THE EFFECTIVENESS OF SAVI (SOMATIC, AUDITORY, VISUALIZATION, INTELLECTUAL) METHOD IN TEACHING WRITING SKILL

(*An Experimental Research at the Tenth Grade at SMA Negeri 6 Pinrang*)

A THESIS

Submitted to the Faculty of Teachers Training and Education Makassar Muhammadiyah University in Partial Fulfillment of the Requirement for Degree of Education in English Department

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MAKASSAR MUHAMMADIYAH UNIVERSITY
2017

بِسْمِ اللَّـهِ الرَّحْمَـٰنِ الرَّحِيـم

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Consultant I	:	**Dr. Ratna Dewi, SS.,M.Hum**

Day / Date	Chapter	Note	Sign
Thursday, 23/11/2017	III IV	- Change into Past Chap. 3 - Restructure Findings in chap 4	
Friday, 01/12/	IV	- Improve your writing Make sure that the main idea supported by supporting sentences - Give examples of organization & vocabulary progres by showing the students' writing as example.	

Makassar, November 2018
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Day / Date	Chapter	Note	Sign
Monday 11/12/2017	IV	Follow the orders of ideas in findings to ~~assess~~ the explanation in the discussion	
Tuesday, 19/12/2017	V	Ok for joining Final Examination	

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Day / Date	Chapter	Note	Sign
11/10 -/8		Some corrections See Page 4 proof not proved Check ur !! Hyphothesis testy + - test !	
22/10 -/8		Discussion ! More explain again from the finding !! Based on -..	

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Day / Date	Chapter	Note	Sign
02/11 -17		Bibliography. Check in Relevant of R. Literature! Dpp / Appendix	

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MOTTOS

"Happiness is not how much money we have, but how much time we can be thankful."

"Every action has a reaction, every act has a consequence, and every kindness has kind reward."
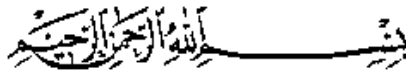
DEDICATION

In the name of Allah, I dedicated my thesis to

My Beloved Parents, Mustamir Abu and Asilah Muhammad

My Beloved Husband, Muhammad Farid Syamsuddin

All of My Lovely sisters and My Beloved Friends

I thank them for all the love, prayers, support, and patience.

I LOVE YOU ALL.

ACKNOWLEDGMENTS

In the name of ALLAH, the Beneficent, the Merciful

All praises be to Allah, the lord of the world, who always gives His mercy and blessing upon the researcher in completing this *thesis* Praying and greeting always be upon His messenger, Prophet Muhammad, his family and his followers, who have spread Islam all over the world.

This *thesis* is submitted to the Faculty of Teachers Training and Education Makassar Muhammadiyah University in Partial Fulfillment of the Requirement for Degree of Education in English Department.

The researcher would like to express her greatest gratitude and honor to her big family in Pinrang especially for her beloved parents, Mustamir Abu and Asilah Muhammad, and her beloved Husband Muhammad Farid, who always give her loves, supports and motivations to finish her study and reach her success.

The researcher realized that in carrying out the research and writing this thesis, many people have contributed their valuable suggestion, guidance, assistance, and advice for the completion of this thesis. Therefore, she would like to express her gratitude and honor to:

1. Dr. H. Abd. Rahman Rahim, SE. MM, the Rector of Muhammadiyah University of Makassar.

2. Erwin Akib, M.Pd., Ph.D, the Dean of FKIP UNISMUH Makassar for all advices and motivation.

May Allah S.W.T. the almighty God bless them all for their help and their contribution finally the researcher realizes that this thesis is still far from being perfect, so she hopes then critics and suggestions to improve it to be better.

Makassar,   December 2017

The researcher

<u>Nailil Huda</u>

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ABSTRACT

Nailil Huda. 2017. *The Effectiveness of SAVI (Somatic Auditory Visual intellectual) method in teaching wrting skill (An Experimental Research at the Tenth Grade Students of SMA 6 Pinrang).* A Thesis of the English Education Department, the Faculty of Teachers Training and Education. Makassar Muhammadiyah University. Guided by Ratna Dewi and Awalia Azis.

The objective of the research was intended to know the improvement of the students' organization and, vocabulary by the implementation of SAVI method at the Tenth Grade Students' of SMA 6 Pinrang.

The method of this research was Pre Experimental Research consisted of eight meetings. This Pre Experimental research was done at Senior High School 6 Pinrang for English Subject. As subject in this research was Class X MIPA 1 in 2017-2018 Academic Years with students' number 30 students. Those consist of 16 women and 14 men, instruments ware Writing test

The findings of the research were students' improvement of the students' writing skill in term of writing organization and writing vocabulary in which the mean score of pre test was 56.23 (poor) and the mean score of post test was 75.73 (Fair). The result above indicates that there was significant improvement of the students' writing skill in terms of writing organization and writing vocabulary in the application of SAVI method at the Tenth Grade students of SMA 6 Pinrang.

Keywords: Writing skill, Procedure Text, Somatic Auditory Visually Intellectually (SAVI), Organization, Vocabulary

CHAPTER I
INTRODUCTION

A.   Background

Writing becomes important skill for student because of some reasons. First, writing is the primary basis upon which our work, our learning, and our intellect will be judged in college, in the workplace, and in the community. Second, writing helps students move easily among facts, inferences, and opinions without getting confuse and without confusing the reader. Third, writing demonstrates students' intellectual and maturity. Furthermore, writing equips you with the communication and thinking skills you need to participate effectively in democracy. Finally, writing stimulates students to extend a line of thought beyond the first impressions or good responses (Nowacek, 2011:1).

The effective method to teaching writing is the one that can give a significant contribution toward the improvement of the students' writing ability. One of method that can be used is SAVI. SAVI method is one of the learning methods that learning have to use the students' senses and the best learning occurs when all parts of the brain-mind-body connection are used simultaneously. It will enable the students to ignite the creative imagination. It also helps students to keep information in their long. This approach combines physical movements, senses of hearing and sight, as well as intellectual activities in one learning situation. SAVI trains students to interact with their friends, informants, and environment in order to obtain a variety of information. The information collected will later be utilized as the materials used in discussions. In this case, students are

1

placed as the center of attention in instructional process as what the students explains with body movement. The students write construct their idea based on their own word to formulate the best solution.

SAVI method can improve writing organization and vocabulary with somatic, auditory, visually, and intellectually. First, using somatic learning by moving and doing, the students can present their ideas. Second, auditory can improve the vocabulary of the students by talking and hearing. Third, in visual learning, students can organize their ideas in a way the student will arranges the pictures into the step to make something. The last, intellectually indicates what learners do in their minds internally when they use the intelligence to reflect on reflect on an experience and creates a relationship of meaning, the plan and the value of the experience (Kamulyan and Surtikanti, 1999: 1).

There were some previous researches agreed that SAVI method could effective to teach writing skill. Sholihatin (2015) showed that the use of SAVI was effective in improving students' writing of descriptive text at the Seventh Grade of SMP Negeri 23 Semarang. Harnoi and Masitowarni (2014) revealed that teaching writing skill at SMA Swasta Bintang Timur 1 Balige by applying Somatic Auditory Visual Intellectual method significantly affects on the students' achievement in writing report text. Zaimatul (2012) found that the effectiveness of SAVI technique as one model of accelerated learning compared with lecturing technique to teach writing at MTsN Triwarno Kutowinangun Keumen.

Each of these previous researches has investigated are on the use of SAVI method in improving students' narrative text and report text. First, none of the

previous researches has examined the use of SAVI method in improving students'
writing procedure text especially organization. Second, no research investigates
the use of SAVI method to improve students' writing Procedure text which
focuses on vocabulary.

The purpose of this present investigation was to ascertain whether the use of
SAVI as a method is effective or not to improve student' skill in writing
procedure text especially on organization and vocabulary. Specifically, the
research will examine: (a) the use of SAVI method in improving students' writing
procedure text based on the organization (b) the use of SAVI method in improving
students' writing procedure text based on vocabulary.

B. Research Question

Based on the background above, the research formulated the research question
as follows: "Is the use of SAVI method effective in improving students writing
skills"?

C. Objective of the Research

In relation to research question above, the objective of the research was to
verify whether SAVI method was effective to improve the students' Ability in
writing skill.

D. The Significant of the Research

This research was expected to give contributions to:

1. For the teachers

   The researcher hoped that the result of the study was able to gave information to the teacher in using the SAVI as a method in teaching writing to EFL students.

2. For the students

   Through this research the researcher expected this method can be used to help the students in vocabulary and organizing ideas through SAVI to improve the students' writing skill.

3. For the researchers

   It was expected that the result of study could be as additional reference for the conducted future research dealing with the use of SAVI in writing

E. Scope of the Research

The scope of this research was limited to the Use of SAVI method in teaching writing at tenth grade students of SMA Negeri 6 Pinrang. In this case the researcher focused on some of writing elements; they were organization and vocabulary in writing.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Sholihin (2015) in this thesis entitle the using of SAVI (Somatic Auditory Visual and Intellectual) technique in improving the students' Vocabulary. The result of the research showed that the seventh grade students had fair score in pre-test. After treatment using SAVI in experimental class, their vocabulary aspect significantly improved. Differ with control class their vocabulary was not significantly improved. The data analyzed using t-test showed that the value of t-test was higher than the value of t-table (2.244>2.021). It can be said that SAVI (Somatic, Auditory, Visual, and Intellectual) was effective to improve the students' vocabulary.

Harnoi (2013) in this thesis entitle the effect applying somatic auditory visual intellectual (SAVI) method on students' achievement in writing report text. The research stated that concluded that applying SAVI method significantly affects on the students' achievement in writing report text or in other words the hypothesis is accepted.

Zaimatul (2012), in her thesis entitled the use of SAVI method to improve the ability in writing procedure text. Based on the data analysis, the researcher concluded that SAVI method is more effective than lecturing technique in teaching writing for the seventh grade students of the MTsN Triwarno Kutowinangun kebumen.

B. The Concept of SAVI

1. The Definition of SAVI

According of Dave Meier (2002:42) is a learning strategy that was initiated by Dave Meier. Dave Meier is an educator, trainer, as well as the initiator of accelerated learning. One of the learning strategies is known as SAVI method.

Learning is not automatically improved by having people stand up and move around. But combining physical movement with intellectual activity and the use of all the senses can have a profound effect on learning. This is call SAVI learning. The components are easy to remember:

1. Somatic: Learning by moving and doing.

2. Auditory: Learning by talking and hearing.

3. Visual: Learning by observing and picturing.

4. Intellectual: Learning by problem solving and reflecting.

All four of these learning modes have to be present for optimal learning to occur. Since these elements are all integrated, the best kind of learning occurs when they are all used simultaneously.

1) Somatic Learning

"*Somatic*" is from the Greek word for body— soma (as in Psychosomatic). It denotes tactile, kinesthetic, hands-on learning— getting physical and using and moving your body while you learn. Somatic learning consists of some activities, such as: the body and the mind are one, and getting the body involved.

2) Auditory Learning

The auditory minds are stronger than actuality. The ears continually capture and store auditory information, even without conscious awareness. And when make own sounds by talking, several significant areas of cerebrum are activated.

3) Visual Learning

Visual acuity, although more pronounced in some people than others, is strong in everyone. The reason is because there is more equipment in everyone's head for processing visual information than any other sense.

4) Intellectual Learning

Intellectual indicates what learners do in their minds internally as they exercise their intelligence to reflect on experience and to create connections, meanings, plans, and values out of it. It's the reflecting, creating, problem-solving, and meaning-building part of a person.

The intellectual is the sense maker of the mind; the means by which the human being "thinks," integrates experience, creates new neural networks, and learns. It connects the body's mental, physical, emotional, and intuitive experiences together to build fresh meaning for itself. It's the means by which the mind turns experience into knowledge, knowledge into understanding, and understanding into wisdom.

From those definitions it can be concluded that SAVI is a method to learn quickly for each individual learning style by body movement with intellectual activity. The components are somatic (learning by moving and

doing), auditory (learning by hearing and talking), visual (learning by observing and picturing), and intellectual (learning by problem solving and reflecting).

2. **The Advantages of Using SAVI (Somatic Auditory Visual Intelligent)**

Dave Meier (2002:44) states that the wise and continue use SAVI will result in a number of positive benefits for the teachers and the students. It will able:

a. To encourage the creative imagination

b. To get learners totally involved

c. To speed and enhance learning

d. To improve retention and job performance

e. To speeds the design process

f. To build effective learning communities

g. To greatly improve technology driven learning some benefits of SAVI

Camm (2011:31) mentions that the advantages of SAVI method are;

a. First, the students could clarify their values, actualize self-realization, understand the self better, monitor, and modify their attitudes. It means that the desire of students to learn start when they feel interested and feel there is a benefit to themselves.

b. Students can realize themselves if they have new information that ultimately personalize that information into themselves.

c. Students could also explain their values are then actualized through self-realization when students can reap the meaning of teaching materials if the students can relate teaching materials to their real life.

d. The students strengthen inter-personal skills, enable experimentation of new ideas and develop positive attitudes through a mechanism of receiving feedback on a concurrent and continual basis in a supportive and secure environment.

e. The key to success lies in the drawing the students into active learning, avoiding monotony and engaging all aspects of the brain-mind-body connection.

3. Applying of SAVI Method in Procedure Text Writing

The implementation of SAVI method as follow:

1) Somatic

Somatic means getting out of your seat and becoming physically active during learning process. The teacher commands the student to bring the secondhand material to make something of the secondhand material.

2) Auditory

Auditory learners learn best when they hear and produce words. The teacher asks to students to present a way of making their work.

3) Visual

Visual acuity is strong senses. This is because in the brain to process visual information is more than all the other senses. The teacher uses picture to help the student to organize their ideas

4) Intellectual

The word "*Intellectual*" as I'm using it here means involving the mind to create its own learning. Learning is not the storage information, but the creation of meaning, knowledge, and actionable value by the mind of the learner. The teacher asks to students to solve problems based on the topic.

C. The Concept of Writing

1. Writing

Ghazi Ghaith (2002:1) says that writing is a complex process that allows writers to explore thoughts and idea and make the visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, idea can be examined, reconsidered, added to, rearranged, and changed.

Graham and Perin (2007:3) explain that writing well is not just an option for young people-it is a necessity. Writing skill is predictor of academic success and a basic requirement for participation in civic life in the global economy, while Writing is not a simple language skill to perform because of it is large areas that must be involved. In producing a piece of writing, linguistic competence and extra linguistic competence are always involved. The fact is that writing is not only a means of expression, but it is

also an essential criterion of competence in any field. This means that to write is to seek expression or to have something to say through the application of linguistic system.

Harmer (1991: 30) argued that "Writing is a productive skill which involves though and emotions. It is a medium of communication. Writing cannot be mastered at once but it needs practice. The practice may include imitating or copying words and sentence from the given ideas or expressing free ideas based on the writer knowledge experience and point of view".

Byrne (1984:1) states that writing is clearly much more than the production of graphic symbols just a speech more than the production of sounds. The symbols have been arranged according certain conventions, to form words, and words have to arrange to form sentence. As a rule, however, we do not write just one sentence or a number of sentences arranged in particular order and linked together in certain ways. Writing involves the encoding of message of some kind; that is to translate throughout into language

2. The Purpose of Writing

Fulwiler in harnoi (2014: 5) states that the rhetorical purpose of most writing is persuasive: to make the readers believe that what is said is true. And also the specific purposes of writing are to explain, report, define, describe, and to argue or interpret. To achieve the purposes, the writer should know what to say to the readers how to organize and present the purposes of what he or she writes. The language in writing is most effective when it is clear, direct,

unbiased, and neutral in tone, so the readers can understand the sense or purpose of the writer.

3. The Writing Process

According to Sundem (2006: 5), writing process comprises the mechanics by which writers create publishable products. It is the method all writers use to generate ideas, choose and organize these ideas, write and revise their pieces, and format them for publication. The process of writing occurs in several stages: Prewriting, Drafting, Revising, Editing, and Publishing.

4. The Principle of Good Writing

    a. Good writing has a clearly defined purpose.

    b. It makes a clear point.

    c. It supports that point with specific information.

    d. The information is clearly connected and arranged.

    e. The words are appropriate, and the sentences are clear, concise, emphatic, and correct.

5. Types of Writing

Hornby (2004:17) devided writing into six kinds, as follows: narration, description, exposition, recount, procedure, and argumentative. they are:

    a. Narration

        Narration is the form of writing use to relate the stay of act of events. Narration places occurrences in time and tell what happened according to natural time sequence. One thing happens and then another thing happens, and the evebts are told in the same order. A

narration tells a story series of conducted incidents or an action process of an action. In narration, the incidents that make up the story are usually told in order in which they would really happen. Types of narration include short story, novels, and new stories, as well as a large part of our every day social intercange in the form of latter and conversation.

b. Description

Description is a form writing that describes something. It is reproduces the way thing looks, smell, taste, feel, or sound. It may also evoke mood such as happiness, loneliness, or fear. It used to created visual image of people, places event of units of time or reason. It may be used also to describe more than outward appearance of people. It may tell about their tries of character of personality.

c. Exposition

Exposition is the form of writing that explains someting. It often answers to the question of what, how, and why. It used in giving information, making explonation, and meanings. Its purpose is to present ideas and to make the ideas clear as possible.

d. Recount

Recount is a text which retells events or experience in the past. Its purpose is to retell events. The generic structures of recount are orientation-events-reorientation. It has a similarity with the generic

structures of narrative. The differentiated of recount text with narrative text only is in events. There is no complication in recount.

e. Procedure

Procedure is kind of text which shows on how to make something completely. Procedure texts usually explain the ingredient or material which is needed, after that procedure text will explain step by step how to make the thing.

f. Argumentation

For argument, we must discover a tone that uses fact when it is relevant. We insect opinion modestly and reasonable, allows time and space the doubts, and builds a segment argument by paragraph steps that the reader can follow.

6. **The Components of Writing**

There are five main components of writing. They are content, organization, grammar, vocabulary, and mechanics. Heaton (1988:135)

a. Content

The content tends to relevance, clarity, originality, logic, etc. The content itself must be clear for the readers so they can get the information from it. To have a good content in a piece of writing, the content should be unity and complete.

b. Organization

Organization concern with the way how the writer arranges and organizes their idea and their messages in writing from which consist of

some partial order. In writing, the writer should know about what kinds of paragraph that they want to write and what topic that they want to tell to the readers. It must be supported by cohesion. In addition, Byrne (1984:11) in states that the writers should be take care of the organization in their writing because it will help them communicate successfully with the readers.

(a). Coherence

Coherence means that sticking together and in coherent essay, all the idea stick together. A coherent paragraph is each idea in supporting sentence related to the topic or the idea.

(b). Spatial order

If the purpose of the paragraph is to tell how something looks, most effective organization pattern is usually spatial;

c. Language Use

Language use in writing description and other forms of writing involve correct usage and points of grammar. However, considering that there are many points of grammar, the writer would like to quote a little literature about verbs, nouns, and agreement. Specific nouns and strong verbs used modifier or adjectives, adverbs, and participle in the writing. A modifier may also be a phrase. A single, well-chosen modifier is often more effective than several used together. If it is difficult to describe a subject with overused or worn-out modifier, find more interesting synonyms in the dictionary or thesaurus.

d.   Vocabulary

A good writer should master vocabulary and idioms as the language aspect dealing with the process of writing. The writer has to consider about how to put the words into paragraph until they can build a piece of writing. Most of the students are lack of vocabulary; therefore they are failing to compose a good piece of writing because they are difficult to choose words.

e.   Mechanics

It deals with capitalization, punctuation, spelling, etc. It is very important part in writing because it will lead the reader to recognize immediately what the writer means. Punctuation is important as the way to clarify meaning. In English writing capital letter have to principles. First, they used to distinguish between particular and things. Second, it used as first word in quotations, a formal statement and proper adjectives, etc.The use of favorable mechanic in writing will make the reader easy to group the conveying ideas and message towards the written text.

D.   The Generic Structure of Procedure Text

1.   The Definition of Procedure Text

Procedure is kind of text which shows on how to make something completely. Procedure texts usually explain the ingredient or material which is needed, after that procedure text will explain step by step how to make the thing.

2. **The Purpose of Procedure Text**

To describe how something is accomplished through a sequence of action or steps. The communicative purpose is to tell the steps of making or doing something.

3. **Characteristics Procedure Text**

- Using imperative sentence patters (Command), for example, Cut, Do not mix, and so on.

- Using active verbs, such as turn, put, do, mix, etc.

- Using connectives (Conjunction) to sort of activities, such as then, while, etc.

- Using adverbials (Adverbs) to express detail the time, place, manner accurate, for example, for five minutes, 2 hours, etc.

E.   Conceptual Framework

The researcher conducts the research to verify whether teaching by using SAVI method can be an effective way to improve students' achievement in writing. The conceptual framework of this research is showed in the following diagram:

Diagram 2.1
Conceptual Framework

```
                    Teaching Writing
                          ⇓
                       PRE-TEST
                          ⇓
                      TREATMENT
                          ⇓
                   USING SAVI METHOD
                          ⇓
    ┌──────────┬─────────┬─────────┬──────────────┐
  SOMATIC   AUDITORY   VISUAL   INTELECTUALLY

         ORGANIZATION          VOCABULARY
              ⇓                     ⇓
          POST-TEST            POST-TEST

   EFFECTIVE  NOT EFFECTIVE   EFFECTIVE  NOT EFFECTIVE
```
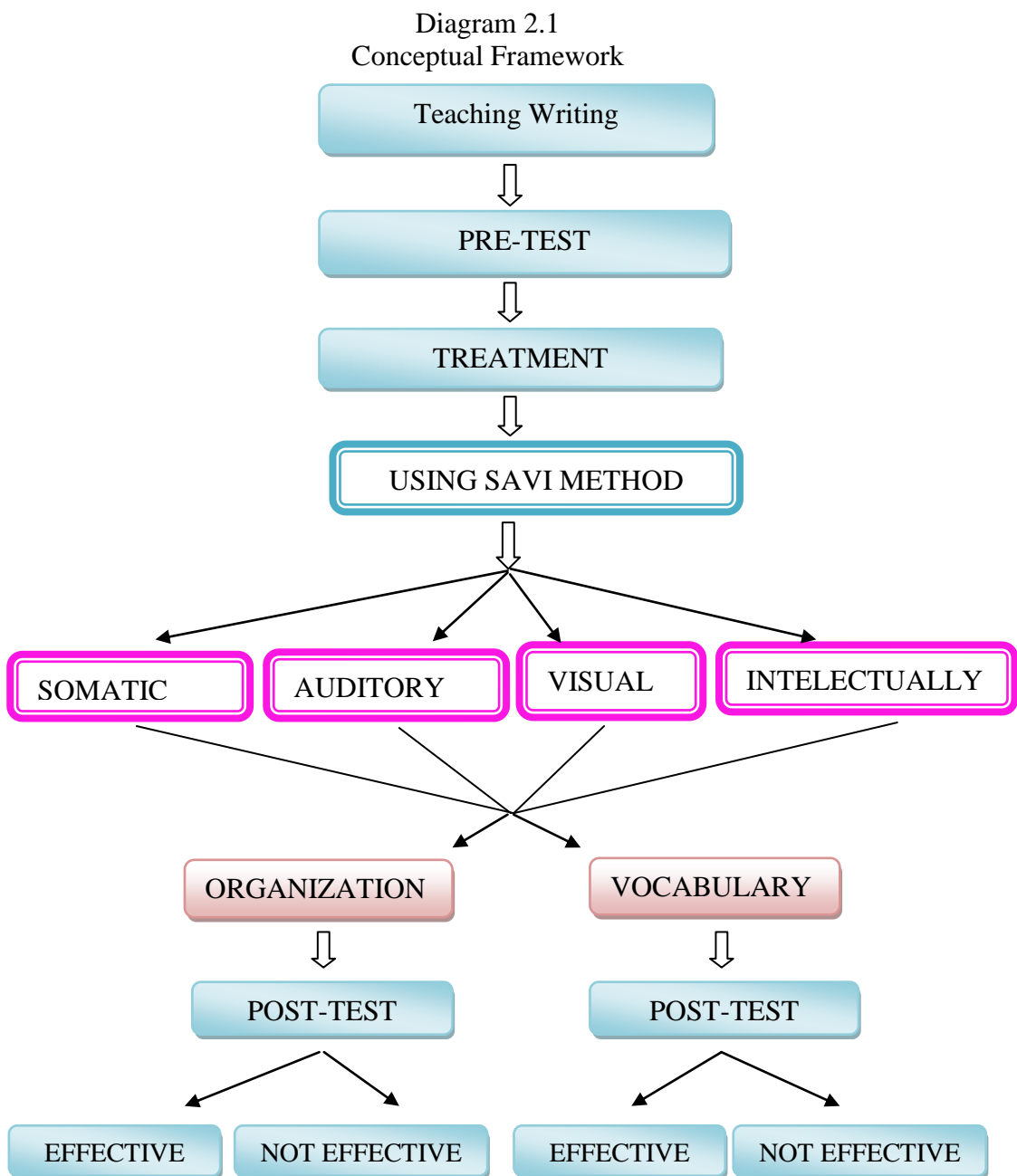
The conceptual framework above explained the process of doing the research and result of the research. The input of the research was the materials which are use in teaching writing, it was procedure text. To improve procedure text of the students, there was an appropriate strategy that will be used in this research. The students will be taught by using SAVI method. At the end, this research aims to found out the improvement of the students' writing skill of procedure text by mastering the two elements of writing, these are vocabulary and organization.

F.   Hypothesis of the Research

To know the effectiveness of applying SAVI method towards students' writing skill, the researcher formulated two hypotheses that will be tested by using t-test. They are:

1. Null Hypothesis (Ho)

   There is no significant difference between the students' writing skill in pretest and posttest after they are taught using SAVI.

2. Alternative Hypothesis (H_1)

   There is significant difference between the students' writing skill in pretest and posttest after they are taught using SAVI method.

CHAPTER III
RESEARCH METHODOLOGY

This chapter presented design of the research, variables and indicators of the research, research hypothesis, population and sample, instrument of the research, procedures of the research, and techniques of data analysis.

A. Research Method and Design

1. Research method

This research would employ a pre-experimental method with one group pre-test and post-test.

2. Research Design

The design of the research was one group pre-test and post-test design. According to Sugiono (2014:75) the design was described would be presented as:

The design can be illustrate as follows:

Research Design

O1	X	O2
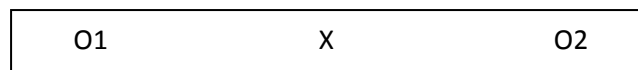
Notations:

O1 =   Pre test

O2 =   Post test

X   = Treatment **(Gay, 1981: 226).**

B. Research Variable

There were two variables which involved in this research namely independent variable and dependent variable. In this study, the independent variable was SAVI

as a method which used by the researcher in teaching the material and dependent variable was the students' writing skill.

C. Population and Sample

1. Population

The population of this study was the seven grade students of SMA 6 Pinrang it was divided become science and social class, there are three classes in science class X MIPA 1, X MIPA 2, and X MIPA 3. Meanwhile, there were two classes in social class namely X IPS 1, and X IPS 2. Each class consisted of 30 students, so the total number of population was 150 students.

2. Sample

The sample of this research was students of X MIPA 1. The number of the sample was 30 students. The researcher used purposive sampling technique in selecting sample.

D. The Instrument of the Research

In this research the researcher used one kind of instrument namely written test. The test was used in pre-test and post-test. The test was given to measure the students' vocabulary and organization in writing procedure text.

The instrument used in this research was written test which consisted of pre-test and post-test. In the pre-test and post-test, the researcher asked students to made Procedure text by choosing one of the given pictures. The given pictures would consist of picture of some food such as fried rice and drink such as a cup of coffee.

E. The Rubric

In scoring and classifying the students' writing skill, the researcher would use the following criteria:

a. Vocabulary

Table 3.2
Score and Criteria of Content

Aspect	Score	Explanations
Vocabulary	90-100	Precise vocabulary usage; use of parallel structures; concise; register good
	85-89	Attempts variety; not wordy; register ok; style fairly concise
	70-84	Some vocabulary misused; lacks awareness of register; may be too wordy
	55-69	Poor expression of ideas; problems in vocabulary; lacks variety of structure
	25-54	Inappropriate use of vocabulary; no concept of register or sentence variety

(Brown, 2004:244).

b. Organization

Table 3.3
Score and Criteria of Organization

Aspect	Score	Explanations
Organization	90-100	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
	85-89	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transactional expression may be absent or misused.
	70-84	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully

		supported by the evidence given; problems of organization interfere.
	55-69	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
	25-54	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).

(Brown, 2004:244).

F. Procedure of Collecting Data

In collecting the data, the researcher collected the data with the following procedures:

1. Pre-test

   Pre-test would be given before presenting the material, the researcher writing test in order to know the students' prior knowledge. In the pre-test the researcher given the students' some picture about food and drink and then the researcher given the opportunities to the students' to write the ingredient and steps the picture that had given, the pre-test used time about 2x40 minutes.

2. Treatment

   The researcher was given the treatment by using SAVI (Somatic, Auditory, Visual, Intellectually). The treatment would be given in four meetings after pre-test. In giving treatment, the researcher explained about SAVI in writing activities. The procedure of treatments from the first meeting until the third meetings as follow:

The first meeting

1. The researcher presented and introduced the material to the class and explains what the students have doing.

2. The researcher gave some topic, under the title "Procedure text".

3. The researcher gave explanation how to make paragraph procedure text and vocabulary about Procedure test.

4. The students were divided into 6 groups.

5. The students were assigned to make some food or drink

The second meeting

1. The teacher implemented auditory approach by using talking and hearing.

2. The students' talk how to make her create in the pendent class.

3. The student hearing explanation and they mention the unfamiliar word.

4. And other group written the steps from they listen

The third meeting

1. The teacher implemented Visual approach by using a picture.

2. The students were divided into 6 groups.

3. The students discuss with her group how to make food or drink based on the picture about.

The Forth meeting

1. The researcher implemented Intellectual approach by using imagination how to make something without instrument (pictures, audios, and etc).

3. Post-test

   After given treatment, the students would give a post-test to identify the students' writing skill and their progress. The students were given test again and the researcher asked them to write in Procedure text.

G. Data Analysis

In analyzing and assessing the students' writing skill, the researcher uses the following procedures:

1. Classifying the students' score into five classifications as follows:

Score	Classification
90-100	Excellent
85-89	Good
70-84	Fair
55-69	Poor
25-54	Very Poor

(Brown, 2004:244).

2. Calculating the mean score and standard deviation

   To calculate the mean score, the researcher applies the formula as follows:

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

   Where:

   X : mean score

   $\sum X$: total of row score

   N: the number of subject. (***Gay, 1981:298).***

3. To calculate the standard deviation the researcher applies the formula;

   $$SD = \sqrt{\frac{SS}{N}}, \text{ Where } SS = \sum X^2 - (\frac{\sum X}{N})^2$$

Where:

SD: Standard deviation

SS: The sum of square

N: The number of students

$\sum x^{2:}$ The sum of all squares

$(\sum x)^{2}$: The sum squares of the sum of score. **(*Gay, 2006: 335*).**

4. T-Test

In order to know the difference of the mean score between pre-test and post-test it needs to calculate the t-test value. The formula as follow;

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Notation:

T: test of significance

D: the means score of difference

$\sum D$: the sum total of total score of difference

$\sum D$: the square of the sum score of difference

N: the total number of the subjects

DF: N – 1 **(*Gay, 1981:331*).**

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter answers of problem statement in the previous chapter and consists of findings and discussion. Findings shows description of result from the data that had been collected through writing test in pre-test and post-test which are described in graphic or chart or table form. Then, discussion contains explanation of findings which reflect result of the data.

A. Findings

In this chapter particularly presented the finding of the research. It consisted of the students writing skill in using SAVI Method in Pre Test and Post test, the improvement and frequency of the students' writing skill by using SAVI method and the result of hypothesis testing. The result of the students' writing was calculated by using analysis of descriptive statistic and inferential statistic of IBM Statistic SPSS 20 Software.

1. The Students' Writing skill in Using SAVI Method in Pre Test

The data were collected from the result of students' pre-test and post-test. The result of students' writing procedure text in terms of organization and vocabulary on pre-test presented in Table 4.1

Table 4.1 The Students' Writing skill in Using SAVI Method in Pre Test

Pre-test	Mean Score	
	Organization	Vocabulary
	60	56.2

Based on Table 4.1 it shows that the mean score of students in terms of organization before treatment *(pre-test)* was 60. Meanwhile, the mean

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score of students in terms of organization before treatment *(pre-test)* was 56.2.

2. **The Students' Writing skill in Using SAVI Method in Post Test**

The data were collected from the result of students' pre-test and post-test. The result of students' writing procedure text in terms of organization and vocabulary on pre-test presented in the table below:

Table 4.2 The Students' Writing skill in Using SAVI Method in Post Test

Post-test	Mean Score	
	Organization	Vocabulary
	79.6	75.8

Table 4.2 shows that, the mean score of students in terms of organization was 79.6 after the researcher gave the treatment *(post-test).* Meanwhile, the mean score of students' in terms of vocabulary was 75.8 after the researcher gave the treatment *(post-test)* by SAVI method.

3. **Frequency and Improvement of the Students' Writing Skill by Using SAVI Method**

The distribution of frequency the students' writing skill in terms of organization and vocabulary could be seen in the following table:

Table 4.3 Distribution of Frequency and Percentage of Students' Writing Score in Pre-test and Post-test

Score	Classification	Organization				Vocabulary			
		Pre-Test		Post-Test		Pre-Test		Post-Test	
		F	%	F	%	F	%	F	%
90-100	Excellent	-	-	4	13.3%	-	-	1	3.3%
85-89	Good	-	-	5	16.7%	-	-	2	6.7%
70-84	Fair	6	20%	19	63.3%	6	20%	25	83.3%
55-69	Poor	15	50%	2	6.7%	10	33.3%	2	6.7%
25-54	Very Poor	9	30%	-	-	14	46.7%	-	-

Based on Table 4.3 it shows that in organization, there was 4 students (13,3%) as classified excellent in post-test, 5 students (16.7%) as classified good in post-test, 6 students (20%) as classified fair in pre-test and 19 students (63.3%) in post-test, 15 students (50%) as classified poor in pre-test and 2 students (6.7%) in post-test, and 9 students (30%) as classified very poor. Meanwhile, in vocabulary, there was 1 student (3.3%) as classified excellent in post-test, 2 students (6.7%) as classified good in post-test, 6 students (20%) as classified fair in pre-test and 25 students (83.3%) as classified fair in post-test, 10 students (33.3%) in pre-test, and 2 students (6.7%) as classified poor in post-test and then 14 students (46.7%) as classified very poor in pre-test.

Table 4.4 The Students' Writing Improvement in terms of Organization and Vocabulary

Indicators	Mean Score		Improvement
	Pre-test	Post-test	
Organization	60	79.6	32.6%
Vocabulary	56.2	75.8	34.8%

Based on Table 4.4 it shows that the mean score of organization in pre-test was 60. Most of students were difficult to organize their idea in writing

procedure text. After the researcher gave the treatment by using SAVI Method the students' writing score in terms of organization had improved. It was proved by the mean score of organization in post-test which became 79.6 with the improvement was 32.6%.

Meanwhile, Table 4.4 shows that the mean score of vocabulary in pre-test was 56.2. Most of students were lack of vocabulary in writing text. After the researcher gave the treatment by using SAVI method the students' writing score in terms of vocabulary had improved. It was proved by the mean score of vocabulary in post-test which became 75.8 with the improvement was 34.8%.

Based on the explanation above, it could be concluded that the mean score of students' writing skill in terms of organization and vocabulary in *post-test* was greater than the mean score of students' writing skill in terms of organization and vocabulary in *pre-test* after taught by using SAVI method.

Furthermore, if the students' writing scores in terms of organization and vocabulary categorized as excellent, good, fair, poor and very poor, it gained frequency and percentage after did pre-test and post-test. Here was the table of frequency and percentage distribution concerned to students' writing score in pre-test and post-test at the tenth grade of SMA Negeri 6 Pinrang.

3. Hypothesis testing

The hypothesis is tested by using T-test analysis. In this case, the researcher used t-test (test of significance) for independent sample test, that is, a test to know the significant difference between the result of students' mean scores in pretest and post test the researcher used t-test analysis on the level of significant (α) = 0.05 with the degree of freedom (df) = N − 1, where N = Number of subject (30 students) then the value of t-table is 2.07387 the t-test statistical, analysis for paired sample is applied.

The results of the data analysis t-test of the students' writing skill through SAVI method are showed in the table below;

Table 4.5 the Significance between Pre-Test and Post-Test Score of the Students' Organization

Paired Samples Test

		Paired Differences							
				Std. Error Mean	95% Confidence Interval of the Difference				
		Mean	Std. Deviation		Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Organization - Organization	19.60000	6.12851	1.11891	17.31158	21.88842	17.517	29	.000

Based on the table 4.5, the hypothesis testing that was done by Using IBM Statistic SPPS 20 Software shows that Sig (2-tailed) is 0.000, because of Sig <α (0.000 < 0.05), so it indicates that the students score of organization between Pre-Test and Post-Test is significantly different. Besides that, the value of the t- test is higher than the value of t-table. The t-test value of organization was greater than t-table (17.517 >2,07387). Thus, the alternative hypothesis (H$_1$) is accepted and null hypothesis (H$_0$) is rejected

Table 4.6 the Significance between Pre-Test and Post-Test Score of the Students' Vocabulary

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Vocabulary - Vocabulary	19.63333	6.18944	1.13003	17.32216	21.94451	17.374	29	.000

Based on Table 4.6 the hypothesis testing that was done by Using IBM Statistic SPPS 20 Software shows that Sig (2-tailed) is 0.000, because of Sig <level of significance (α) (0.000 < 0.05), so it indicates that the students score of vocabulary between Pre-Test and Post-Test is significantly different. Besides that, the value of the t- test is higher than the value of t-table. The t-test value of vocabulary was greater than t-table (17.374> 2,07387). Thus, the alternative hypothesis (H_1) is accepted and null hypothesis (H_0) is rejected.

If the Sig (2-tailed) value is lower than level of significance and t-test value is higher than t-table at the level of significance 0,05 and degree freedom (df) 30 (N-1=30-1), thus the alternative hypothesis (H_1) is accepted and null hypothesis (H_0) is rejected. In contrary, if the value is lower than t-table or the Sig (2-tailed) value higher that level of significance 0.05 and the degree freedom 29, thus the alternative hypothesis (H_1) is rejected and null hypothesis (H_0) is accepted. It means that the using of SAVI method in teaching writing could improve the students' writing skill.

B. Discussion

The description of the data analysis from the writing test the students' writing skill in organization and vocabulary below dealing with the result of data that explained before in findings and the description of the students' writing between pre-test and post-test.

Students' Writing Skills in terms of Organization it is supported by the mean score of students on pre-test and post-test conclusion were 60 (Poor) and 79,6 (Fair) which are classified as fair classification before applied SAVI method the students difficult to make organization of procedure text as well. But after applied the model they are easily to make detail. It means that the using of SAVI method effective on the students' writing skill.

The progress of Students' Writing Skills in terms of organization can be seen between pre-test and post-test. The students' result is different before and after applied SAVI method in teaching writing. The students' text in terms of organization in pre-test is the writing steps which are not sequential so that the reader does not get the goal in writing a procedure text that is to show how to do or make something through the steps. The sample of their writing is presented below:

> *"Steps*
> *-cuts avocado*
> *-next put avocado sugar, ice, water, in mixer*
> *-put juice avocado to glasses"*

In contrary, the students' organization in writing at post test is better than pre-test. In general, the purpose of writing a text procedure has been recognized by looking at the writings of student who have written the correct

steps in the writing procedure text. The sample of their writing is presented below:

> *"Steps*
> - *First, heat two cups of water*
> - *Second, after the water is already hot and boil, put coffee powder into glass*
> - *Third, stir until the coffee and the water is mixed*
> - *After that add two tablespoons of milk powder then stir it until mixed*
> - *Last, you can add a few tablespoon of sugar*
> - *Your special coffee milk ready to be served".*

There were variant score of students organization in writing, in students' pre test and post test showed that from 30 students' none of them students' were classified into "excellent" category but in post test there is four student who the paragraph is coherence and the coherences are correct, the text using chronological order. Besides, none of students' were classified into "good" category but in post test there are 5 students who body of essay is acceptable, but some ideas are not fully developed; and sequence is logical but transactional expression may be absent or misused. These criteria were classified into "Fair" category whose the paragraph is coherence and some criteria are appropriate enough, In pre test there are 6 students but in post test 19 students get fair category. These criteria were classified into "Poor" category whose organization can barely be seen; severe problems with ordering ideas, In pre test there are 15 students nevertheless in post test only 2 students get poor category. And these criteria were classified into "very poor" category, 9 students who almost all in the paragraphs not coherence. But none students get very poor in post test.

Students' vocabulary skill is supported by the mean score of students on pre-test and post-test in vocabulary was 56,2 (poor) and 75,8 (fair). Before applied SAVI method the students could not make a good vocabulary in writing procedure text but after applied SAVI method the students easily to use a good word in writing as well.

The progress of students' writing skill in terms of vocabulary can be seen between pre-test and post-test. The students' result is significantly different after applied SAVI method in teaching writing. The students' text in terms of vocabulary in pre-test is that students cannot write a word correctly and also students have difficulty developing their writing because of the less vocabulary. The sample of their writing is presented below:

"Steps
- *Firs, heat the water ontil boiling*
- *Second add two spons of sugar into the cup*
- *Thind, put a tea begin to a cup*
- *Then stire the tea ontil purely mixet*
- *Feneli, tea ready to serve"*

In contrary, the students' vocabulary in writing procedure text in post test is better than pre-test. Development of vocabulary is good but could be more fully developed and the wrong word can be overcome well. The sample of their writing is presented below:

"Steps
- *First boil 2 glasses of water in medium fair*
- *Second provide glass and put the coffee into the glass*
- *Third add some sugar*
- *After the water already boiled, pour the water into the glass*
- *Finally coffee ready to serve "*

There were variant score of students vocabulary in writing, in students' pre test and post test showed that from 30 students' none of them students' were classified into "excellent" category but in post test there is one student who the paragraph containing wide range of vocabulary; using effective words. Besides, none of students' were classified into "good" category but in post test there are 2 students who the paragraph contains occasion errors of the vocabulary but the meaning not obscured. These criteria were classified into "Fair" category that the paragraphs contain frequent errors of the vocabulary but the meaning confused, in pre test there are 6 students but in post test there are 25 students get fair category. These criteria were classified into "Poor" category who paragraph dominated by errors of vocabulary, in pre test there are ten students nevertheless in post test only 2 students get poor category. And these criteria were classified into "very poor" category, 14 students who almost all the vocabulary in the paragraphs is wrong. But none students get very poor in post test.

The improvement on students' writing skill in term of organization and vocabulary shows that in organization classification, the improvement of the students was 32, 6% while in vocabulary were 34, 8%. The improvement of the students' organization and vocabulary shows that the implementation of SAVI method was effective to develop the students' writing skill, especially on students' organization and vocabulary.

Based on the result, it shows that t-test value was higher than t-table. It can be conclude that alternative hypothesis (H_1) is accepted. So researcher concludes that there is significant improving the students' writing skill by the using SAVI method at the tenth grade students of SMA 6 Pinrang.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter consists of two sections, which were conclusion based on the research findings and the suggestion, which is based on the conclusion.

A. Conclusion

Based on the research of the data analyses and the observation during the research, the following conclusions were presented:

1. SAVI is effective to increase the students' writing skill in terms of organization at the eleventh grade students of SMA 6 Pinrang. The mean score of students in pre-test was 60 and post-test was 79.6. So, the enhanced of students writing organization was 32.6%. It is indicated by the students' organization score in post-test was higher than in pre-test.

2. SAVI is effective to increase the students' writing skill in terms of vocabulary at the tenth grade students of SMA 6 Pinrang. The mean score of students in pre-test was 56.23 and post-test was 75.8. So, the enhanced of students writing vocabulary was 34.9%. It indicated because the students' vocabulary score in post-test was higher than in pre-test.

B. Suggestion

Based on the conclusion above, the researcher presented some suggestions as follows:

1. For Teacher

It is important for the teacher to make the class situation especially I teaching writing interesting rather than having stressful or boring. Therefore, they could apply SAVI method to make student enjoy learning. The more students enjoy learning, the more effective the learning is SAVI gives students chance to develop their ideas, promote effective team work, exchange idea, give peer correction, work collaboratively and be responsible for their own learning duties.

2. For Students

Students as the learning target should have willingness to go forward and have motivation in learning process. It is important for them to be actively involved in the learning activities in the learning activities in the classroom, be creative and perform hard effort to gain the goal of the learning. It can be done by asking question actively, attending and participating in the activities in the classroom vigorously, talking extra lesson out of the class or joining English clubs.

3. For researchers

To the next researcher who used this method. It was suitable to be applied in experimental research. There were still many things that have to be observed by the next researcher related to the English subject, especially in writing skill.

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A P P E N D I X A

LESSONS PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan   : SMAN 6 Pinrang

Kelas/Semester   : X MIPA

Mata Pelajaran   : Bahasa Inggris

Materi Pokok   : Teks Procedure

Alokasi Waktu   : 2 x 45 Menit

Skill   : Writing

1. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menunjukkanperilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami,menerapkan, dan menganalisis pengetahuan faktual, konseptual,dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

2. Kompetensi Dasar

3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.4 Menangkapmakna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teksprosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual

3. Indikator Pencapaian Kompetensi

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks procedur sederhana tentang makanan dan minuman.

2. Merespon makna dalam teks procedure, lisan dan tulis, sederhana tentang resep makanan dan minuman..

3. Menyusun text procedure tentang resep makanan dan minuman dengan gambar yang telah disedikan.

4. Tujuan Pembelajaran

1. Siswa mampu membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya

2. Siswa mampu menang kapmakna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teksprosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual

5. Materi Pembelajaran

Procedure Text

How to make FRIED RICE

Ingredients:
- a plate of rice
- 2 cloves of garlic
- 2 onions
- 1 egg
- 1 table spoon of vegetable oil
- salt

1. First, chop garlic and onions into the small pieces
2. Second, heat vegetable oil on a frying pan.
3. Third, put the chopped garlic and onion into the hot vegetable oil. Fry them a while.
4. Fourth, add an egg into the pan and stir them.
5. Fifth, put one plate of rice. Fry and mix them around 3 minutes.
6. Sixth, add two pinces of salt. Continue frying until the rice is mixed perfectly.
7. Finally, put the fried rice on a plate. Fried rice is ready to serve.

Adopted from: www.cdkitche.com

Fungsi sosial

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

Struktur text

(gagasan utama dan informasi rinci)

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

a. Menyebutkan bahan dan/atau peralatan

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

Unsur kebahasaan

a. Tata bahasa: kalimat imperatif, negatif dan positif

b. Ungkapan dan kosa kata yang lazim digunakan dalam (a) resep dan (b) minuman

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

d. Ucapan, tekanan kata, intonasi

6. **Metode Pembelajaran**

   Pendekatan   : Cooperative Learning

   Method   : SAVI method

7. **Media & Sumber Pembelajaran**

   1. Media   : Gambar makanan, Styrofoam, paku madding dan gambar

   2. Sumber   : Buku SMA Kelas X yang Relevan

8. **Langkah-langkah Pembelajaran**

   Pertemuan pertama

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	a. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas *(nilai yang ditanamkan: santun, peduli)* b. Mengecek kehadiran siswa *(nilai yang ditanamkan: disiplin, rajin)*	10 Menit

	c. Guru memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan yaitu tentang *cara membuat makanan/minuman*. d. Menyampaikan garis besar cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik. e. Guru menjelaskan strategi SAVI method yang akan digunakan dalam proses belajar.	
Kegiatan Inti	**Mengamati** a. Siswa menyimak contoh procedure text tentang makanan, minuman dan menual. b. Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya.	10 Menit
	Mempertanyakan Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari paragraf procedure.	5 Menit
	Mengeksplorasi a. Siswa dibagi menjadi 6 kelompok. b. Guru menyiapkan gambar contoh procedure text c. Guru menyiapkan 6 gambar berbeda tentang makana dan minuman d. Berkelompok siswa menuliskan steps membuat makanan dan minuman yang tercantum di gambar e. Siswa menukarkan hasil diskusi secara bergilir kepada kepompok lain dan setiap kelompok akan menerima hasil diskusi kelompok lain	10 Menit 10 Menit
	Mengasosiasi Setelah mendapatkan hasil tugas kelompok lain setiap kelompok akan memberikan feedback atau komentar tentang vocab dan organisasi	40 Menit
	Mengkomunikasikan Setelah berdiskusi siswa menyimpulkan hasil analisi dalam	

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
	kertas mengenai vocabulary yang mereka gunakan dan organisasi dari paragraph procedure	
Penutup	a. Guru memberikan umpan balik pembelajaran yang telah dilakukan. b. siswa di berikan tugas secara berkelompok suatu makanan di rumah dan mengambil dokumentasi setiap steps yang mereka lakukan membuat makanan yang mereka buat c. Guru menyampaikan kegiatan pembelajaran selanjutnya yaitu mepresentasikan hasil tugas berkelompok di rumah	5 Menit

Pertemuan kedua

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	a. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas *(nilai yang ditanamkan: santun, peduli)* b. Mengecek kehadiran siswa *(nilai yang ditanamkan: disiplin, rajin)* c. Guru memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan yaitu tentang *cara membuat makanan/minuman*. d. Menyampaikan garis besar cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik. e. Guru menjelaskan strategi SAVI method yang akan digunakan dalam proses belajar.	10 Menit
Kegiatan Inti	**Mengamati** a. Siswa menyimak contoh procedure text tentang makanan dan minuman b. Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya. **Mempertanyakan** Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi	10 Menit 5 Menit

	tertentu dari paragraf procedure.	
	Mengeksplorasi	
	a. Siswa duduk berdasarkan kelompok yang telah ditentukam	10 Menit
	b. Guru menyiapkan bahan- bahan yangakan digunakan pembelajaran seperti Styrofoam dan paku mading	10 Menit
	c. Guru memerintahkan setiap kelompok menempelkan hasil foto pekerjaan rumah mereka di madding masing-masing	
	d. Secara berkelompok, siswa menuliskan alat apa saja yang mereka gunakan dan menuliskan tata cara membuat membuat makanannya lalu menempelkan di madding masing-masing setiap kelompok	
	e. Setiap kelompok akan berkunjung ke madding kelompok lain	40 Menit
	Mengasosiasi Setelah berkunjung ke kelompok lain, mereka akan berdiskusi memberikan feedback atau komentar tentang ingredient yang mereka gunakan	
	Mengkomunikasikan Setelah berkunjung dan berdiskusi. Hasil diskusi akan di tempel ke madding kelompok yang mereka tuliskan bahan bahan (ingredient)nya	
Penutup	a. Guru memberikan umpan balik pembelajaran yang telah dilakukan. b. Guru menyampaikan kegiatan pembelajaran	5 Menit

9. Penilaian

1. Teknik Penilaian: Written Test

2. Instrumen Penilaian

Menilai kemampuan menulis siswa dengan menggunakan criteria sebagai

berikut:

a. Vocabulary

Aspect	Score	Explanations
Vocabulary	90-100	Precise vocabulary usage; use of parallel structures; concise; register good
	85-89	Attempts variety; not wordy; register ok; style fairly concise
	70-84	Some vocabulary misused; lacks awareness of register; may be too wordy
	55-69	Poor expression of ideas; problems in vocabulary; lacks variety of structure
	25-54	Inappropriate use of vocabulary; no concept of register or sentence variety

b. Organization

Aspect	Score	Explanations
Organization	90-100	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
	85-89	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transactional expression may be absent or misused.
	70-84	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.
	55-69	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
	25-54	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).

c. **Score**

Score	Classification
90-100	Excellent
85-89	Good
70-84	Fair
55-69	Poor
25-54	Very Poor

Pinrang, Oktober 2017

Mengetahui,

Guru Mata Pelajaran   Mahasiswa

_____   _____

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMAN 6 Pinrang

Kelas/Semester : X MIPA

Mata Pelajaran : Bahasa Inggris

Materi Pokok   : Procedure text

Alokasi Waktu : 2 x 45 Menit

Skill   : Writing

5. Kompetensi Inti

5. Menghargai dan menghayati ajaran agama yang dianutnya.

6. Menunjukkanperilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

7. Memahami,menerapkan, dan menganalisis pengetahuan faktual, konseptual,dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

8. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

6. Kompetensi Dasar

3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.4 Menangkapmakna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teksprosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual

7. Indikator Pencapaian Kompetensi

4. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks procedur sederhana tentang makanan dan minuman.

5. Merespon makna dalam teks procedure, lisan dan tulis, sederhana tentang resep makanan dan minuman..

6. Menyusun text procedure tentang resep makanan dan minuman dengan gambar yang telah disedikan..

8. Tujuan Pembelajaran

1. Siswa mampu membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya

2. Siswa mampu menang kapmakna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teksprosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual

5. Materi Pembelajaran

Procedure Text

Fungsi sosial

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

Struktur text (gagasan utama dan informasi rinci)

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

c. Menyebutkan bahan yang digunakan

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

Unsur kebahasaan

e. Tata bahasa: kalimat imperatif, negatif dan positif

f. Ungkapan dan kosa kata yang lazim digunakan dalam (a) resep dan (b) minuman

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

h. Ucapan, tekanan kata, intonasi

6. Metode Pembelajaran

Pendekatan : Cooperative Learning

Method : SAVI Method

7. Media & Sumber Pembelajaran

3. Media : Gambar

4. Sumber : Buku SMA Kelas X yang Relevan

8. Langkah-langkah Pembelajaran

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	f. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas *(nilai yang ditanamkan: santun, peduli)* g. Mengecek kehadiran siswa *(nilai yang ditanamkan: disiplin, rajin)* h. Guru memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan yaitu tentang	10 Menit

	procedure text.	
	i. Menyampaikan garis besar cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik.	
	j. Guru menjelaskan strategi Gallery Walk yang akan digunakan dalam proses belajar.	
Kegiatan Inti	**Mengamati** c. Siswa menyimak contoh paragraf procedure. d. Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya.	10 Menit
	Mempertanyakan Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari paragraf deskriptif tentang orang.	5 Menit
	Mengeksplorasi f. Siswa duduk berdasarkan kelompok yang telah di bagikan. **g.** Siswa mempresentasikan di depan kelas cara membuat makanan yang mereka buat **h.** Siswa mendengarkan penjelasan narasumber	10 Menit 10 Menit
	Mengasosiasi Setelah mendengarkan penjelasan cara membuat makanan dari kelompok lain, secara berkelompok berdiskusi tentang feedback atau komentar tentang vocab dan organisasi	
	Mengkomunikasikan Setelah berdiskusi siswa menyimpulkan hasil analisi dalam kertas mengenai vocabulary yang mereka gunakan dan organisasi dari paragraph procedure	40 Menit
Penutup	d. Guru memberikan umpan balik pembelajaran yang telah dilakukan. e. Guru menyampaikan kegiatan pembelajaran selanjutnya.	5 Menit

9. Penilaian

3. Teknik Penilaian: Written Test

4. Instrumen Penilaian

Menilai kemampuan menulis siswa dengan menggunakan criteria sebagai berikut:

b. Vocabulary

Aspect	Score	Explanations
Vocabulary	90-100	Precise vocabulary usage; use of parallel structures; concise; register good
	85-89	Attempts variety; not wordy; register ok; style fairly concise
	70-84	Some vocabulary misused; lacks awareness of register; may be too wordy
	55-69	Poor expression of ideas; problems in vocabulary; lacks variety of structure
	25-54	Inappropriate use of vocabulary; no concept of register or sentence variety

d. Organization

Aspect	Score	Explanations
Organization	90-100	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
	85-89	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transactional expression may be absent or misused.
	70-84	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.
	55-69	Shaky or minimally recognizable introduction; organization can barely be seen; severe

		problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
	25-54	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).

e. **Score**

Score	Classification
90-100	Excellent
85-89	Good
70-84	Fair
55-69	Poor
25-54	Very Poor

Pinrang, Oktober 2017

Mengetahui,

Guru Mata Pelajaran   Mahasiswa

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan   : SMAN 6 Pinrang

Kelas/Semester   : X MIPA

Mata Pelajaran   : Bahasa Inggris

Materi Pokok   : Teks Procedure

Alokasi Waktu   : 2 x 45 Menit

Skill   : Writing

9. Kompetensi Inti

9. Menghargai dan menghayati ajaran agama yang dianutnya.

10. Menunjukkanperilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

11. Memahami,menerapkan, dan menganalisis pengetahuan faktual, konseptual,dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

12. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

10. Kompetensi Dasar

3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.4 Menangkapmakna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teksprosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual

11. Indikator Pencapaian Kompetensi

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks procedur sederhana tentang makanan dan minuman.

2. Merespon makna dalam teks procedure, lisan dan tulis, sederhana tentang resep makanan dan minuman..

3. Menyusun text procedure tentang resep makanan dan minuman dengan gambar yang telah disedikan.

4. Tujuan Pembelajaran

3. Siswa mampu membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan dan minuman, pendek dan sederhana, sesuai dengan konteks penggunaannya

4. Siswa mampu menang kapmakna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teksprosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep

10. **Materi Pembelajaran**

Procedure Text

How to make …………………

Ingredients:
- ………..
- ………..
- ………..
- ………..
- ……….
- ………...
- …………

Instructions:
1. *First, …………………*
2. *Second, ………………………..*
3. *Third, …………………………………………*
4. *Fourth,………………………………..*
5. *Fifth, …………………………………..*
-
-
-
6. *Last,* serve and enjoy

Adopted from: www.cdkitche.com

Fungsi sosial

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

Struktur text

(gagasan utama dan informasi rinci)

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

e. Menyebutkan bahan dan/atau peralatan

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

Unsur kebahasaan

i. Tata bahasa: kalimat imperatif, negatif dan positif

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

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

l. Ucapan, tekanan kata, intonasi

11. Metode Pembelajaran

Pendekatan   : Cooperative Learning

Method   : SAVI method

12. Media & Sumber Pembelajaran

5. Media   : Gambar makanan, Styrofoam, paku madding dan gambar

6. Sumber   : Buku SMA Kelas X yang Relevan

13. Langkah-langkah Pembelajaran

Pertemuan pertama

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	k. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas *(nilai yang ditanamkan: santun, peduli)* l. Mengecek kehadiran siswa *(nilai yang ditanamkan: disiplin, rajin)* m. Guru memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan yaitu tentang *cara membuat makanan/minuman.* n. Menyampaikan garis besar cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik. o. Guru menjelaskan strategi SAVI method yang akan digunakan dalam proses belajar.	10 Menit
Kegiatan Inti	**Mengamati** e. Siswa menyimak contoh procedure text tentang makanan, minuman dan menual. f. Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya.	10 Menit
	Mempertanyakan Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari paragraf procedure.	5 Menit
	Mengeksplorasi i. Siswa dibagi menjadi 6 kelompok. j. Guru menyiapkan gambar contoh procedure text	10 Menit
	k. Guru menyiapkan 6 gambar berbeda tentang ingredient makana dan minuman l. Berkelompok siswa menuliskan ingredient dan steps membuat makanan dan minuman yang tercantum di gambar m. Siswa menukarkan hasil diskusi secara bergilir kepada kepompok lain dan setiap kelompok akan menerima hasil diskusi kelompok lain	10 Menit

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
	Mengasosiasi Setelah mendapatkan hasil tugas kelompok lain setiap kelompok akan memberikan feedback atau komentar tentang vocab dan organisasi **Mengkomunikasikan** Setelah berdiskusi siswa menyimpulkan hasil analisi dalam kertas mengenai vocabulary yang mereka gunakan dan organisasi dari paragraph procedure	40 Menit
Penutup	f. Guru memberikan umpan balik pembelajaran yang telah dilakukan. g. Guru menyampaikan kegiatan pembelajaran selanjutnya	5 Menit

Pertemuan kedua

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	f. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas *(nilai yang ditanamkan: santun, peduli)* g. Mengecek kehadiran siswa *(nilai yang ditanamkan: disiplin, rajin)* h. Guru memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan yaitu tentang *cara membuat makanan/minuman.* i. Menyampaikan garis besar cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik. j. Guru menjelaskan strategi SAVI method yang akan digunakan dalam proses belajar.	10 Menit
Kegiatan Inti	**Mengamati** c. Siswa menyimak contoh procedure text tentang makanan dan minuman d. Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya. **Mempertanyakan** Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi	10 Menit 5 Menit

	tertentu dari paragraf procedure.	
	Mengeksplorasi	
	a. Siswa dibagi menjadi 6 kelompok.	
	b. Guru menyiapkan gambar contoh procedure text	10 Menit
	c. Guru menyiapkan 6 gambar berbeda tentang steps membuat makana dan minuman	10 Menit
	d. Secara berkelompok siswa menyususn gambar steps membuat makanan dan setelah menyusun mereka menuliskan ingredient dan steps membuat makanan dan minuman yang mereka susun	
	Mengasosiasi	
	Setelah menyusun gambar dengan benar setiap kelompok menempelkan hasil kerja di depan kelas	
	Mengkomunikasikan	40 Menit
	Setelah berdiskusi siswa menyimpulkan hasil analisi dalam kertas mengenai vocabulary yang mereka gunakan dan organisasi dari paragraph procedure	
Penutup	c. Guru memberikan umpan balik pembelajaran yang telah dilakukan.	5 Menit
	d. Guru menyampaikan kegiatan pembelajaran	

14.   **Penilaian**

5. Teknik Penilaian: Written Test

6. Instrumen Penilaian

Menilai kemampuan menulis siswa dengan menggunakan criteria sebagai berikut:

a. Vocabulary

Aspect	Score	Explanations
Vocabulary	90-100	Precise vocabulary usage; use of parallel structures; concise; register good
	85-89	Attempts variety; not wordy; register ok; style fairly concise
	70-84	Some vocabulary misused; lacks awareness of register; may be too wordy
	55-69	Poor expression of ideas; problems in vocabulary; lacks variety of structure
	25-54	Inappropriate use of vocabulary; no concept of register or sentence variety

b. Organization

Aspect	Score	Explanations
Organization	90-100	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
	85-89	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transactional expression may be absent or misused.
	70-84	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.
	55-69	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
	25-54	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).

c. **Score**

Score	Classification
90-100	Excellent
85-89	Good
70-84	Fair
55-69	Poor
25-54	Very Poor

Pinrang, Oktober 2017

Mengetahui,

Guru Mata Pelajaran   Mahasiswa

_____   _____

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan   : SMAN 6 Pinrang

Kelas/Semester   : X MIPA

Mata Pelajaran   : Bahasa Inggris

Materi Pokok   : Procedure text

Alokasi Waktu   : 1 x 45 Menit

Skill   : Writing

12.   Kompetensi Inti

13. Menghargai dan menghayati ajaran agama yang dianutnya.

14. Menunjukkanperilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

15. Memahami,menerapkan, dan menganalisis pengetahuan faktual, konseptual,dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

16. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

13. **Kompetensi Dasar**

3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teksprosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual

14. **Indikator Pencapaian Kompetensi**

7. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks procedur sederhana tentang makanan dan minuman.

8. Merespon makna dalam teks procedure, lisan dan tulis, sederhana tentang resep makanan dan minuman..

9. Menyusun text procedure tentang resep makanan dan minuman dengan gambar yang telah disedikan.

15. **Tujuan Pembelajaran**

3. Siswa mampu membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya

4. Siswa mampu menang kapmakna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teksprosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual

10. **Materi Pembelajaran**

Procedure Text

Fungsi sosial

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

Struktur text (gagasan utama dan informasi rinci)

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

g. Menyebutkan bahan yang digunakan

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

Unsur kebahasaan

m. Tata bahasa: kalimat imperatif, negatif dan positif

n. Ungkapan dan kosa kata yang lazim digunakan dalam (a) resep dan (b) minuman

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

p. Ucapan, tekanan kata, intonasi

11. **Metode Pembelajaran**

Pendekatan   : Cooperative Learning

Method   : SAVI Method

12. **Media & Sumber Pembelajaran**

7. Media   : buku dan alat tulis

8. Sumber   : Buku SMA Kelas X yang Relevan

13.   Langkah-langkah Pembelajaran

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	p. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas *(nilai yang ditanamkan: santun, peduli)* q. Mengecek kehadiran siswa *(nilai yang ditanamkan: disiplin, rajin)* r. Guru memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan yaitu tentang *procedure text*. s. Menyampaikan garis besar cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik. t. Guru menjelaskan strategi Gallery Walk yang akan digunakan dalam proses belajar.	10 Menit
Kegiatan Inti	**Mengamati** g. Siswa menyimak contoh paragraf procedure. h. Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya.	10 Menit
	Mempertanyakan Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari paragraf deskriptif tentang orang.	5 Menit
	Mengeksplorasi n. Siswa menulis text procedure berdasarkan pengetahuan mereka o. Siswa bebas menuliskan text procedure tentang makan atau minuman sesuai pengetahuan mereka	10 Menit 10 Menit
	Mengasosiasi Siswa mengumpulkan informasi dari pembelajaran sebelumnya **Mengkomunikasikan** Setelah mengerjakan tugas yang di	

	kerjakan maka kami akan membahas dan mengoreksi sesuai organisasi dan vocabulary yang mereka gunakan	
		40 Menit
Penutup	h. Guru memberikan umpan balik pembelajaran yang telah dilakukan. i. Guru menyampaikan kegiatan pembelajaran selanjutnya.	5 Menit

14. Penilaian

7. Teknik Penilaian: Written Test

8. Instrumen Penilaian

Menilai kemampuan menulis siswa dengan menggunakan criteria sebagai berikut:

b. Vocabulary

Aspect	Score	Explanations
Vocabulary	90-100	Precise vocabulary usage; use of parallel structures; concise; register good
	85-89	Attempts variety; not wordy; register ok; style fairly concise
	70-84	Some vocabulary misused; lacks awareness of register; may be too wordy
	55-69	Poor expression of ideas; problems in vocabulary; lacks variety of structure
	25-54	Inappropriate use of vocabulary; no concept of register or sentence variety

d. Organization

Aspect	Score	Explanations
Organization	90-100	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
	85-89	Adequate title, introduction, and conclusion;

		body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transactional expression may be absent or misused.
	70-84	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.
	55-69	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
	25-54	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).

e. **Score**

Score	Classification
90-100	Excellent
85-89	Good
70-84	Fair
55-69	Poor
25-54	Very Poor

Pinrang, Oktober 2017

Mengetahui,

Guru Mata Pelajaran   Mahasiswa

———————————   ———————————

A P P E N D I X B

TEACHING MATERIALS

TEACHING MATERIAL

A. Definition of Procedure text

- The Procedural Text tells the readers how to do or make something. The information is presented in logical sequence of events that are broken into steps.

- Procedure is a sequence of steps in a particular order. It is also known as instructions or directions. The most common example of procedural text is a recipe.

B. **The Generic Structure of Procedure text**

Generic structures are the special characteristic of language in the paragraph. The generic structures of procedure text are as follow:

1. Title. It is the goal or outcome of the activity, for example: how to make fried chicken, how to make meatballs, etc.

2. Ingredients/Materials. It is the list and amount of things and materials required.

3. Steps/Method. It is the step by step description of how to complete the task.

4. Tips. It is the final comment.

Ciri-ciri Procedure Text

Beberapa ciri prosedure text yaitu:

1. imperative atau menggunakan bentuk perintah, contohnya : buatlah (make), gunakanlah (use)

2. memakai Simple Present Tense (Subject+V1)

3. Terdapat temporal conjunctions, contoh: First,next, after that, then, last

4. memakai action verbs, misalnya: mix, blend, stir, cook, etc.

5. terdapat goal atau tujuan . Contohnya: How to make Gudeg.

6. Dalam beberapa jenis procedure text terdapat bahan atau materi. contohnya: coffee, rice. Untuk Procedure Text cara melakukan sesuatu, tidak memakai bahan atau materi.

7. Adanya langkah-langkah untuk melakukan sesuatu.

HOW TO MAKE FRIED RICE

(Cara membuat nasi goreng)

Ingredients:

- a plate of rice

- 2 cloves of garlic

- 2 onions

- 1 egg

- 1 table spoon of vegetable oil

- salt

Steps

8. First, chop garlic and onions into the small pieces

9. Second, heat vegetable oil on a frying pan.

10. Third, put the chopped garlic and onion into the hot vegetable oil. Fry them a while.

11. Fourth, add an egg into the pan and stir them.

12. Fifth, put one plate of rice. Fry and mix them around 3 minutes.

13. Sixth, add two pinces of salt. Continue frying until the rice is mixed perfectly.

14. Finally, put the fried rice on a plate. Fried rice is ready to serve.

Exercise 2:

Title   :   "   "

        _____

Ingredient:

- 2 egg
- Onions
- Garlic
- Chili (if you like spicy)
- Salt
- Vegetable oil

Material

-
-
-
-
-

Steps

-_____

-_____

-_____

-_____

-_____

-_____

Exercise 4:

Title   :   "_____"

Ingredient

-

-

-

-

-etc…..

Steps

1. Mix 1/2 cup of milk with the corn starch in a bowl and set aside.

2. Put the remaining milk, sugar, chocolate, and butter in a pot and bring to a boil.

3. Pour about 1/4 cup of the warm mixture into the bowl with the corn starch and milk to temper it and pour slowly that mixture into the hot mixture on the stove stirring constantly with a Wisk until thick and starts to boil. Pour into a bowl, let cool off, cover and refrigerate for about 3 hours.

4. Your pudding is ready to be served

Exercise 5 :

Sususlah gambar dengan benar dan tulislah bahan bahan apa saja yang digunakan.

"how to make------------------"

1.
2.
3.

4.
5.
6.

Ingredient:

-

-

-

-       -

Steps

-

-

-

-

Exercise 6:

How to make …………………

Ingredients:

- ………..

- ………..

- ………..

- ………..

- ……….

- ………...

- …………

Instructions:

1. *First,* ………………….

2. *Second,* ………………..

3. *Third,* …………………………………………

4. *Fourth,*………………………………..

5. *Fifth,* ………………………………..

-

-

-

6. *Last,* serve and enjoy

A P P E N D I X   C

INSTRUMENTS
(PRE TEST & POST TEST)

PRE TEST

NAME   :

CLASS   :

REG NO   :

Instruction

    Write procedure text by choosing of pictuce below;

a.. How to make toast

b. How to make avocado juice

c. How to make a cup of tea

d. how to make fried rice

POST TEST

NAME   :

CLASS   :

REG NO   :

Instruction

        Write procedure text by choosing one of pictuce below;

a.. How to make gado-gado   b. How to make noodle

c. How to make oreo milkshake   d. how to make coffee

A P P E N D I X D

DATA ANALYSIS
S P S S

Frequency Table

Statistics

		Pre-test Organization	Post-test Organization
N	Valid	30	30
	Missing	0	0
Mean		60.0667	79.6667
Std. Error of Mean		1.90880	1.52552
Median		59.0000	79.0000
Mode		50.00	80.00
Std. Deviation		10.45494	8.35560
Variance		109.306	69.816
Range		38.00	35.00
Minimum		42.00	65.00
Maximum		80.00	100.00
Sum		1802.00	2390.00

Frequency Table

Pre-test Organization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	42.00	1	3.3	3.3	3.3
	46.00	1	3.3	3.3	6.7
	48.00	1	3.3	3.3	10.0
	50.00	6	20.0	20.0	30.0
	56.00	5	16.7	16.7	46.7
	58.00	1	3.3	3.3	50.0
	60.00	3	10.0	10.0	60.0
	62.00	1	3.3	3.3	63.3
	65.00	2	6.7	6.7	70.0
	66.00	3	10.0	10.0	80.0
	70.00	1	3.3	3.3	83.3
	76.00	2	6.7	6.7	90.0
	78.00	2	6.7	6.7	96.7
	80.00	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Post-test Organization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65.00	1	3.3	3.3	3.3
	68.00	1	3.3	3.3	6.7
	70.00	2	6.7	6.7	13.3
	72.00	3	10.0	10.0	23.3
	75.00	3	10.0	10.0	33.3
	76.00	3	10.0	10.0	43.3
	78.00	2	6.7	6.7	50.0
	80.00	4	13.3	13.3	63.3
	82.00	2	6.7	6.7	70.0
	85.00	3	10.0	10.0	80.0
	86.00	2	6.7	6.7	86.7
	90.00	1	3.3	3.3	90.0
	95.00	1	3.3	3.3	93.3
	96.00	1	3.3	3.3	96.7
	100.00	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Frequencies

Statistics

		Pre-test Vocabulary	Post-test Vocabulary
N	Valid	30	30
	Missing	0	0
Mean		56.2333	75.8667
Std. Error of Mean		1.81544	1.26194
Median		55.0000	76.0000
Mode		50.00	76.00
Std. Deviation		9.94358	6.91193
Variance		98.875	47.775
Range		40.00	34.00
Minimum		40.00	66.00
Maximum		80.00	100.00
Sum		1687.00	2276.00

Frequency Table

Pre-test Vocabulary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40.00	1	3.3	3.3	3.3
	45.00	1	3.3	3.3	6.7
	46.00	2	6.7	6.7	13.3
	50.00	9	30.0	30.0	43.3
	52.00	1	3.3	3.3	46.7
	55.00	3	10.0	10.0	56.7
	56.00	5	16.7	16.7	73.3
	60.00	1	3.3	3.3	76.7
	65.00	1	3.3	3.3	80.0
	68.00	1	3.3	3.3	83.3
	70.00	2	6.7	6.7	90.0
	72.00	1	3.3	3.3	93.3
	78.00	1	3.3	3.3	96.7
	80.00	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Post-test Vocabulary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	66.00	1	3.3	3.3	3.3
	68.00	1	3.3	3.3	6.7
	70.00	8	26.7	26.7	33.3
	72.00	1	3.3	3.3	36.7
	75.00	1	3.3	3.3	40.0
	76.00	9	30.0	30.0	70.0
	77.00	1	3.3	3.3	73.3
	78.00	2	6.7	6.7	80.0
	80.00	1	3.3	3.3	83.3
	82.00	2	6.7	6.7	90.0
	86.00	1	3.3	3.3	93.3
	88.00	1	3.3	3.3	96.7
	100.00	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	77.7667	30	7.07196	1.29116
	Pretest	58.1500	30	9.59180	1.75121

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Posttest & Pretest	30	.849	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair	Posttest - Pretest	19.61667	5.17401	.94464	17.68466	21.54867	20.766	29	.000

APPENDIX E

Documentation

Documentation

CURRICULUM VITAE

Nailil Huda was born on october 17th, 1995 in Sidrap regency. She is the first child and has three sisters from marriage couple of Mustamir Abu and Asliah Muhammad, her beloved parents. She started her education as a student of elementary school at SDN 3 Pinrang regency in 2001 and graduated in 2007. In the same year she registered as a student in SMP Rama Boarding School at Engrekang regency and graduated in 2010. Then, she continued her education in SMA Wahdah Islamiyah Makassar and graduated in 2013. Next, the researcher decided to continue her study at English Department of Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis entitled **"The Effectiveness of SAVI (Somatic Auditory Visual intellectual) method in teaching writing** *(An Experimental Research at the Tenth Grade at SMA Negeri 6 Pinrang)*