other cohesive device.</td>
<td>Achieves some coherence through the use of academic language structures and other cohesive devices.</td>
</tr>
<tr>
<td>5 – 6</td>
<td>Demonstrates some knowledge and understanding of the topic but may show gaps in the student’s knowledge.</td>
<td>Is loosely organized around important ideas, concepts, or principles.</td>
</tr>
<tr>
<td></td>
<td>Includes some of the important ideas related to the topic and shows some but limited understanding of the relationships.</td>
<td>Attempts to restate the question.</td>
</tr>
<tr>
<td></td>
<td>Develops ideas adequately and includes some supporting facts or examples.</td>
<td>Develops some ideas from general to specific while others are not sufficiently developed.</td>
</tr>
<tr>
<td></td>
<td>May be vague, repetitive, or not well developed, and may include misconceptions or some inaccurate information.</td>
<td>Uses some appropriate academic language and cohesive</td>
</tr>
</tbody>
</table>
| Language Use | 5 | - Clearly written with few errors; errors do interfere with comprehension.
- Includes academic vocabulary that is rarely inaccurate or repetitive.
- Includes generally accurate word forms and verb tenses.
- Uses a variety of sentence types accurately.
- Contains source text language that is well integrated with student-generated language. |
|--------------|---|---|
|              | 4 | - Is clearly written with few errors; errors do not interfere with comprehension.
- Uses generally accurate academic vocabulary.
- May include inaccurate word forms and verb tenses.
- Uses simple sentence.
- Contains source text language that is adequately integrated with student-generated language. |
|              | 3 | - Is generally clearly written with few errors; at most a few errors interfere with comprehension.
- Demonstrates occasional problems with word choice.
- Includes some inaccurate word forms and verb tense.
- Uses simple sentence.
- Demonstrates some reliance on source text language, not always integrated with student-generated text. |
J. **Pedoman Penilaian:**

(Semua score pada setiap kategori penilaian di jumlah)

- Content = 10 (Score maksimal)
- Organization = 10 (Score maksimal)
- Language Use = 5 (Score maksimal)

Total = 25

- Rearrange the sentences into a good procedure text (Jawaban benar: 25)
- Make a good procedure text (Jawaban benar: 25)

N Total = (25 + 25) x 2 = 100
N Total = 50 x 2 = 100

**PRE TEST CYCLE II**

Name:

Class:
1. Arrange the following sentences into a good procedure text!

   How to Call the Other Persons

1) First, press the "power" button.
2) Press the "Call Off" button to end the conversation (red button).
3) After that, press the call button (green button)
4) Next, start the conversation.
5) Wait until the other accept your call.
6) Then, search the name of the person that you want to call in contact list or press the number you want to call.

Answer: ……………………………………………………………………..
……………………………………………………………………………….
……………………………………………………………………………….
……………………………………………………………………………….
……………………………………………………………………………….
……………………………………………………………………………….

2. Make a procedure text “How to Use an Electronic Iron” based on these criteria:

a. Generic structure: Goal, Ingredients, and Steps
b. Using simple present tense
c. Using temporal conjunction. For example: firstly, after that, etc.

Answer:
……………………………………………………………………………….
……………………………………………………………………………….
……………………………………………………………………………….
……………………………………………………………………………….
……………………………………………………………………………….

--Good Luck--

POST TEST CYCLE II

Name:
Class:

1. Arrange the following sentences into a good procedure text!
How to Operate Television

1) Set the volume use the remote or button volume.
2) Wait until the television show the picture.
3) Last, if you want to turn off the television you can use the power button.
4) Plug the cable television into electricity.
5) After that, press the power button to turn on the television.
6) Choose the channel that you want to watch use the button or the remote.

Answer……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………...
A. Pengertian Procedure Text

Procedure text adalah suatu jenis teks yang menggambarkan bagaimana sesuatu dapat dibuat atau digunakan melalui serangkaian langkah-langkah. Procedure text bertujuan untuk memberi petunjuk tentang langkah-langkah/ metode/ cara-cara dalam membuat, mengoperasikan, atau melakukan sesuatu.

B. Struktur Text (Generic Structure)
   a. Goals/ aim : Berisi tujuan kegiatan atau hal yang akan dilakukan atau dibuat nantinya.
   b. Ingredients/ materials : Berisi bahan-bahan/ alat-alat yang dibutuhkan untuk membuat suatu barang/ melakukan suatu hal. Materials bersifat bersifat opsional atau tidak selalu selalu ada.
   c. Steps : Serangkaian langkah-langkah atau tips yang harus dilakukan.

C. Unsur Kebahasaan (Language Features)
   a. A description of the action in the Simple Present tense.
   b. Use of imperative: e.g. Enter, Insert, Mix, Cut, Stir.
   c. Use of action verb: e.g. turn, put, mix, shake, and fill.
   d. Use of Adverbs: e.g. slowly, quickly, carefully, and lightly.
   e. Use temporal conjunction: e.g. Firstly, then, after that, finally.

D. Contoh Procedure Text

How To Operate Cell Phone
Instructions:

1. First of all, press the locking catch and slide the cover then lift it off the phone.
2. After that, push two catches in the opposite directions and remove the battery.
3. Next, slide the SIM card carefully into the slot and make sure that the golden connect arson are facing to the connector of the phone.
4. Then, put the battery and align it until snaps into its place.
5. Finally, insert the two catches of the back cover corresponding slot in the phone and slide the cover forward button of the phone until locks into place
6. Don't forget to switch on the cellphone. Wait until it is ready to use

LEMBAR VALIDASI SILABUS

A. TUJUAN
Tujuan penggunaan instrument ini adalah untuk mengukur kevalidan silabus dalam pelaksanaan pembelajaran Bahasa inggris yang implementasinya menggunakan *the Power of Two Strategy*.

**B. PETUNJUK**

1. Bapak atau ibu dapat memberikan penilaian dengan memberikan (√) pada kolom yang tersedia.
2. Makna point validasi adalah 1 (tidak baik), 2 (kurang baik), 3 (cukup baik), 4 (baik), dan 5 (sangat baik).

**C. PENILAIAN**

<table>
<thead>
<tr>
<th>No.</th>
<th>ASPEK YANG DINILAI</th>
<th>SKALA PENILAIAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td><strong>ISI YANG DI SAJIKAN</strong></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1</td>
<td>1. Mengkaji keterkaitan antara Standar Kompetensi dan kompetensi dasar (KD) dalam mata pelajaran.</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>2. Mengidentifikasi materi yang menunjang kompetensi dasar (KD).</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>3. Aktivitas kedalam dan keleluasaan materi.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Pemilihan materi ajar.</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>5. Kegiatan pembelajaran dirancang dan dikembangkan berdasarkan standar kompetensi, KD, dan potensi siswa.</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>6. Merumuskan indikator pencapaian kompetensi.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Menentukan sumber belajar yang disesuaikan dengan standar kompetensi, kompetensi dasar, serta materi pokok, kegiatan pembelajaran dan indikator pencapaian kompetensi.</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>8. Penentuan jenis penilaian.</td>
<td></td>
</tr>
<tr>
<td>II.</td>
<td><strong>BAHASA</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Penggunaan Bahasa sesuai dengan EYD.</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>2. Kesederhanaan struktur kalimat.</td>
<td></td>
</tr>
<tr>
<td>III.</td>
<td><strong>WAKTU</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Kesesuaian alokasi yang digunakan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Pemilihan alokasi waktu berdasarkan tuntutan KD.</td>
<td>√</td>
</tr>
</tbody>
</table>
3. Pemilihan alokasi waktu di dasarkan pada ketersediaan alokasi waktu per semester.

D. RUBRIK PENILAIAN

<table>
<thead>
<tr>
<th>Kriteria</th>
<th>Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sangat Baik</td>
<td>89 - 100</td>
</tr>
<tr>
<td>Baik</td>
<td>79 - 88</td>
</tr>
<tr>
<td>Cukup Baik</td>
<td>66 – 78</td>
</tr>
<tr>
<td>Kurang</td>
<td>46 – 65</td>
</tr>
<tr>
<td>Kurang Baik</td>
<td>0 – 45</td>
</tr>
</tbody>
</table>

Keterangan :
Silabus dikatakan valid apabila nilai mencapai 80-100

Penilaian :
Jumlah skor maksimal= 65
Jumlah Skor yang diperoleh x 100

\[
\frac{58}{65} \times 100 = 89.2
\]

E. KOMENTAR/ SARAN

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

LEMBAR VALIDASI INSTRUMEN
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
A. TUJUAN

Tujuan penggunaan instrument ini adalah untuk mengukur kevalidan Rencana Pelaksanaan Pembelajaran (RPP) dalam melaksanakan pembelajaran Bahasa inggris pada siklus pertama yang implementasinya menggunakan *the Power of Two Strategy* pada pembelajaran.

B. PETUNJUK

Bapak/ibu dapat memberikan penilaian dengan memberikan tanda (√) pada kolom yang tersedian. Setiap butir yang di beri tanda (√) memiliki nilai 5, jika tidak bernilai 0.

C. PENILAIAN

<table>
<thead>
<tr>
<th>No.</th>
<th>BUTIR YANG DIVALIDASI</th>
<th>KETERANGAN</th>
<th>YA</th>
<th>TIDAK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Rumusan kompetensi dasar sesuai dengan standar kompetensi.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Rumusan indikator pencapaian kompetensi sesuai dengan kompetensi dasar.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Rumusan tujuan pembelajaran sesuai dengan indikator pencapaian kompetensi.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Materi sesuai dengan tujuan pembelajaran.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Strategi yang digunakan sesuai dengan materi pembelajaran.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Sumber belajar.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Penilaian.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

D. RUBRIK PENILAIAN

<table>
<thead>
<tr>
<th>KRITERIA</th>
<th>NILAI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sangat Baik</td>
<td>87,5-100</td>
</tr>
<tr>
<td>Baik</td>
<td>62,5-75</td>
</tr>
<tr>
<td>Kurang</td>
<td>&lt;50</td>
</tr>
</tbody>
</table>

E. PENILAIAN

Jumlah Skor Maksimal = 40
\[
\frac{\text{jumlah skor perolehan}}{\text{jumlah skor maksimal}} \times 100 =
\]
\[
\frac{40}{40} \times 100 = 100
\]

NILAI YANG DIPEROLEH=

Keterangan:
Lembar RPP dikatakan valid, apabila nilai mencapai 62,5-100

F. KOMENNA/SARAN

...............................................................
...............................................................
...............................................................
...............................................................
...............................................................

Bayat, 20 Agustus 2018
Validator

Wihada, S.Pd
NIP. 19580806 198303 1 013
PRE TEST CYCLE II

Name: A+15

Class:

1. Arrange the following sentences into a good procedure text!

   How to Call the Other Persons

   1) First, press the "power" button.
   2) Press the "Call Off" button to end the conversation (red button).
   3) After that, press the call button (green button)
   4) Next, start the conversation.
   5) Wait until the other accept your call.
   6) Then, search the name of the person that you want to call in contact list or press the number you want to call.

   Answer: How to Call Other Person

   2) First, press the "power" button.
   3) After that, press the call button (green button).
   4) Then, search the name of the person that you want to call, in contact list. Press the number you want to call.
   5) Next, start the conversation.
   6) Wait until the other accept your call.

   Press the "Call Off" button to end the conversation (red button).”

2. Make a procedure text “How to Use an Electronic Iron” based on these criteria:

   a. Generic structure: Goal, Ingredients, and Steps
   b. Using simple present tense
   c. Using temporal conjunction. For example: firstly, after that, etc.

   Answer: How to Use an Electronic Iron

   Steps:
   1) Firstly, plug flat iron on socket.
   2) After that, plug flat iron on socket.
   3) Then, wait.
   4) Next, plug flat iron on socket.
   5) Finally, put flat iron on table.

   --Good Luck--
1. Arrange the following sentences into a good procedure text!

   How to Operate Television

   1) Set the volume using the remote or button volume.
   2) Wait until the television shows the picture.
   3) Last, if you want to turn off the television you can use the power button.
   4) Plug the television cable into electricity.
   5) After that, press the power button to turn on the television.
   6) Choose the channel that you want to watch using the button or remote.

   Answer: How to Operate TV

   1. Plug the television cable into electricity.
   2. After that, press the power button to turn on the television.
   3. Wait until the television shows the picture.
   4. Choose the channel. After you want to watch, use the button or remote.
   5. Last, if you want to turn off the television, you can use the power button.
   6. Choose the channel that you want to watch using the button or remote.

2. Make a procedure text “How to Operate Computer” based on the criteria
   a. Generic structure: Goal, Ingredients, and Steps
   b. Using simple present tense
   c. Using temporal conjunction. For example: firstly, after that, etc.

   Answer: How to Operate Computer

   1. firstly, Log on the computer
   2. After log, press the power button on the computer
   3. Wait several moment, after the feeling, press Ctrl, Shift, Del
   4. Finally, operate the computer

--Good luck--
CYCLE I

The students’ do the pre-test

The teacher explains about the procedure text
The teacher checking the assignment students’

The students’ do the post-test
CYCLE II

The students’ do the pre-test

The teacher explains about procedure text
The students’ do the assignment

The students’ discuss about the procedure text
The observer checks the students’ activity.

The students’ do the post-test.
Kepada

Yth. Mashihratul Umami, M.A.

Di Tempat

Assalamualaikum Wr. Wb.

Dalam rangka penyusunan Skripsi Mahasiswa jenjang Strata Satu, Saudara ditunjuk sebagai Dosen Pembimbing mahasiswa:

Nama : Sholekah
NIM : 11314142
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : THE USE OF THE POWER OF TWO STRATEGY OF LEARNING TO IMPROVE STUDENTS’ WRITING SKILL IN PROCEDURE TEXT

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum Wr. Wb.

Tembusan:
1. Yth. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Arsip Akademik
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Lingkar Salatiga KM 2 Telepon (0296) 6031364 Kode Pos 59715 Salatiga
Website: http://tarbiyah.iainsalatiga.ac.id e-mail: tarbiyah@iainsalatiga.ac.id

Nomor : B-G 53 /In 21/D1.1/PN 03.1/08/2018 Salatiga, 10 Agustus 2018
Lamp : Proposal Penelitian
Hal : Permohonan Izin Penelitian

Kepada
Yth. Kepala SMP N 2 Bayat
Di Tempat

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :
N a m a : Sholekah
NIM : 11314142
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Dalam rangka penyelesaian studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa
diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripsinya adalah :

THE USE OF THE POWER OF TWO STRATEGY OF LEARNING TO IMPROVE STUDENTS’ WRITING SKILL IN PROCEDURE TEXT

Dosen Pembimbing : Mashlihatul Umami, M.A.

Kami mohon Bapak/ibu memberi izin kepada mahasiswa tersebut untuk
mengadakan penelitian di SMP N 2 Bayat, mulai tanggal 13 Agustus sampai dengan
selesai.
Demikian, atas pemberian izin Bapak/ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

A.n Dekan,

[Signature]

[Name]

Dekan Bidang Akademik

[Signature]

[Name]

NIP 19690317 199603 1004

Tembusan : 1. Mahasiswa yang bersangkutan
SURAT KETERANGAN PENELITIAN
Nomor : 423.4/153/12.88

Yang bertanda tangan di bawah ini Kepala SMP Negeri 2 Bayat Kabupaten Klaten menegaskan bahwa:

Nama : SHOLEKAH
NIM : 11314142
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Salatiga


Demikian surat keterangan ini di buat, agar dapat dipergunakan sebagaimana mestinya.

Bayat, 30 Agustus 2018
Kepala Sekolah

[Signature]

CHAJARINA SUPARTINI, S.Pd, M.Pd
19610706 198302 2 004


** Lembar Konsultasi Skripsi **

Nama Mahasiswa : Sholekah  
NIM : 11314142  
Dosen Pembimbing : Mashihatul Umami, M.A.  
Judul Skripsi pada surat penunjukan pembimbing skripsi :  
THE USE OF THE POWER OF TWO STRATEGY OF LEARNING TO IMPROVE STUDENTS’ WRITING SKILL IN PROCEDURE TEXT  

<table>
<thead>
<tr>
<th>No.</th>
<th>Tanggal</th>
<th>Isi Konsultasi</th>
<th>Catatan Pembimbing</th>
<th>Paraf</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5/07/2018</td>
<td>Judul</td>
<td>ACC</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>11/07/2018</td>
<td>Proposal</td>
<td>ACC</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>17/07/2018</td>
<td>BAB 1</td>
<td>Revisi</td>
<td>21</td>
</tr>
<tr>
<td>4</td>
<td>03/08/2018</td>
<td>BAB 1, 2, 3</td>
<td>Revisi</td>
<td>21</td>
</tr>
<tr>
<td>5</td>
<td>08/08/2018</td>
<td>BAB 1, 2, 3, 4</td>
<td>Revisi</td>
<td>21</td>
</tr>
<tr>
<td>6</td>
<td>12/09/2018</td>
<td>BAB 5</td>
<td>Revisi</td>
<td>21</td>
</tr>
<tr>
<td>7</td>
<td>18/10/2018</td>
<td>BAB 6, 7</td>
<td>Revisi</td>
<td>21</td>
</tr>
<tr>
<td>8</td>
<td>19/10/2018</td>
<td>BAB 8, 9</td>
<td>ACC</td>
<td>27</td>
</tr>
<tr>
<td>9</td>
<td>26/10/2018</td>
<td>BAB 1 - 8</td>
<td>Perubahan dokumen</td>
<td>27</td>
</tr>
<tr>
<td>10</td>
<td>09/11/2018</td>
<td>Lampiran</td>
<td>ACC</td>
<td>27</td>
</tr>
<tr>
<td>11</td>
<td>14/11/2018</td>
<td>Lampiran</td>
<td>ACC</td>
<td>27</td>
</tr>
<tr>
<td>12</td>
<td>16/11/2018</td>
<td>Bab 1 - 5 dan Lampiran</td>
<td>ACC</td>
<td>27</td>
</tr>
</tbody>
</table>

Catatan:  
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
<table>
<thead>
<tr>
<th>No.</th>
<th>Jenis Kegiatan</th>
<th>Pelaksanaan</th>
<th>Keterangan</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Orientasi Pengenalan Akademik dan Kemahasiswaan (OPAK) dengan tema “Aktualisasi Gerakan Mahasiswa yang Beretika, Disiplin, dan Berfikir Terbuka”</td>
<td>18-19 Agustus 2014</td>
<td>Peserta</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Achievement Motivation Training (AMT) dengan Tema “ Dengan AMT Semangat Mneyongsong Prestasi” Oleh CEC dan JQH</td>
<td>23 Agustus 2014</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>English Friendship Camp dengan tema “ CEC is the best way for great generation” oleh CEC</td>
<td>27-28 September 2014</td>
<td>Peserta</td>
<td>4</td>
</tr>
<tr>
<td>8.</td>
<td>Seminar Nasional Bahasa Arab Ittaqo</td>
<td>04 November 2014</td>
<td>Peserta</td>
<td>8</td>
</tr>
</tbody>
</table>
1. dwgengan tema “Implementasi Kurikulum 2013 pada Mapel Bahasa Arab Tingkat Dasar, dan Tingkat Menengah Dalam Upaya Menjawab Tantangan Pengajaran Bahasa Arab” oleh ITTAQO IAIN Salatiga

<table>
<thead>
<tr>
<th>No.</th>
<th>Event Description</th>
<th>Date</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>“Pendidikan Anggota Dasar” oleh Al-Khidmah Kampus Kota Salatiga</td>
<td>06-07 Desember 2014</td>
<td>Peserta 4</td>
</tr>
<tr>
<td>12.</td>
<td>Seminar Nasional dengan tema “Perlindungan Hukum Terhadap Usaha Mikro Menghadapi Pasar Bebas ASEAN” oleh HMPS AS</td>
<td>Desemb 2014</td>
<td>Peserta 8</td>
</tr>
<tr>
<td>13.</td>
<td>Achievement Motivation Training (AMT) dengan tema “Ekpress Your English to Other”</td>
<td>07 November 2015</td>
<td>Peserta 2</td>
</tr>
<tr>
<td>15.</td>
<td>Dialog Interaktif dengan tema “Peran UU Sisdiknas dan Permendikbud Dalam Penerapan Kurikulum 2013”</td>
<td>02 Mei 2016</td>
<td>Peserta 2</td>
</tr>
<tr>
<td>17.</td>
<td>Seminar Nasional dengan tema “The Use of English as a Medium of Islamic Preaching” oleh Communicative English Club (CEC) IAIN Salatiga</td>
<td>28 Mei 2016</td>
<td>Peserta 8</td>
</tr>
<tr>
<td>No.</td>
<td>Event Description</td>
<td>Date</td>
<td>Participants</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------------------------------------------------------</td>
<td>---------------</td>
<td>--------------</td>
</tr>
<tr>
<td>19.</td>
<td>Diskusi Ramadhan dengan tema “Ta’aruf Sastra Timur Tengah” oleh LPM DINAMIKA IAIN Salatiga</td>
<td>17 Juni 2016</td>
<td>Peserta 2</td>
</tr>
<tr>
<td>22.</td>
<td>In Art and Language Exhibition dengan tema “Kidung Katresnan Dewi Arimbi” oleh International Class Program IAIN Salatiga</td>
<td>26 April 2016</td>
<td>Peserta 2</td>
</tr>
<tr>
<td>23.</td>
<td>Seminar Nasional dengan tema “Unlocking Students Potential to Deal with Globalisation” oleh CEC IAIN Salatiga</td>
<td>06 Mei 2017</td>
<td>Peserta 8</td>
</tr>
<tr>
<td>26.</td>
<td>Workshop dengan tema “A One-Day on Teaching of English Using Apps”</td>
<td>11 April 2018</td>
<td>Peserta 2</td>
</tr>
<tr>
<td>No.</td>
<td>Judul Seminar Nasional</td>
<td>Tanggal</td>
<td>Peserta</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>27.</td>
<td>Seminar Nasional dengan tema “Literasi Media di Kalangan Pelajar dan Mahasiswa” oleh Keluarga Mahasiswa Kabupaten Semarang (KM SEMAR)</td>
<td>26 April 2018</td>
<td>8</td>
</tr>
<tr>
<td>28.</td>
<td>Seminar Nasional dengan tema “Encouraging The Millenial Generation having Character Education” oleh CEC IAIN Salatiga</td>
<td>05 Mei 2018</td>
<td>8</td>
</tr>
</tbody>
</table>

Jumlah: 132
CURRICULUM VITAE

Personal Details:

Name : Sholekah

Address : Ngerangan Rt 11/ Rw 05, Ngerangan, Bayat, Klaten

Place/Date of Birth : Klaten, August, 25th 1996

Gender : Female

E-mail Address : sholikah645@gmail.com

Phone Number : 085725321293

Religion : Moslem

Educational Background:

1. 2003-2008 : SD N I Ngerangan, Bayat, Klaten
2. 2008-2011 : SMP N 2 Bayat, Klaten
3. 2011-2014 : SMK Muhammadiyah Cawas, Klaten