

# APPENDICES

## **Appendix 1:**

**1. The Letter of Research**

**2. The List Of Students**



# UNIVERSITAS MUHAMMADIYAH PONOROGO

## FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

(STATUS TERAKREDITASI)

Alamat : Jl. Budi Utomo No. 10 Telp. (0352) 481124 Fax. (0352) 461796  
PONOROGO - 63471

Nomor : 806 / III.3 / PN / XI / 2014  
Lamp : -  
Hal : IJIN PENELITIAN

Kepada :  
Yth. Kepala SMK 1 Pemuda  
di-  
PONOROGO

Assalamu'alaikum Wr. Wb.

Wakil Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP)  
Universitas Muhammadiyah Ponorogo, menerangkan :

N a m a : Sulis Sugiyanti  
Nomor Induk : 10331539  
Angkatan : 2010  
Jurusan : Pendidikan Bahasa Inggris

Dalam rangka menyusun Skripsi yang berjudul :

*“Developing Students’ Writing Skill By Using ‘Teams-Games-Tournament (TGT) Method At The Eleventh Of SMK 1 Pemuda Ponorogo In Academic Year 2014 / 2015”*

Yang bersangkutan memerlukan data – data yang berhubungan dengan judul tersebut. Untuk itu kami mohon bantuan Bapak / Ibu untuk mengizinkan pengambilan data yang dimaksud.

Demikian atas bantuannya kami mengucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ponorogo, 19 November 2014

An. D e k a n  
Wakil Dekan,



NOROH HMUD ISRO'I, M. Pd  
NIK :19680221 199310



UNIVERSITAS MUHAMMADIYAH PONOROGO  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
( STATUS TERAKREDITASI )

Alamat : Jl. Budi Utomo No. 10 Telp. (0352) 481124 Fax. (0352) 461796  
PONOROGO - 63471

BERITA ACARA PERSETUJUAN JUDUL

Telah disetujui tiga judul Skripsi oleh jurusan atas nama :

1. Nama : SULIS SUGIYANTI
2. NIM : 10331539
3. Jurusan : Bahasa Inggris
4. Judul Skripsi : \_\_\_\_\_

1. Developing Students' writing skill by using Teams - Games - Tournament (TGT)  
Method at the eleventh of smk '1 Pemuda Ponorogo in academic  
year 2013/2014
2. \_\_\_\_\_
3. \_\_\_\_\_

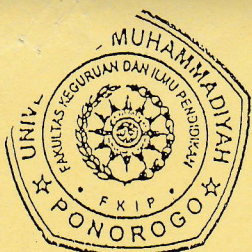
Demikian judul Skripsi ini disetujui dengan maksud agar dapat dijadikan sebagai bahan pertimbangan bagi Bapak/Ibu pembimbing untuk menetapkan satu judul bagi Mahasiswa yang bersangkutan . Apabila dipandang perlu Bapak /Ibu Pembimbing dapat memerlukan penyempurnaan bahkan perubahan total atas sejumlah judul yang telah disetujui di atas.

Ponorogo, 28 Januari 2014  
An. Dekan  
Kaprodi Bahasa/Inggris,

  
NIKEN RETI INDRIASTUTI, SS  
NIS. 044 0171



10 OCT 2013



UNIVERSITAS MUHAMMADIYAH PONOROGO  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 (STATUS TERAKREDITASI)

Alamat : Jl. Budi Utomo No. 10 Telp. (0352) 481124 Fax. (0352) 461796  
 PONOROGO - 63471

**BERITA ACARA CATATAN BIMBINGAN SKRIPSI**

NAMA : SULIS SUGIYANTI  
 NIM : 10331539  
 JURUSAN : Bahasa Inggris  
 JUDULSKRIPS : \_\_\_\_\_

Developing Students' writing skill by Using Teams - Games + Tournament (TGT) Method

at the Eleventh of SMK 1 Pemuda Ponorogo in Academic Year 2013/2014

TAHUN/SMT :

PEMBIMBINGAN :

Tanggal	Materi	Catatan	Paraf Dosen
20/14	Title	- Acc	
29/14	Chapt I	- Revise	
19/5	Chapt I	- So many errors - Revise!	
30/14	Chapt I	- Revise	
26/14	Chapt I	- Acc	
29/14	Chapt II	- Revise	
12/14	Chapt II	- Acc	
18/14	Chapt III	- Revise	
22/14	Chapt III	- Acc	
24/14	Instrument	- Revise ACC	
21/15	Chapt IV	- to short, it should be clear	
20/15	Chapt IV	- Revise	
27/15	Chapt IV & V	- Revise	
27/15	Chapt IV & V	- ACC	
28/15	General Revisian	- ACC	

Catatan :  
 Warna Kuning Pembimbing I  
 Warna Hijau Pembimbing II

Ponorogo, 28 February 2015  
 Pembimbing,



OCT 2013

ZA



UNIVERSITAS MUHAMMADIYAH PONOROGO  
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
 (STATUS TERAKREDITASI)

Alamat : Jl. Budi Utomo No. 10 Telp. (0352) 481124 Fax. (0352) 461796  
 PONOROGO - 63471

BERITA ACARA CATATAN BIMBINGAN SKRIPSI

NAMA : SULIS SUGIYANTI  
 NIM : 10331539  
 JURUSAN : Bahasa Inggris  
 JUDULSKRIPS : \_\_\_\_\_

Developing students' writing skill by using Teams - Games - Tournament (TGT)  
 method at the Eleventh of SMK Pemuda Ponorogo in Academic Year 2013/2014

TAHUN/SMT : \_\_\_\_\_ PEMBIMBINGAN : \_\_\_\_\_

Tanggal	Materi	Catatan	Paraf Dosen
14/11	Chapt I, II	acc, sistematis penulisan & chapt. I revisi	
20/11	chpt I	acc	
25/11	chapt II RPP	Revisi Revisi/step of TGT	
3/12	chpt IV acc	dimasukkan di langkah pembelajaran	
26/2	RPP	Sy tdk menemukan aplikasi writing procedure di metode yg kamu pake. bala chpt II & writing procedure (disuruh 2 menulis)	
3/3	Total Abstract LKS	Revisi	
4/3	Total	acc	

Catatan : Warna Kuning Pembimbing I  
 Warna Hijau Pembimbing II



Ponorogo, 04 March 2015  
 Pembimbing,

## **Appendix 2:**

**1. Lesson Plan Cycle 1**

**2. Lesson Plan Cycle 2**

## **First Cycle**

### **LESSON PLAN**

#### **(RENCANA PELAKSANAAN PEMBELAJARAN)**

School Name	: SMK 1 PEMUDA PONOROGO
Subject	: English
Grade / Semester	: XI / 2
Focus / Skill	: Writing
Time Allocation	: 4 x 45 minutes (2 meetings)

#### **A. Standard Competence**

2. Berkomunikasi dengan bahasa Inggris setara level intermediate.

#### **B. Basic Competence**

- 2.6 Memahami instruksi-instruksi sederhana.

#### **C. Indikator**

1. Students can identify the use of the phrase command (imperative sentence) in the text correctly.
2. Students can identify the exact text of the statement is based.
3. Students can compose images randomly into sentences with appropriate commands.
4. Students can make a sentence in accordance with the orders given verb.
5. Students can compose a text paragraph on the instructions procedure intact.



6. Students can re-write the text in the form of instructions by using temporal conjunction with appropriately.

#### **D. The Objectives of Learning**

In the end of learning, students are able to:

1. Students can identify the use of the phrase command (imperative sentence) in the text correctly.
2. Students can identify the exact text of the statement is based.
3. Students can compose images randomly into sentences with appropriate commands.
4. Students can make a sentence in accordance with the orders given verb.
5. Students can compose a text paragraph on the instructions procedure intact.
6. Students can re-write the text in the form of instructions by using temporal conjunction with appropriately.

#### **E. The Material of Learning**

1. Specific Vocabularies

The vocabularies used for giving instructions:

- a. AC wall outlet
- b. cable
- c. button
- d. install
- e. transfer

## 2. Imperative Verbs

- a. connect
- b. close
- c. turn on
- d. insert
- e. remove

## 3. Instructional (procedure) text

Instructional (procedure) text is a text which is used to tell sequence of action to reach certain goal. (Lihat BKS Bahasa Inggris SMK XI CV Mediatama, hal 23)

### **Operating Washing Machine**

Operating washing machine is quite simple. Follow the instruction on how to operate washing machine as follows.

- 1) Sort your laundry.



- 2) Turn on the main power switch.
- 3) Open the washer door and load the washing. If the door is closed, press the door opening button (key symbol). The red field lights up and the door will open after a few seconds. Load the laundry. The laundry program chart shows how much laundry can be washed with each program.

4) Add detergent and fabric softener, as required. The detergent packaging will give a recommendation about how much detergent you should use. If you only have a small amount of washing in the machine, you can reduce the amount of detergent you use.



5) Select the program. You can select a program by turning the program selector. A red field lights up beside the selected program. Select options and settings. By changing options and settings you can adjust the washing program to suit your own specific requirements.



6) Close the cup and press the Start button.



#### 4. Imperative Sentence

Imperative is a sentence that gives advice or instructions or that expresses a request or command. It usually ends with a period or an exclamation point.

The structure of imperative sentence:

(+) infinitive (without to-)

(-) don't - infinitive (without to-)

## 5. Transitional Signal

A text which tells about a series of instruction is usually added by transitional signal. It helps the reader to know the sequence of the text.

When you want to describe how something is completed through a sequence of steps, you use some transitional signals. Here are examples of transitional signals:

- a. Firstly
- b. then
- c. finally
- d. Secondly
- e. next
- f. Thirdly
- g. after that
- h. first of all
- i. later

## F. Teaching Method and Strategy

1. Teaching Method : TGT (Teams-Games-Tournaments)
2. Strategy : literature, frequently asked questions, simulations, picture, assignment.

## G. The Steps of Learning

### 1. Meeting 1

NO	STEPS		ACTIVITIES		TIME
			TEACHER	STUDENTS	
1	E X P L O R A T I O N	Biginning Activity	1. Greeting and checking students' present. 2. To convey the purposes of study. 3. Gives motivation to do the best competence.	1. Answer greeting from the teacher. 2. Listen what the teacher say. 3. Attention to the teacher.	10 minutes
2	E L A B	Core Activity	4. Ask the students to sit down and listen carefully what the teacher says. 5. Explain about procedure text, generic structure and language feature. 6. Explain about <i>imperative sentence</i> using <i>transitional signal</i> in procedure text. 7. Make the students become some of teams that consist of 4 or 5 students. 8. Gives a deck of	4. Sit down well and listen carefully. 5. Listen carefully about the teacher's explanation and ask about the explanation. 6. Listen and identification the procedure text using <i>transitional signal</i> in procedure text. 7. Responding and making team that consist of 4 or 5 students. 8. Responding	5 minutes 10 minutes 10 minutes

O R A T I O N		<p>number cards (1 - 20) to determine the question and the answers about procedure text such as definition, generic structure, language features, tenses and the steps and ingredient or material of how to make fried rice.</p> <p>9. Gives a worksheet of 20 numbered questions about procedure text to determine the question and the answers about procedure text such as definition, generic structure, language features, tenses and the steps and ingredient or material of how to make fried rice.</p> <p>10. Gives a numbered answer sheet about procedure text such as definition, generic structure, language features,</p>	<p>and getting the number cards to determine the question and the answers about procedure text such as definition, generic structure, language features, tenses and the steps and ingredient or material of how to make fried rice.</p> <p>9. Responding and getting the number cards to determine the question and the answers about procedure text such as definition, generic structure, language features, tenses and the steps and ingredient or material of how to make fried rice.</p> <p>10. Responding and getting the answers about procedure text such as definition,</p>	<p>The proses of TGT</p> <p>30 minutes</p> <p>(8-18)</p>
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		<p>tenses and the steps and ingredient or material of how to make fried rice.</p> <p>11. Each team picks up an envelope/ deck of cards, question and answer sheet about procedure text such as definition, generic structure, language features, tenses and the steps and ingredient or material of how to make fried rice.</p> <p>12. Students draw cards at each table. The highest number goes first.</p> <p>13. The 1st student pulls a card from the envelope and reads out the number to determine the question about procedure text such as definition, generic structure, language features,</p>	<p>generic structure, language features, tenses and the steps and ingredient or material of how to make fried rice.</p> <p>11. Receive the envelope that consist of question and answer sheet about procedure text such as definition, generic structure, language features, tenses and the steps and ingredient or material of how to make fried rice.</p> <p>12. Drawing the table to write the score.</p> <p>13. Receive the cards and say about the number of question that must the students' answers.</p>	
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		<p>tenses and the steps and ingredient or material of how to make fried rice.</p> <p>14.The 2nd student (with the question sheet) reads the question sheet about procedure text such as definition, generic structure, language features, tenses and the steps and ingredient or material of how to make fried rice out load.</p> <p>15.The 1st student answer the question about procedure text such as definition, generic structure, language features, tenses and the steps and ingredient or material of how to make fried rice.</p> <p>16.The 3rd student (with the answer sheet) tells if the</p>	<p>14.Receive the questions and read the question about procedure text such as definition, generic structure, language features, tenses and the steps and ingredient or material of how to make fried rice to the 1st students.</p> <p>15.Receive the answer sheet and answer question about procedure text such as definition, generic structure, language features, tenses and the steps and ingredient or material of how to make fried rice.</p> <p>16.Responding and correcting the answer</p>	
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		<p>answer is correct. If correct, the 1st student keeps the card. If incorrect, the question (2nd) student may challenge answer. If they get the answer correct, they may keep the card. If still incorrect, the card goes to a “discard” pile.</p> <p>17.The game proceeds clockwise. After each question (whether correct or incorrect) each student changes “jobs”. It continues until the time is up.</p> <p>18.Gives the picture steps of about “How to Make Fried Rice” and the students must discuss about the result of the game and develop the steps and ingredient or material of procedure text by themselves.</p> <p>19.Demonstration about instruction “How to Make Fried Rice” in order to make the students write down about the instruction with their creativity.</p>	<p>about procedure text such as definition, generic structure, language features, tenses and the steps and ingredient or material of how to make fried rice.</p> <p>17.Responding and changing the jobs until time is up.</p> <p>18.Responding and developing the result of procedure text by the group after that, the students develop their result one by one.</p> <p>19.Responding and make the instruction “How to Make Fried Rice” by the group and must develop one by one.</p>	<p>Doing duties (19-20)</p> <p>15 minutes</p>
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3	R E F L E C T I O N	Closing Activity	20. Ask the students' difficulties during teaching learning process.	20. Answer the students' difficulties.	5 minutes
			21. Try to conclude the material of learning.	21. Attention the material of learning.	3 minutes
			22. Gives homework to study more at home about procedure text and closing the learning process.	22. Receive and do it.	2 minutes

## 2. Meeting II

NO	STEPS		ACTIVITIES		TIME
			TEACHER	STUDENTS	
1	E X P L O R A T I O N	Biginning Activity	1. Greeting and checking students' present. 2. To convey the purposes of study. 3. Gives motivation to do the best competence.	1. Answer greeting from the teacher. 2. Listen what the teacher say. 3. Attention to the teacher.	10 minutes

2	E L A B O R A T I O N	Core Activity	<p>4. Ask the students the material before about procedure text.</p> <p>5. Make the students become some of teams that consist of 4 or 5 students.</p> <p>6. Gives a deck of number cards (1 - 20) to determine the question and answer that the students must answer about the definition, generic structure, language features, and the steps and ingredient or material of how to make fried bananas.</p> <p>7. Gives a worksheet of 20 numbered questions about the definition, generic structure, language features, and the steps and ingredient or material of how to make fried bananas.</p>	<p>4. Responding and answering the teacher question about material before about procedure text.</p> <p>5. Responding and making the teams that consist of 4 or 5 students.</p> <p>6. Receive the cards to determine the question and answer that the students must answer about the definition, generic structure, language features, and the steps and ingredient or material of how to make fried bananas.</p> <p>7. Receive the questions about the definition, generic structure, language features, and the steps and ingredient or material of how to make fried bananas.</p>	<p>10 minutes</p> <p>The proses of TGT</p> <p>35 minutes (5-15)</p>
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		<p>8. Gives a numbered answer sheet about the definition, generic structure, language features, and the steps and ingredient or material of how to make fried bananas.</p> <p>9. Each team picks up an envelope/ deck of cards, question and answer sheet about the definition, generic structure, language features, and the steps and ingredient or material of how to make fried bananas.</p> <p>10. Students draw cards at each table. The highest number goes first.</p> <p>11. The 1st student pulls a card from the envelope and reads out the number in order to determine the question that must the students' answer.</p>	<p>8. Receive the answer sheet about the definition, generic structure, language features, and the steps and ingredient or material of how to make fried bananas.</p> <p>9. Receive the envelope that consist of question and answer about the definition, generic structure, language features, and the steps and ingredient or material of how to make fried bananas.</p> <p>10. Responding and drawing the table score.</p> <p>11. Responding and reading out the number in order to determine the question that must the students' answer.</p>	
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			<p>12.The 2nd student (with the question sheet) reads the question out loud about the definition, generic structure, language features, and the steps and ingredient or material of how to make fried banans.</p> <p>13.The 1st student answer the question about the definition, generic structure, language features, and the steps and ingredient or material of how to make fried banans.</p> <p>14.The 3rd student (with the answer sheet) tells if the answer is correct. If correct, the 1st student keeps the card. If incorrect, the question (2nd) student may challenge answer. If they get the answer correct, they may keep the card. If still incorrect, the card goes to a “discard” pile.</p> <p>15.The game proceeds clockwise. After each question (whether correct or incorrect) each student changes</p>	<p>12.Responding and reading the question to 1st students.</p> <p>13.Responding and answering about the definition, generic structure, language features, and the steps and ingredient or material of how to make fried banans.</p> <p>14.Responding and correcting the answers from the 1st students.</p> <p>15.Responding and changing the jobs until time is up.</p>	<p>Doing duties (16-17)</p>
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			<p>“jobs”. It continues until the time is up.</p> <p>16.Gives picture of the steps “How to Make Fried Bananas” in papers and discuss become a procedure text with their group and after that the students must develop in their creativity one by one.</p> <p>17.Ask the students to write down about the steps “How to Make Fried Bananas” with their creativity one by one.</p>	<p>16.Receive the picture and discuss about the result of the game and develop in their creativity one by one.</p> <p>17.Responding and develop the result of the game one by one.</p>	<p>25 minutes</p>
3	R E F L E C T I O N	Closing Activity	<p>18.Ask the students’ difficulties during teaching learning process and gives the first questionnaire.</p> <p>19.Try to conclude the material of learning.</p> <p>20.Gives homework to study more at home about procedure text and closing the learning process.</p>	<p>18.Responding and doing.</p> <p>19.Attention to the teacher.</p> <p>20.Recieve and do it.</p>	<p>5 minutes</p> <p>3 minutes</p> <p>2 minutes</p>

## H. Learning Media and Resources

### 1. Learning Media:

- Picture cards
- Media lain (leptop)
- LCD

## 2. Learning Media:

- Students work sheets Bahasa Inggris SMK XI Mediatama Unit 2, hal...
- Reference books'
- Modul
- English Dictionary
- Manual electronic tools

## I. SCORING

### Writing Scoring Rubrics

No	Aspect	Score
1.	Content <ul style="list-style-type: none"><li>• Excellent to Very Good: knowledge – substantive – etc.</li><li>• Good to Average: some knowledge of subject – adequate – range – etc.</li><li>• Fair to Poor: limited knowledge of subject – little substance – etc.</li><li>• Very Poor: does not show knowledge of subject – non-substantive – etc.</li></ul>	30 – 27 26 – 22 21 – 17 16 – 13
2.	Organization <ul style="list-style-type: none"><li>• Excellent to Very Good: fluent expression – ideas clearly stated – etc.</li><li>• Good to Average: somewhat choppy – loosely organized but main ideas stand out – etc</li><li>• Fair to Poor: non-fluent – ideas confused or disconnected – etc.</li><li>• Very Poor: does not communicate – no organization – etc.</li></ul>	20 – 18 17 – 14 13 – 10 9 – 7
3.	Vocabulary <ul style="list-style-type: none"><li>• Excellent to Very Good: sophisticated range – effective word/ idiom choice and usage – etc.</li><li>• Good to Average: adequate range – occasional error of word/idiom form, choice, usage but meaning not obscured.</li><li>• Fair to Poor: limited range – frequent errors of word/</li></ul>	20 – 18 17 – 14 13 – 10

	<p>idiom form, choice, usage – etc.</p> <ul style="list-style-type: none"> <li>• Very Poor: essentially translation – little knowledge of English vocabulary.</li> </ul>	9 – 7
4.	<p>Language use</p> <ul style="list-style-type: none"> <li>• Excellent to Very Good: effective complex construction - etc.</li> <li>• Good to Average: effective but simple constructions – etc.</li> <li>• Fair to Poor: major problems in simple/ complex constructions – etc.</li> <li>• Very Poor: virtually no mastery of sentence construction rules – etc.</li> </ul>	<p>25 – 22</p> <p>21 – 19</p> <p>17 – 11</p> <p>10 – 5</p>
5.	<p>Mechanics</p> <ul style="list-style-type: none"> <li>• Excellent to Very Good: demonstrates mastery of conventions – etc.</li> <li>• Good to Average: occasional errors of spelling, punctuation – etc.</li> <li>• Fair to Poor: frequent errors of spelling, punctuation, capitalization – etc.</li> <li>• Very Poor: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.</li> </ul>	<p>5</p> <p>4</p> <p>3</p> <p>2</p>
Total Score of All Aspect		100



Skor maksimal = 20

Nilai siswa =  $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 10 = \dots$   
=  $\frac{\text{Skor perolehan}}{20} \times 10 = \dots$

20

## APPENDIX

- A. Scoring instruments, questions and key answers
- B. Hand out material
- C. The definition of procedure text

Mengetahui

Kepala Sekolah



SITI UBADAH, S.Pd

NIP

Ponorogo,

Guru Bahasa Inggris

A handwritten signature in black ink, with the number "2" written below it.

SITI UBADAH, S.Pd

NIP

## Appendix

### A. Scoring Instrument

#### 1. Questions

- a. Do you know how to make fried bananas?
- b. What are the ingredients of making fried bananas?
- c. Write down the process of making fried bananas?



## **2. Key Answers**

It can be flexible depend on the students' work.

### **B. Hand out Material**

#### Operating Washing Machine

Operating washing machine is quite simple. Follow the instruction on how to operate washing machine as follows.

1. Sort your laundry.
2. Turn on the main power switch.
3. Open the washer door and load the washing. If the door is closed, press the door opening button (key symbol). The red field lights up and the door will open after a few seconds. Load the laundry. The laundry program chart shows how much laundry can be washed with each program.
4. Add detergent and fabric softener, as required. The detergent packaging will give a recommendation about how much detergent you should use. If you only have a small amount of washing in the machine, you can reduce the amount of detergent you use.
5. Select the program. You can select a program by turning the program selector. A red field lights up beside the selected program. Select options and settings. By changing options and settings you can adjust the washing program to suit your own specific requirements.
6. Close the door and press the Start button.

## **C. The definition of Procedure Text**

### **1. Definition and Social Function of Procedure**

Procedure tells us about how to do a task or make something. They can be a set of instructions or directions. Its social function is to help us do a task or make something. They can be a set of instruction or directions.

### **2. Generic Structure of procedure**

- a. Goal (The final purpose of doing the instructions)
- b. Materials (Ingredients, utensils, equipments to do the instructions)
- c. Steps (A set of instruction to achieve the final purpose)

### **3. Language Features**

- a. Use of imperative ( Cut....., Don't mix.....)
- b. Use of action verbs (turn, put)
- c. Use of connectives(first, then, finally)
- d. Use present tense e.g. spray
- e. Include technical terms when you need to e.g. friable
- f. Use words that tell the reader how, when and where to perform the task  
e.g. fill, firmly.

### **4. Model of Procedure Text**

a) **Goal** : **How to Make Fried Rice**

b) **Material/ Ingredients:**

- White Rice that's previously been cooked
- Yellow Onion
- Garlic

- 3 Eggs
- Bean Sprouts
- Black Pepper
- Salt
- Fresh Ginger
- Soy Sauce
- Green Onion
- Sesame Oil
- Shrimp, Chicken, and/or pork/tofu(optional)

**c) Steps:**

1. Put about 6 cups of rice into your rice cooker. Let it steam until it is ready.
2. Wash the vegetables. Then, dice the carrots and onions into small pieces. Set them aside for the next step.
3. Add oil and heat up the pan to 100 degrees.
4. Toss the vegetables into the pan for about 3 minutes. Add 1 teaspoon of salt into the pan.
5. Boil the chicken or shrimp with the rest of the ingredients (optional)
6. Put a bit more oil into the frying pan.
7. Toss the rice in carefully.
8. Add an egg and scramble with the other ingredients. Add approximately 2 to 3 tablespoons of soy sauce while frying.
9. Put fried rice on a dish and it's ready to serve.

## **Second Cycle**

### **LESSON PLAN**

#### **(RENCANA PELAKSANAAN PEMBELAJARAN)**

School Name	: SMK 1 PEMUDA PONOROGO
Subject	: English
Grade / Semester	: XI / 2
Focus / Skill	: Writing
Time Allocation	: 4 x 45 minutes (2 meetings)

#### **A. Standard Competence**

2. Berkomunikasi dengan bahasa Inggris setara level intermediate.

#### **B. Basic Competence**

- 2.6 Memahami instruksi-instruksi sederhana.

#### **C. Indicator**

1. Students can identify the use of the phrase command (imperative sentence) in the text correctly.
2. Students can identify the exact text of the statement is based.
3. Students can compose images randomly into sentences with appropriate commands.
4. Students can make a sentence in accordance with the orders given verb.
5. Students can compose a text paragraph on the instructions procedure intact.

6. Students can re-write the text in the form of instructions by using temporal conjunction with appropriately.

#### **D. The Objectives of Learning**

In the end of learning, students are able to:

1. Students can identify the use of the phrase command (imperative sentence) in the text correctly.
2. Students can identify the exact text of the statement is based.
3. Students can compose images randomly into sentences with appropriate commands.
4. Students can make a sentence in accordance with the orders given verb.
5. Students can compose a text paragraph on the instructions procedure intact.
6. Students can re-write the text in the form of instructions by using temporal conjunction with appropriately.

#### **E. The Material of Learning**

1. Specific Vocabularies

The vocabularies used for giving instructions:

- a. AC wall outlet
- b. cable
- c. button
- d. install
- e. transfer

## 2. Imperative Verbs

- a. connect
- b. close
- c. turn on
- d. insert
- e. remove

## 3. Instructional (procedure) text

Instructional (procedure) text is a text which is used to tell sequence of action to reach certain goal. (Lihat BKS Bahasa Inggris SMK XI CV Mediatama, hal 23)

### **Operating Washing Machine**

Operating washing machine is quite simple. Follow the instruction on how to operate washing machine as follows.

- 1) Sort your laundry.



- 2) Turn on the main power switch.
- 3) Open the washer door and load the washing. If the door is closed, press the door opening button (key symbol). The red field lights up and the door will open after a few seconds. Load the laundry. The laundry program chart shows how much laundry can be washed with each program.



4) Add detergent and fabric softener, as required. The detergent packaging will give a recommendation about how much detergent you should use. If you only have a small amount of washing in the machine, you can reduce the amount of detergent you use.



5) Select the program. You can select a program by turning the program selector. A red field lights up beside the selected program. Select options and settings. By changing options and settings you can adjust the washing program to suit your own specific requirements.



6) Close the cup and press the Start button.



#### 4. Imperative Sentence

Imperative is a sentence that gives advice or instructions or that expresses a request or command. It usually ends with a period or an exclamation point.

The structure of imperative sentence:

(+) infinitive (without to-)

(-) don't - infinitive (without to-)

## 5. Transitional Signal

A text which tells about a series of instruction is usually added by transitional signal. It helps the reader to know the sequence of the text.

When you want to describe how something is completed through a sequence of steps, you use some transitional signals. Here are examples of transitional signals:

- a. Firstly
- b. then
- c. finally
- d. Secondly
- e. next
- f. Thirdly
- g. after that
- h. first of all
- i. later

## F. Teaching Method and Strategy

1. Teaching Method : TGT (Teams-Games-Tournaments)
2. Strategy : literature, frequently asked questions, simulations, picture, assignment.

## G. The Steps of Learning

### 1. Meeting 1

NO	STEPS		ACTIVITIES		TIME
			TEACHER	STUDENTS	
1	E X P L O R A T I O N	Biginning Activity	1. Greeting and checking students' present.  2. To convey the perposes of study.  3. Gives motivation to do the best competence.	1. Answer greeting from the teacher.  2. Listen what the teacher say.  3. Attention to the teacher.	10 minutes
2	E L A	Core Activity	4. Ask the students the material before and explain the students' difficulties that they face about procedure text.  5. Gives the video about procedure text and ask the moral value.  6. Make the students become some of teams that consist 4 or 5 students.  7. Gives a deck of number cards (1 - 20) that consist of question and answer about the function of procedure text, the function of generic structure, the tenses, the steps of how to create facebook account and the	4. Responding and listen carefully about the teacher's explanation.  5. Attention to the video and answeere the moral value .  6. Responding and making the teams.  7. Receive the cards that consist of question and answer about the function of procedure text, the function of generic structure, the tenses, the	5 minutes  10 minutes  The proses of TGT  30 minutes  (6-16)

B O R A T I O N		<p>function of facebook account.</p> <p>8. Gives a worksheet of 20 numbered questions about procedure text about the function of procedure text, the function of generic structure, the tenses, the steps of how to create facebook account and the function of facebook account.</p> <p>9. Gives a numbered answer sheet about the function of procedure text, the function of generic structure, the tenses, the steps of how to create facebook account and the function of facebook account.</p> <p>10. Each team picks up an envelope/ deck of cards, question and answer sheet about</p>	<p>steps of how to create facebook account and the function of facebook account.</p> <p>8. Receive the questions about the function of procedure text, the function of generic structure, the tenses, the steps of how to create facebook account and the function of facebook account.</p> <p>9. Receive the answer sheet about the function of procedure text, the function of generic structure, the tenses, the steps of how to create facebook account and the function of facebook account.</p> <p>10. Receive the envelope that consist of question and</p>	
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		<p>about the function of procedure text, the function of generic structure, the tenses, the steps of how to create facebook account and the function of facebook account.</p> <p>11. Students draw cards at each table. The highest number goes first.</p> <p>12. The 1st student pulls a card from the envelope and reads out the number to determine the question that must be the students' answer.</p> <p>13. The 2nd student (with the question sheet) reads the question out loud about the function of procedure text, the function of generic structure, the tenses, the steps of</p>	<p>answer about the function of procedure text, the function of generic structure, the tenses, the steps of how to create facebook account and the function of facebook account.</p> <p>11. Responding and drawing the table scoring.</p> <p>12. Responding and reading the question about the function of procedure text, the function of generic structure, the tenses, the steps of how to create facebook account and the function of facebook account.</p> <p>13. Responding and reading the question about the function of procedure text, the function of generic</p>	
--	--	---	--	--

		<p>how to create facebook account and the function of facebook account.</p> <p>14. The 1st student answer the question about the function of procedure text, the function of generic structure, the tenses, the steps of how to create facebook account and the function of facebook account.</p> <p>15. The 3rd student (with the answer sheet) tells if the answer is correct. If correct, the 1st student keeps the card. If incorrect, the question (2nd) student may challenge answer. If they get the answer correct, they may keep the card. If still incorrect, the card goes to a “discard” pile.</p> <p>16. The game proceeds</p>	<p>structure, the tenses, the steps of how to create facebook account and the function of facebook account.</p> <p>14. Responding and answering about the function of procedure text, the function of generic structure, the tenses, the steps of how to create facebook account and the function of facebook account.</p> <p>15. Responding and correcting the answer about the function of procedure text, the function of generic structure, the tenses, the steps of how to create facebook account and the function of facebook account.</p> <p>16. Responding</p>	
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			<p>clockwise. After each question (whether correct or incorrect) each student changes “jobs”. It continues until the time is up.</p> <p>17.Gives an assignment to discuss about steps of “How to Create the Facebook Account” in a paper.</p> <p>18.Ask the students to write down about the steps “How to Create the Facebook Account” with their creativity by their group and develop their result one by one.</p> <p>19.Ask the students to present about their assignment.</p>	<p>and changing the jobs until the time is up.</p> <p>17.Receive and doing.</p> <p>18.Responding and discussing the steps how to creat the facebook account by their group and develop their result one by one.</p> <p>19.Present the assignment by the group.</p>	<p>Doing duties (17-19)</p> <p>20 minutes</p>
3	R E F L E C T I O N	Closing Activity	<p>20.Ask the students’ difficulties during teaching learning process.</p> <p>21.Try to conclude the material of learning.</p> <p>22.Gives homework to study more at home about procedure text and closing the learning process.</p>	<p>20.Answere the students’ difficulties.</p> <p>21.Attention to the teacher.</p> <p>22. Recieve and do it.</p>	<p>3 minutes</p> <p>5 minutes</p> <p>2 minutes</p>





B O R A T I O N		<p>7. Gives a worksheet of 20 numbered questions about the definition of procedure text, the generic structure, language features, the function of procedure text, the tenses of procedure text, the parts of computer, and the steps of how to turn off the computer.</p> <p>8. Gives a numbered answer sheet about the definition of procedure text, the generic structure, language features, the function of procedure text, the tenses of procedure text, the parts of computer, and the steps of how to turn off the computer.</p> <p>9. Each team picks up an envelope/ deck of cards, question and answer sheet about the definition of procedure text, the</p>	<p>to turn off the computer.</p> <p>7.Receive the questions about the definition of procedure text, the generic structure, language features, the function of procedure text, the tenses of procedure text, the parts of computer, and the steps of how to turn off the computer.</p> <p>8.Receive the answer sheet about the definition of procedure text, the generic structure, language features, the function of procedure text, the tenses of procedure text, the parts of computer, and the steps of how to turn off the computer.</p> <p>9.Receive the envelope that consist of question and answer about the definition of</p>	<p>35 minutes</p> <p>(5-15)</p>
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		<p>generic structure, language features, the function of procedure text, the tenses of procedure text, the parts of computer, and the steps of how to turn off the computer.</p> <p>10.Students draw cards at each table. The highest number goes first.</p> <p>11.The 1st student pulls a card from the envelope and reads out the number in order to determine the question that must be the students' answer.</p> <p>12.The 2nd student (with the question sheet) reads the question out loud about the definition of procedure text, the generic structure, language features, the function of procedure text, the tenses of procedure text, the parts of computer, and the steps of how to turn off the computer.</p>	<p>procedure text, the generic structure, language features, the function of procedure text, the tenses of procedure text, the parts of computer, and the steps of how to turn off the computer.</p> <p>10.Responding and drawing the table of scoring.</p> <p>11.Responding and reading the number of the question.</p> <p>12.Responding and reading the question about the definition of procedure text, the generic structure, language features, the function of procedure text, the tenses of procedure text, the parts of computer, and the steps of how to turn off</p>	
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			<p>13.The 1st student answer the question about the definition of procedure text, the generic structure, language features, the function of procedure text, the tenses of procedure text, the parts of computer, and the steps of how to turn off the computer.</p> <p>14.The 3rd student (with the answer sheet) tells if the answer is correct. If correct, the 1st student keeps the card. If incorrect, the question (2nd) student may challenge answer. If they get the answer correct, they may keep the card. If still incorrect, the card goes to a “discard” pile.</p> <p>15.The game proceeds clockwise. After each question (whether correct or incorrect)</p>	<p>the computer.</p> <p>13.Responding and answering question about the definition of procedure text, the generic structure, language features, the function of procedure text, the tenses of procedure text, the parts of computer, and the steps of how to turn off the computer.</p> <p>14.Responding and correcting the answer about the definition of procedure text, the generic structure, language features, the function of procedure text, the tenses of procedure text, the parts of computer, and the steps of how to turn off the computer.</p> <p>15.Responding and changing the jobs until time is up.</p>	
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			<p>each student changes “jobs”. It continues until the time is up.</p> <p>16.Gives picture of the steps “How to Turn Off the Computer” in papers and discuss with their group.</p> <p>17.Ask the students to write down about the steps “How to Turn Off the Computer” with their creativity one by one.</p>	<p>16.Receive the picture and discussing the result of the game by their group.</p> <p>17.Responding and doing the assignment about procedure text how to turn off the computer one by one.</p>	<p>Doing duties (16-17)</p> <p>25 minutes</p>
3	R E F L E C T I O N	Closing Activity	<p>18.Ask the students’ difficulties during teaching learning process and gives the second questionnaire.</p> <p>19.Try to conclude the material of learning.</p> <p>20.Gives motivation to study more at home about writing English especially in procedure text, gives some reward to the students and closing the learning process.</p>	<p>18.Responding and doing.</p> <p>19.Attention to the teacher.</p> <p>20.Attention to the teacher and receive.</p>	<p>5 minutes</p> <p>3 minutes</p> <p>2 minutes</p>

## H. Learning Media and Resources

### 1. Learning Media:

- Picture cards
- Media lain (leptop)

- LCD

2. Learning Media:

- Students work sheets Bahasa Inggris SMK XI Mediatama Unit 2, hal...
- Reference books'
- Modul
- English Dictionary
- Manual electronic tools

**I. SCORING**

**Writing Scoring Rubrics**

No	Aspect	Score
1.	Content <ul style="list-style-type: none"> <li>• Excellent to Very Good: knowledge – substantive – etc.</li> <li>• Good to Average: some knowledge of subject – adequate – range – etc.</li> <li>• Fair to Poor: limited knowledge of subject – little substance – etc.</li> <li>• Very Poor: does not show knowledge of subject – non-substantive – etc.</li> </ul>	30 – 27 26 – 22 21 – 17 16 – 13
2.	Organization <ul style="list-style-type: none"> <li>• Excellent to Very Good: fluent expression – ideas clearly stated – etc.</li> <li>• Good to Average: somewhat choppy – loosely organized but main ideas stand out – etc</li> <li>• Fair to Poor: non-fluent – ideas confused or disconnected – etc.</li> <li>• Very Poor: does not communicate – no organization – etc.</li> </ul>	20 – 18 17 – 14 13 – 10 9 – 7
3.	Vocabulary <ul style="list-style-type: none"> <li>• Excellent to Very Good: sophisticated range – effective word/ idiom choice and usage – etc.</li> <li>• Good to Average: adequate range – occasional error of word/idiom form, choice, usage but meaning not</li> </ul>	20 – 18 17 – 14

	<p>obscured.</p> <ul style="list-style-type: none"> <li>• Fair to Poor: limited range – frequent errors of word/ idiom form, choice, usage – etc.</li> <li>• Very Poor: essentially translation – little knowledge of English vocabulary.</li> </ul>	<p>13 – 10</p> <p>9 – 7</p>
4.	<p>Language use</p> <ul style="list-style-type: none"> <li>• Excellent to Very Good: effective complex construction - etc.</li> <li>• Good to Average: effective but simple constructions – etc.</li> <li>• Fair to Poor: major problems in simple/ complex constructions – etc.</li> <li>• Very Poor: virtually no mastery of sentence construction rules – etc.</li> </ul>	<p>25 – 22</p> <p>21 – 19</p> <p>17 – 11</p> <p>10 – 5</p>
5.	<p>Mechanics</p> <ul style="list-style-type: none"> <li>• Excellent to Very Good: demonstrates mastery of conventions – etc.</li> <li>• Good to Average: occasional errors of spelling, punctuation – etc.</li> <li>• Fair to Poor: frequent errors of spelling, punctuation, capitalization – etc.</li> <li>• Very Poor: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.</li> </ul>	<p>5</p> <p>4</p> <p>3</p> <p>2</p>
Total Score of All Aspect		100

Skor maksimal = 20

Nilai siswa =  $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 10 = \dots$   
=  $\frac{\text{Skor perolehan}}{20} \times 10 = \dots$

20

## APPENDIX

- A. Scoring instruments, questions and key answers
- B. Hand out material
- C. The definition of procedure text

Mengetahui

Kepala Sekolah



SITI UBADAH, S.Pd

NIP

Ponorogo,

Guru Bahasa Inggris

A handwritten signature in black ink, consisting of a stylized name and the number "2" written below it.

SITI UBADAH, S.Pd

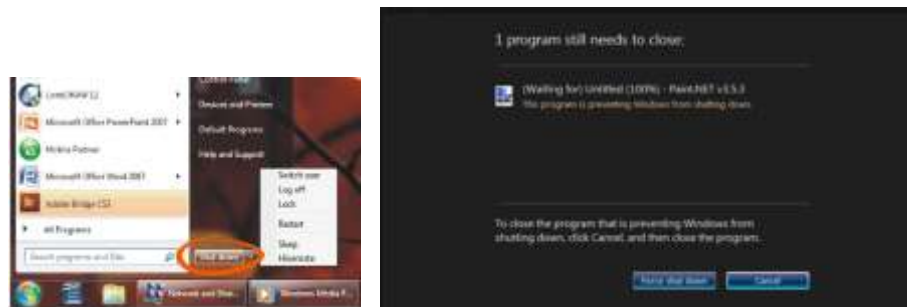
NIP

## Appendix

### A. Scoring Instrument

#### 1. Questions

- Do you know how to turn off the computer?
- What are the equipment of turning off the computer?
- Write down the process of turning off the computer?





## **2. Key Answers**

It can be flexible depend on the students' work.

### **B. Hand out Matery**

#### Operating Washing Machine

Operating washing machine is quite simple. Follow the instruction on how to operate washing machine as follows.

1. Sort your laundry.
2. Turn on the main power switch.
3. Open the washer door and load the washing. If the door is closed, press the door opening button (key symbol). The red field lights up and the door will open after a few seconds. Load the laundry. The laundry program chart shows how much laundry can be washed with each program.
4. Add detergent and fabric softener, as required. The detergent packaging will give a recommendation about how much detergent you should use. If you only have a small amount of washing in the machine, you can reduce the amount of detergent you use.
5. Select the program. You can select a program by turning the program selector. A red field lights up beside the selected program. Select options and settings. By changing options and settings you can adjust the washing program to suit your own specific requirements.
6. Close the door and press the Start button.

## **C. The definition of Procedure Text**

### **1. Definition and Social Function of Procedure**

Procedure tells us about how to do a task or make something. They can be a set of instructions or directions. Its social function is to help us do a task or make something. They can be a set of instruction or directions.

### **2. Generic Structure of procedure**

- a. Goal (The final purpose of doing the instructions)
- b. Materials (Ingredients, utensils, equipments to do the instructions)
- c. Steps (A set of instruction to achieve the final purpose)

### **3. Language Features**

- a. Use of imperative ( Cut....., Don't mix.....)
- b. Use of action verbs (turn, put)
- c. Use of connectives(first, then, finally)
- d. Use present tense e.g. spray
- e. Include technical terms when you need to e.g. friable
- f. Use words that tell the reader how, when and where to perform the task  
e.g. fill, firmly.

### **4. Model of Procedure Text**

a) **Goal** : **How to Make Fried Rice**

b) **Material/ Ingredients:**

- White Rice that's previously been cooked
- Yellow Onion
- Garlic

- 3 Eggs
- Bean Sprouts
- Black Pepper
- Salt
- Fresh Ginger
- Soy Sauce
- Green Onion
- Sesame Oil
- Shrimp, Chicken, and/or pork/tofu(optional)

**c) Steps:**

1. Put about 6 cups of rice into your rice cooker. Let it steam until it is ready.
2. Wash the vegetables. Then, dice the carrots and onions into small pieces.  
Set them aside for the next step.
3. Add oil and heat up the pan to 100 degrees.
4. Toss the vegetables into the pan for about 3 minutes. Add 1 teaspoon of salt into the pan.
5. Boil the chicken or shrimp with the rest of the ingredients (optional)
6. Put a bit more oil into the frying pan.
7. Toss the rice in carefully.
8. Add an egg and scramble with the other ingredients. Add approximately 2 to 3 tablespoons of soy sauce while frying.
9. Put fried rice on a dish and it's ready to serve.

### **Appendix 3:**

- 1. Observation Checklist 1**
- 2. Questionnaire cycle 1**
- 3. Test Cycle 1**

Appendix

## LEARNING OBSERVATION SHEET

Cycle One

Observer : Siti Ubadah, S.Pd

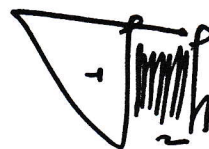
Class : X MM 1

No	Observed Aspect	Yes	No
I	<b>TEACHING PREPERATION</b>		
	1. Lesson plan is well prepared	✓	
	2. The indicator is suitable with the basic competence	✓	
	3. There is a cohesive relation among basic competence, indicator, learning experience, material, and evaluation system	✓	
II	<b>LEARNING PROCESS</b>		
	1. The teacher is getting start	✓	
	2. The teacher can apply the learning method well	✓	
	3. The teacher can manage the class		✓
	4. The teacher can manage the time		✓
	5. The teacher use the effective media	✓	
	6. The teacher uses variaty styles in teaching	✓	
	7. The teacher uses the comprehensible language		✓
	8. The students now the goal of the lesson	✓	
	9. The students are actively involved in learning English using TGT (Teams-Games-Tournament) Method		✓
	10. The students understand the teacher's explanation	✓	
	11. The students are condusive during the lesson	✓	
12. The students enjoy the lesson	✓		

	13. The students can do the task given by the teacher	✓	
III	<b>POST ACTIVITY</b>		
	1. Feed back or evaluation	✓	
	2. The learning process is successfull	✓	

Ponorogo,

Collaborator,



SITI UBADAH, S.Pd  
NIP

The Result of Observation Sheet in Cycle 1

No	Observed Aspect	Yes	No
I	<b>TEACHING PREPERATION</b>		
	1. Lesson plan is well prepared	√	
	2. The indicator is suitable with the basic competence	√	
	3. There is a cohesive relation among basic competence, indicator, learning experience, material, and evaluation system	√	
II	<b>LEARNING PROCESS</b>		
	1. The teacher is getting start	√	
	2. The teacher can apply the learning method well	√	
	3. The teacher can manage the class		√
	4. The teacher can manage the time		√
	5. The teacher use the effective media	√	
	6. The teacher uses variaty styles in teaching	√	
	7. The teacher uses the comprehensible language		√
	8. The students now the goal of the lesson	√	
	9. The students are actively involved in learning English using TGT (Teams-Games-Tournament) Method		√
	10. The students understand the teacher's explanation	√	
	11. The students are condusive during the lesson	√	
	12. The students enjoy the lesson	√	
13. The students can do the task given by the teacher	√		
III	<b>POST ACTIVITY</b>		
	1. Feed back or evaluation	√	
	2. The learning process is successfull	√	
Score		14	0
Total Score		<b>14</b>	
Max		<b>18</b>	
Percentage $\frac{\text{Total}}{\text{Maximum}} \times 100$		<b>77.77%</b>	

**Note :**  
**Yes = 1**  
**No = 0**

## QUESTIONNAIRE

First Cycle

### A. IDENTITAS DIRI

1. Nama : Mita Nur Cahaya
2. No. Absen : 19

### B. PETUNJUK

1. Isilah identitas pada lembar jawaban yang tersedia.
2. Berilah tanda (✓) pada kolom yang sudah teroedia menurut anda sesuai dengan kenyataan yang ada (sejujurnya)
3. Mintalah petunjuk pada petugas apabila mendapatkankesulitan atau hal yang kurang jelas.

No	Pertanyaan	Jawaban		
		Ya	Tidak	Ragu2
1	Apakah anda tertarik belajar Bahasa Inggris?	✓		
2	Apakah anda tertarik pada kemampuan menulis dalam Bahasa Inggris?	✓		
3	Apakah anda mengetahui TGT (Teams-Games-Tournament) Method?	✓		
4	Apakah permainan TGT (Teams-Games-Tournament) Method menarik dalam pembelajaran Bahasa Inggris terutama pada kemampuan menulis teks prosedur?	✓		
5	Apakah kemampuan menulis teks prosedur dalam bahasa Inggris anda meningkat setelah proses pembelajaran menggunakan TGT Method?			✓
6	Apakah anda masih mempunyai masalah dalam belajar Bahasa Inggris terutama dalam menulis?			✓
7	Apakah anda sering aktif bertanya ketika proses pembelajaran Bahasa Inggris?			✓
8	Apakah kegiatan TGT Method dalam setiap siklus masih sulit untuk diterapkan dalam proses pembelajaran menulis anda?			✓
9	Apakah anda ingin memperbaiki kemampuan menulis?	✓		
10	Apakah TGT Method ini masih dapat diterapkan dalam pembelajaran menulis dalam Bahasa Inggris?	✓		



## QUESTIONNAIRE

### First Cycle

#### A. IDENTITAS DIRI

1. Nama : *Annessa cinta dewi*
2. No. Absen : *14*

#### B. PETUNJUK

1. *Isilah identitas pada lembar jawaban yang tersedia.*
2. *Berilah tanda (✓) pada kolom yang sudah terosedia menurut anda sesuai dengan kenyataan yang ada (sejujurnya)*
3. *Mintalah petunjuk pada petugas apabila mendapatkankesulitan atau hal yangg kurang jefas.*

No	Pertanyaan	Jawaban		
		Ya	Tidak	Ragu2
1	Apakah anda tertarik belajar Bahasa Inggris?	✓		
2	Apakah anda tertarik pada kemampuan menulis dalam Bahasa Inggris?	✓		
3	Apakah anda mengetahui TGT (Teams-Games-Tournament) Method?	✓		
4	Apakah permainan TGT (Teams-Games-Tournament) Method menarik dalam pembelajaran Bahasa Inggris terutama pada kemampuan menulis teks prosedur?	✓		
5	Apakah kemampuan menulis teks prosedur dalam bahasa Inggris anda meningkat setelah proses pembelajaran menggunakan TGT Method?	✓		
6	Apakah anda masih mempunyai masalah dalam belajar Bahasa Inggris terutama dalam menulis?			✓
7	Apakah anda scring aktif bertanya kctika proses pembelajaran Bahasa Inggris?	✓		
8	Apakah kegiatan TGT Method dalam setiap siklus masih sulit untuk diterapkan dalam proses pembelajaran menulis anda?			✓
9	Apakah anda ingin memperbaiki kemampuan menulis?	✓		
10	Apakah TGT Method ini masih dapat diterapkan dalam pembelajaran menulis dalam Bahasa Inggris?	✓		

## QUESTIONNAIRE

First Cycle

### A. IDENTITAS DIRI

1. Nama

: Endang Dwi Savitri

2. No. Absen

: 08

### B. PETUNJUK

1. Isilah identitas pada lembar jawaban yang tersedia.
2. Berilah tanda (✓) pada kolom yang sudah tersedia menurut anda sesuai dengan kenyataan yang ada (sejujurnya)
3. Mintalah petunjuk pada petugas apabila mendapatkankesulitan atau hal yang kurang jelas.

No	Pertanyaan	Jawaban		
		Ya	Tidak	Ragu2
1	Apakah anda tertarik belajar Bahasa Inggris?	✓		
2	Apakah anda tertarik pada kemampuan menulis dalam Bahasa Inggris?	✓		
3	Apakah anda mengetahui TGT (Teams-Games-Tournament) Method?	✓		
4	Apakah permainan TGT (Teams-Games-Tournament) Method menarik dalam pembelajaran Bahasa Inggris terutama pada kemampuan menulis teks prosedur?	✓		
5	Apakah kemampuan menulis teks prosedur dalam bahasa Inggris anda meningkat setelah proses pembelajaran menggunakan TGT Method?	✓		
6	Apakah anda masih mempunyai masalah dalam belajar Bahasa Inggris terutama dalam menulis?			✓
7	Apakah anda sering aktif bertanya ketika proses pembelajaran Bahasa Inggris?			✓
8	Apakah kegiatan TGT Method dalam setiap siklus masih sulit untuk diterapkan dalam proses pembelajaran menulis anda?	✓		
9	Apakah anda ingin memperbaiki kemampuan menulis?	✓		
10	Apakah TGT Method ini masih dapat diterapkan dalam pembelajaran menulis dalam Bahasa Inggris?	✓		

## QUESTIONNAIRE

### First Cycle

#### A. IDENTITAS DIRI

1. Nama : *Lutfiyah Yulianti*  
 2. No. Absen : *17*

#### B. PETUNJUK

1. Isilah identitas pada lembar jawaban yang tersedia.
2. Berilah tanda (✓) pada kolom yang sudah tersedia menurut anda sesuai dengan kenyataan yang ada (sejujurnya)
3. Mintalah petunjuk pada petugas apabila mendapatkankesulitan atau hal yang kurang jelas.

No	Pertanyaan	Jawaban		
		Ya	Tidak	Ragu2
1	Apakah anda tertarik belajar Bahasa Inggris?	✓		
2	Apakah anda tertarik pada kemampuan menulis dalam Bahasa Inggris?	✓		
3	Apakah anda mengetahui TGT (Teams-Games-Tournament) Method?	✓		
4	Apakah permainan TGT (Teams-Games-Tournament) Method menarik dalam pembelajaran Bahasa Inggris terutama pada kemampuan menulis teks prosedur?	✓		
5	Apakah kemampuan menulis teks prosedur dalam bahasa Inggris anda meningkat setelah proses pembelajaran menggunakan TGT Method?			✓
6	Apakah anda masih mempunyai masalah dalam belajar Bahasa Inggris terutama dalam menulis?	✓		
7	Apakah anda sering aktif bertanya ketika proses pembelajaran Bahasa Inggris?	✓		
8	Apakah kegiatan TGT Method dalam setiap siklus masih sulit untuk diterapkan dalam proses pembelajaran menulis anda?	✓		
9	Apakah anda ingin memperbaiki kemampuan menulis?	✓		
10	Apakah TGT Method ini masih dapat diterapkan dalam pembelajaran menulis dalam Bahasa Inggris?	✓		

## QUESTIONNAIRE

### First Cycle

#### A. IDENTITAS DIRI

1. Nama : Eky Nur Kholifah  
 2. No. Absen : 07

#### B. PETUNJUK

1. Isilah identitas pada lembar jawaban yang tersedia.
2. Berilah tanda (✓) pada kolom yang sudah tersedia menurut anda sesuai dengan kenyataan yang ada (sejujurnya)
3. Mintalah petunjuk pada petugas apabila mendapatkankesulitan atau hal yang kurang jelas.

No	Pertanyaan	Jawaban		
		Ya	Tidak	Ragu2
1	Apakah anda tertarik belajar Bahasa Inggris?	✓		
2	Apakah anda tertarik pada kemampuan menulis dalam Bahasa Inggris?	✓		
3	Apakah anda mengetahui TGT (Teams-Games-Tournament) Method?	✓		
4	Apakah permainan TGT (Teams-Games-Tournament) Method menarik dalam pembelajaran Bahasa Inggris terutama pada kemampuan menulis teks prosedur?	✓		
5	Apakah kemampuan menulis teks prosedur dalam bahasa Inggris anda meningkat setelah proses pembelajaran menggunakan TGT Method?			✓
6	Apakah anda masih mempunyai masalah dalam belajar Bahasa Inggris terutama dalam menulis?		✓	
7	Apakah anda scring aktif bertanya ketika proses pembelajaran Bahasa Inggris?			✓
8	Apakah kegiatan TGT Method dalam setiap siklus masih sulit untuk diterapkan dalam proses pembelajaran menulis anda?			✓
9	Apakah anda ingin memperbaiki kemampuan menulis?	✓		
10	Apakah TGT Method ini masih dapat diterapkan dalam pembelajaran menulis dalam Bahasa Inggris?	✓		

### The Result of Questionnaire in Cycle 1

QUESTIONS	ANSWER		ANSWER		ANSWER		TOTAL	MAX	PERCENTAGE %
	YES	2	NO	0	PARTIAL	1			
<b>1</b>	19	38	0	0	0	0	38	38	100%
<b>2</b>	18	36	1	0	0	0	36	38	94.73%
<b>3</b>	17	34	0	0	2	2	36	38	94.73%
<b>4</b>	19	38	0	0	0	0	38	38	100%
<b>5</b>	5	10	1	0	13	13	23	38	60.52%
<b>6</b>	10	20	2	0	7	7	27	38	71.05%
<b>7</b>	4	8	3	0	12	12	20	38	52.63%
<b>8</b>	6	12	2	0	11	11	23	38	60.52%
<b>9</b>	19	38	0	0	0	0	38	38	100%
<b>10</b>	17	34	1	0	1	1	35	38	92.10%
<b>TOTAL</b>							<b>314</b>	<b>380</b>	<b>82.63%</b> <b><u>TOTAL X100</u></b> <b>MAX</b>

**YES = 2**

**NO = 0**

**PARTIAL = 1**

Nama: Milda Nur . l

#QUESTION#

1. Do you know how to make fried bananas?
2. What are the ingredients of making fried bananas?
3. Write down the process of making fried bananas?



C = 26  
O = 17  
V = 17  
L = 20  
M = 4

84

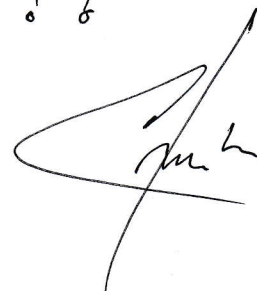
1. Yes, I do

2. Banana, <sup>x</sup>fried oil, <sup>x</sup>spatula, <sup>x</sup>gas stove, <sup>x</sup>flour, <sup>x</sup>pan

### The Process of Making Fried Bananas

Firstly, <sup>x</sup>peel the banana. then, put the pan on <sup>x</sup>to the gas stove. After that, turn the fire on. <sup>And capital!</sup>and wait the oil <sup>become</sup>hot. After the oil <sup>And capital!</sup>become hot, <sup>get</sup>pour the banana into the hot oil. <sup>And capital!</sup>and wait until the banana's colour change to the brown. After that, take the banana and put on to the plate. The fried banana ready to eat.

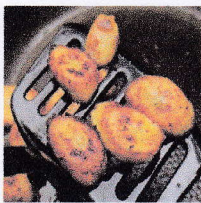
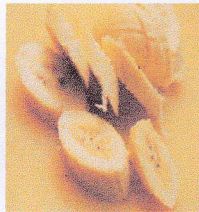
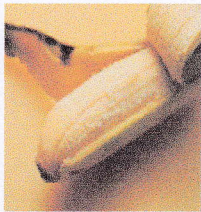
Thank You !!!



Name : Janeesa .C

#QUESTION#

1. Do you know how to make fried bananas?
2. What are the ingredients of making fried bananas?
3. Write down the process of making fried bananas?



$$\begin{array}{r} C = 25 \\ O = 17 \\ V = 17 \\ L = 19 \\ M = 3 \\ \hline 81 \end{array}$$

81

1. Yes, I do

2. The ingredients are : Banana, oil, flavour, frying pan, spatula, Gas stove

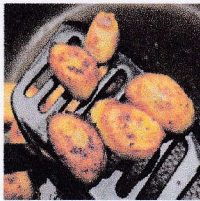
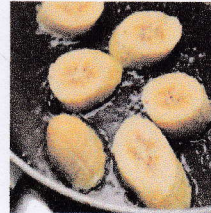
3. THE PROCESS OF MAKING FRIED BANANAS

Firstly, take the pan on the gas stove. After that, pour the oil into the pan, and ~~burn the fire~~ fire the gas stove up. After the oil <sup>become</sup> hot, put the banana into the hot oil, and wait for a minutes <sup>approximately</sup> approximately 10 minutes. After the banana colour change to the brown, take it by using spatula. After that put the fried banana into plate. So, the fried banana was ready to eat.

Nama: Endang Dwi.s

#QUESTION#

1. Do you know how to make fried bananas? Yes
2. What are the ingredients of making fried bananas? Banana, Oil, Pan, Gas Stove
3. Write down the process of making fried bananas?



C = 24  
O = 16  
V = 17  
L = 17  
M = 3

77

### Fried Bananas

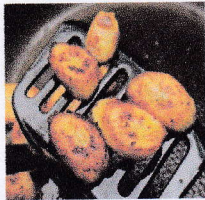
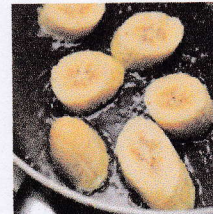
First, <sup>peel</sup> open the banana. Cut into the small pieces.  
Then, fill the oil to the hot pan. Mix banana with the <sup>the</sup> <sup>Flour</sup> flavour. Put the banana <sup>in</sup> to the pan. After that, wait for several minutes. Take the banana when the color change <sup>become</sup> to brown. <sup>Finally,</sup> Delicious banana is ready to eat.



Name : Lutfiyah Y.

#QUESTION#

1. Do you know how to make fried bananas?
2. What are the ingredients of making fried bananas?
3. Write down the process of making fried bananas?



C = 25  
O = 17  
V = 17  
L = 19  
M = 4

82

8

1. yes I do

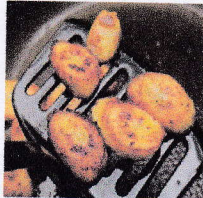
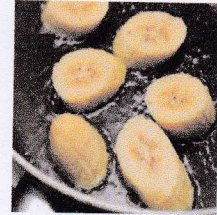
2. bananas, oil, <sup>Flour</sup>flavour, <sup>x</sup>spatula, <sup>x</sup>fraying pan, and <sup>x</sup>gas stove.  
<sup>And (capital)</sup>

3. <sup>the first,</sup> peel the bananas, mix the <sup>Flour</sup>flavour and <sup>And</sup>water, and then,  
<sup>After that,</sup> put the <sup>Frying</sup>fraying pan on the <sup>Next</sup>gas stove; next, pour the oil  
in the <sup>And during</sup>fraying pan wait until hot. <sup>And then,</sup>during wait <sup>to</sup>fraying pan hot,  
put in <sup>Flour</sup>the bananas in the <sup>And then,</sup>flavour. <sup>And then,</sup>and then  
After the bananas <sup>become</sup>brown <sup>Colored</sup>called. <sup>Finally,</sup>take and <sup>put in</sup>put in the hot oil.  
<sup>put in</sup>put in the plate.

Name : Eky . N . k

#QUESTION#

1. Do you know how to make fried bananas?
2. What are the ingredients of making fried bananas?
3. Write down the process of making fried bananas?



1. Yes, I do
2. Bananas, oil, Frying Pan, Gas stove, spatula
- 3.

C = 23

O = 16

V = 16

L = 19

M = 3

77

### ~~✱~~ Making Fried Bananas

First, peel the skin of banana. The second, cut banana <sup>the</sup> slice <sup>become</sup> small slice.  
And then, <sup>pour</sup> put the oil to pan. <sup>Fry using titile (-)</sup> Next, fry banana until brown. Then, <sup>(hump kees!)</sup> remove <sup>the</sup> banana. Finally, put in the plate. And <sup>Ready</sup> to serve.

The Result of the Students' Test Cycle 1

No.	Name	Score					Total	Classification
		C	O	V	L	M		
1.	AFC	23	16	16	17	3	75	Accomplished
2.	CDS	22	16	14	17	3	72	Unaccomplished
3.	DSL	25	17	16	17	4	79	Accomplished
4.	DPP	22	14	14	17	3	70	Unaccomplished
5.	DL	23	15	15	17	3	73	Unaccomplished
6.	DNS	21	13	13	15	3	65	Unaccomplished
7.	ENK	23	16	16	19	3	77	Accomplished
8.	EDS	24	16	17	17	3	77	Accomplished
9.	ETD	22	14	14	17	3	70	Unaccomplished
10.	EAR	22	16	14	17	3	72	Unaccomplished
11.	FZ	24	16	16	19	3	78	Accomplished
12.	FLF							
13.	ISH	21	14	14	16	3	68	Unaccomplished
14.	JCD	25	17	17	19	3	81	Accomplished
15.	LI	22	16	15	17	4	74	Unaccomplished
16.	LK	23	15	15	17	3	73	Unaccomplished
17.	LY	25	17	17	19	4	82	Accomplished
18.	MA	23	16	16	19	3	77	Accomplished
19.	MNL	26	17	17	20	4	84	Accomplished
20.	MAS	22	14	14	17	3	70	Unaccomplished
Total Score							1417	
$X = \frac{\sum xi}{n}$							74.57	

X = The main score

$\sum xi$  = The sum of all the students' score

n = The number of the students

## **Appendix 4:**

- 1. Observation Checklist 2**
- 2. Questionnaire Cycle 2**
- 3. Test Cycle 2**

Appendix

**LEARNING OBSERVATION SHEET**

Cycle Two

Observer : Siti Ubadah, S.Pd

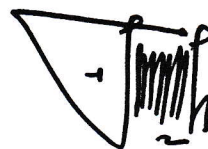
Class : X MM 1

No	Observed Aspect	Yes	No
<b>I</b>	<b>TEACHING PREPERATION</b>		
	1. Lesson plan is well prepared	✓	
	2. The indicator is suitable with the basic competence	✓	
	3. There is a cohesive relation among basic competence, indicator, learning experience, material, and evaluation system	✓	
<b>II</b>	<b>LEARNING PROCESS</b>		
	1. The teacher is getting start	✓	
	2. The teacher can apply the learning method well	✓	
	3. The teacher can manage the class	✓	
	4. The teacher can manage the time		✓
	5. The teacher use the effective media	✓	
	6. The teacher uses variaty styles in teaching	✓	
	7. The teacher uses the comprehensible language		✓
	8. The students now the goal of the lesson	✓	
	9. The students are actively involved in learning English using TGT (Teams-Games-Tournament) Method	✓	
	10. The students understand the teacher's explanation	✓	
	11. The students are condusive during the lesson	✓	
	12. The students enjoy the lesson	✓	

	13. The students can do the task given by the teacher	✓	
III	<b>POST ACTIVITY</b>		
	1. Feed back or evaluation	✓	
	2. The learning process is successfull	✓	

Ponorogo,

Collaborator,



SITI UBADAH, S.Pd  
NIP

The Result of Observation Sheet in Cycle 2

No	Observed Aspect	Yes	No
I	<b>TEACHING PREPERATION</b>		
	1. Lesson plan is well prepared	√	
	2. The indicator is suitable with the basic competence	√	
	3. There is a cohesive relation among basic competence, indicator, learning experience, material, and evaluation system	√	
II	<b>LEARNING PROCESS</b>		
	1. The teacher is getting start	√	
	2. The teacher can apply the learning method well	√	
	3. The teacher can manage the class	√	
	4. The teacher can manage the time		√
	5. The teacher use the effective media	√	
	6. The teacher uses variaty styles in teaching	√	
	7. The teacher uses the comprehensible language		√
	8. The students now the goal of the lesson	√	
	9. The students are actively involved in learning English using TGT (Teams-Games-Tournament) Method	√	
	10. The students understand the teacher's explanation	√	
	11. The students are condusive during the lesson	√	
	12. The students enjoy the lesson	√	
13. The students can do the task given by the teacher	√		
III	<b>POST ACTIVITY</b>		
	1. Feed back or evaluation	√	
	2. The learning process is successfull	√	
Score		16	0
Total Score		<b>16</b>	
Max		<b>18</b>	
Percentage $\frac{\text{Total}}{\text{Maximum}} \times 100$		<b>88.88%</b>	

**Note :**  
**Yes = 1**  
**No = 0**

## QUESTIONNAIRE

Second Cycle

### A. IDENTITAS DIRI

1. Nama : MIRA NUR. L.
2. No. Absen : 19

### B. PETUNJUK

1. Isilah identitas pada lembar jawaban yang tersedia.
2. Berilah tanda (√) pada kolom yang sudah tersedia menurut anda sesuai dengan kenyataan yang ada (sejujurnya)
3. Mintalah petunjuk pada petugas apabila mendapat kesusulitan atau hal yang kurang jelas.

No	Pertanyaan	Jawaban		
		Ya	Tidak	Ragu2
1	Apakah anda tertarik belajar Bahasa Inggris?	√		
2	Apakah anda tertarik pada kemampuan menulis dalam Bahasa Inggris?	√		
3	Apakah anda mengetahui TGT (Teams-Games-Tournament) Method?	√		
4	Apakah permainan TGT (Teams-Games-Tournament) Method menarik dalam pembelajaran Bahasa Inggris terutama pada kemampuan menulis teks prosedur?	√		
5	Apakah kemampuan menulis teks prosedur dalam bahasa Inggris anda meningkat setelah proses pembelajaran menggunakan TGT Method?	√		
6	Apakah anda masih mempunyai masalah dalam belajar Bahasa Inggris terutama dalam menulis?	√		
7	Apakah anda sering aktif bertanya ketika proses pembelajaran Bahasa Inggris?	√		
8	Apakah kegiatan TGT Method dalam setiap siklus masih sulit untuk diterapkan dalam proses pembelajaran menulis anda?	√		
9	Apakah anda ingin memperbaiki kemampuan menulis?	√		
10	Apakah TGT Method ini masih dapat diterapkan dalam pembelajaran menulis dalam Bahasa Inggris?	√		



## QUESTIONNAIRE

### Second Cycle

#### A. IDENTITAS DIRI

1. Nama : *Fardosa C.D*
2. No. Absen : *19*

#### B. PETUNJUK

1. Isilah identitas pada lembar jawaban yang tersedia.
2. Berilah tanda (✓) pada kolom yang sudah tersedia menurut anda sesuai dengan kenyataan yang ada (sejujurnya)
3. Mintalah petunjuk pada petugas apabila mendapatkankesulitan atau hal yang kurang jelas.

No	Pertanyaan	Jawaban		
		Ya	Tidak	Ragu2
1	Apakah anda tertarik belajar Bahasa Inggris?	✓		
2	Apakah anda tertarik pada kemampuan menulis dalam Bahasa Inggris?	✓		
3	Apakah anda mengetahui TGT (Teams-Games-Tournament) Method?	✓		
4	Apakah permainan TGT (Teams-Games-Tournament) Method menarik dalam pembelajaran Bahasa Inggris terutama pada kemampuan menulis teks prosedur?	✓		
5	Apakah kemampuan menulis teks prosedur dalam bahasa Inggris anda meningkat setelah proses pembelajaran menggunakan TGT Method?	✓		
6	Apakah anda masih mempunyai masalah dalam belajar Bahasa Inggris terutama dalam menulis?	✓		
7	Apakah anda sering aktif bertanya ketika proses pembelajaran Bahasa Inggris?	✓		
8	Apakah kegiatan TGT Method dalam setiap siklus masih sulit untuk diterapkan dalam proses pembelajaran menulis anda?	✓		
9	Apakah anda ingin memperbaiki kemampuan menulis?	✓		
10	Apakah TGT Method ini masih dapat diterapkan dalam pembelajaran menulis dalam Bahasa Inggris?	✓		

## QUESTIONNAIRE

Second Cycle

### A. IDENTITAS DIRI

1. Nama : Endang Dwi Savitri  
 2. No. Absen : 08

### B. PETUNJUK

1. Isilah identitas pada lembar jawaban yang tersedia.
2. Berilah tanda (√) pada kolom yang sudah tersedia menurut anda sesuai dengan kenyataan yang ada (sejujurnya)
3. Mintalah petunjuk pada petugas apabila mendapatkesulitan atau hal yang kurang jelas.

No	Pertanyaan	Jawaban		
		Ya	Tidak	Ragu2
1	Apakah anda tertarik belajar Bahasa Inggris?	✓		
2	Apakah anda tertarik pada kemampuan menulis dalam Bahasa Inggris?	✓		
3	Apakah anda mengetahui TGT (Teams-Games-Tournament) Method?			✓
4	Apakah permainan TGT (Teams-Games-Tournament) Method menarik dalam pembelajaran Bahasa Inggris terutama pada kemampuan menulis teks prosedur?	✓		
5	Apakah kemampuan menulis teks prosedur dalam bahasa Inggris anda meningkat setelah proses pembelajaran menggunakan TGT Method?	✓		
6	Apakah anda masih mempunyai masalah dalam belajar Bahasa Inggris terutama dalam menulis?	✓		
7	Apakah anda sering aktif bertanya ketika proses pembelajaran Bahasa Inggris?			✓
8	Apakah kegiatan TGT Method dalam setiap siklus masih sulit untuk diterapkan dalam proses pembelajaran menulis anda?		✓	
9	Apakah anda ingin memperbaiki kemampuan menulis?	✓		
10	Apakah TGT Method ini masih dapat diterapkan dalam pembelajaran menulis dalam Bahasa Inggris?	✓		

## QUESTIONNAIRE

### Second Cycle

#### A. IDENTITAS DIRI

1. Nama : *Luftiyah Yulianti*
2. No. Absen : *17*

#### B. PETUNJUK

1. Isilah identitas pada lembar jawaban yang tersedia.
2. Berilah tanda (√) pada kolom yang sudah tersedia menurut anda sesuai dengan kenyataan yang ada (sejujurnya)
3. Mintalah petunjuk pada petugas apabila mendapatkankesulitan atau hal yang kurang jelas.

No	Pertanyaan	Jawaban		
		Ya	Tidak	Ragu2
1	Apakah anda tertarik belajar Bahasa Inggris?	✓		
2	Apakah anda tertarik pada kemampuan menulis dalam Bahasa Inggris?	✓		
3	Apakah anda mengetahui TGT (Teams-Games-Tournament) Method?	<del>✓</del>		✓
4	Apakah permainan TGT (Teams-Games-Tournament) Method menarik dalam pembelajaran Bahasa Inggris terutama pada kemampuan menulis teks prosedur?	✓		
5	Apakah kemampuan menulis teks prosedur dalam bahasa Inggris anda meningkat setelah proses pembelajaran menggunakan TGT Method?	✓		
6	Apakah anda masih mempunyai masalah dalam belajar Bahasa Inggris terutama dalam menulis?			✓
7	Apakah anda sering aktif bertanya ketika proses pembelajaran Bahasa Inggris?	✓		
8	Apakah kegiatan TGT Method dalam setiap siklus masih sulit untuk diterapkan dalam proses pembelajaran menulis anda?	✓		
9	Apakah anda ingin memperbaiki kemampuan menulis?	✓		
10	Apakah TGT Method ini masih dapat diterapkan dalam pembelajaran menulis dalam Bahasa Inggris?	✓		

## QUESTIONNAIRE

### Second Cycle

#### A. IDENTITAS DIRI

1. Nama

: Eky Nur Kholifah

2. No. Absen

: 07

#### B. PETUNJUK

1. Isilah identitas pada lembar jawaban yang tersedia.
2. Berilah tanda (✓) pada kolom yang sudah tersedia menurut anda sesuai dengan kenyataan yang ada (sejujurnya)
3. Mintalah petunjuk pada petugas apabila mendapatkankesulitan atau hal yang kurang jelas.

No	Pertanyaan	Jawaban		
		Ya	Tidak	Ragu2
1	Apakah anda tertarik belajar Bahasa Inggris?	✓		
2	Apakah anda tertarik pada kemampuan menulis dalam Bahasa Inggris?	✓		
3	Apakah anda mengetahui TGT (Teams-Games-Tournament) Method?	✓		
4	Apakah permainan TGT (Teams-Games-Tournament) Method menarik dalam pembelajaran Bahasa Inggris terutama pada kemampuan menulis teks prosedur?	✓		
5	Apakah kemampuan menulis teks prosedur dalam bahasa Inggris anda meningkat setelah proses pembelajaran menggunakan TGT Method?	✓		
6	Apakah anda masih mempunyai masalah dalam belajar Bahasa Inggris terutama dalam menulis?		✓	
7	Apakah anda sering aktif bertanya ketika proses pembelajaran Bahasa Inggris?			✓
8	Apakah kegiatan TGT Method dalam setiap siklus masih sulit untuk diterapkan dalam proses pembelajaran menulis anda?		✓	
9	Apakah anda ingin memperbaiki kemampuan menulis?	✓		
10	Apakah TGT Method ini masih dapat diterapkan dalam pembelajaran menulis dalam Bahasa Inggris?	✓		

### The Result of Questionnaire in Cycle 2

QUESTIONS	ANSWER		ANSWER		ANSWER		TOTAL	MAX	PERCENTAGE %
	YES	2	NO	0	PARTIAL	1			
<b>1</b>	18	36	0	0	0	0	36	36	100%
<b>2</b>	16	32	0	0	2	2	34	36	94.44%
<b>3</b>	12	24	3	0	3	3	27	36	75%
<b>4</b>	16	32	0	0	4	4	36	36	100%
<b>5</b>	14	28	0	0	4	4	32	36	88.88%
<b>6</b>	10	20	3	0	5	5	25	36	69.44%
<b>7</b>	6	12	2	0	10	10	22	36	61.11%
<b>8</b>	11	22	3	0	4	4	26	36	72.22%
<b>9</b>	18	36	0	0	0	0	36	36	100%
<b>10</b>	17	34	0	0	1	1	35	36	97.22%
<b>TOTAL</b>							<b>309</b>	<b>360</b>	<b>85.83%</b> <b><u>TOTAL X100</u></b> <b>MAX</b>

**YES = 2**

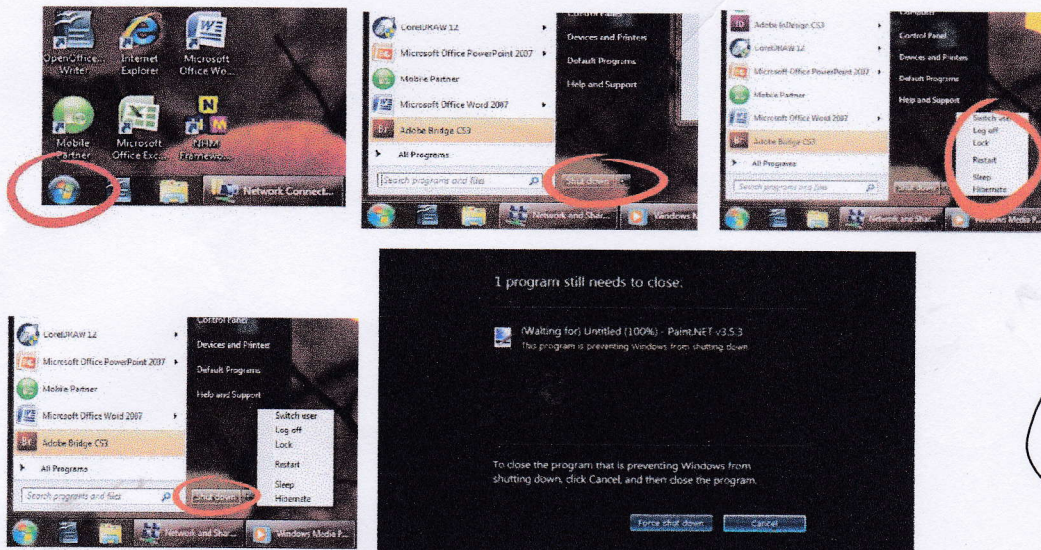
**NO = 0**

**PARTIAL = 1**

Name: Milda Nwa.

#QUESTION#

1. Do you know how to turn off the computer?
2. What are the equipment of turning off the computer?
3. Write down the process of turning off the computer?



1. Yes. I do. ✓

2. The equipment are : mouse, computer.

3. The process of turning off the computer.

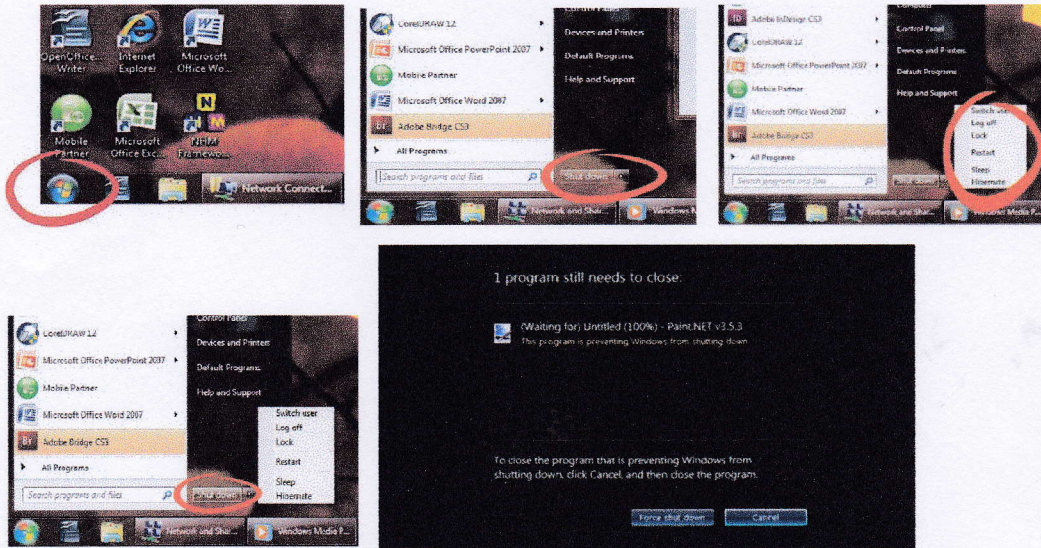
C = 29  
O = 19  
V = 19  
L = 23  
M = 4  
94

Firstly, close all programs. Secondly, look for the start button in the corner of computer; and <sup>then</sup> click that button. Thirdly, click "Shut down". So, the computer was off.

Name : Janessa . C

#QUESTION#

1. Do you know how to turn off the computer?
2. What are the equipment of turning off the computer?
3. Write down the process of turning off the computer?



1. Yes, I do

2. The equipment are : Computer, mouse

C = 28  
 O = 18  
 V = 18  
 L = 22  
 M = 3

89

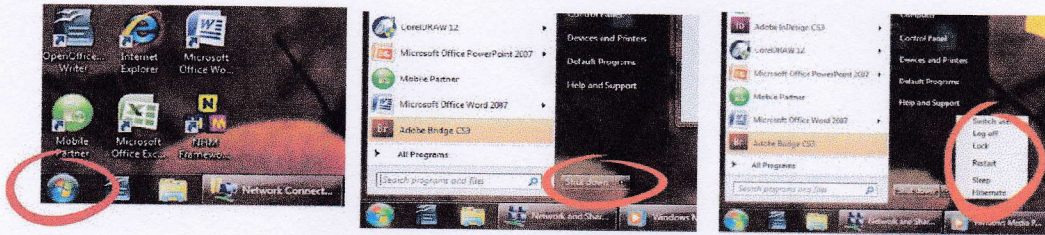
THE PROCESS OF TURNING OFF THE COMPUTER

First, Turn ~~the~~ <sup>off</sup> all application ~~that~~ <sup>which</sup> run. Then, look for the start button in the left corner, and <sup>click</sup> that button, so will appear the written "Shut down". The last, click shut down. so, the computer will off.

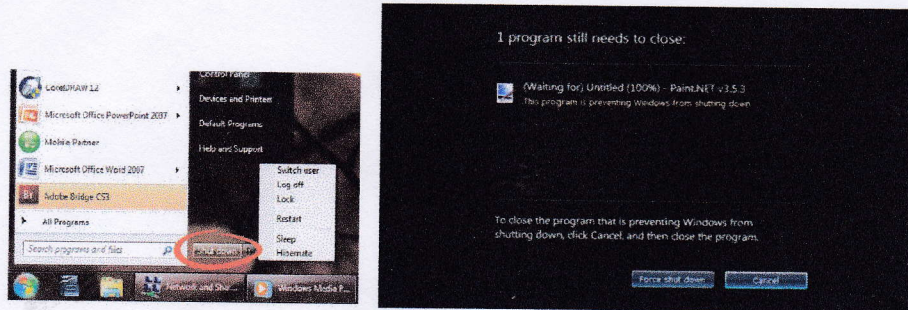
Nama : Endang Dwi.s

#QUESTION#

1. Do you know how to turn off the computer? Yes, I do.
2. What are the equipment of turning off the computer? Computer, Mouse,
3. Write down the process of turning off the computer?



92



C = 28  
O = 19  
U = 18  
L = 23  
M = 4

### Turning of the Computer.

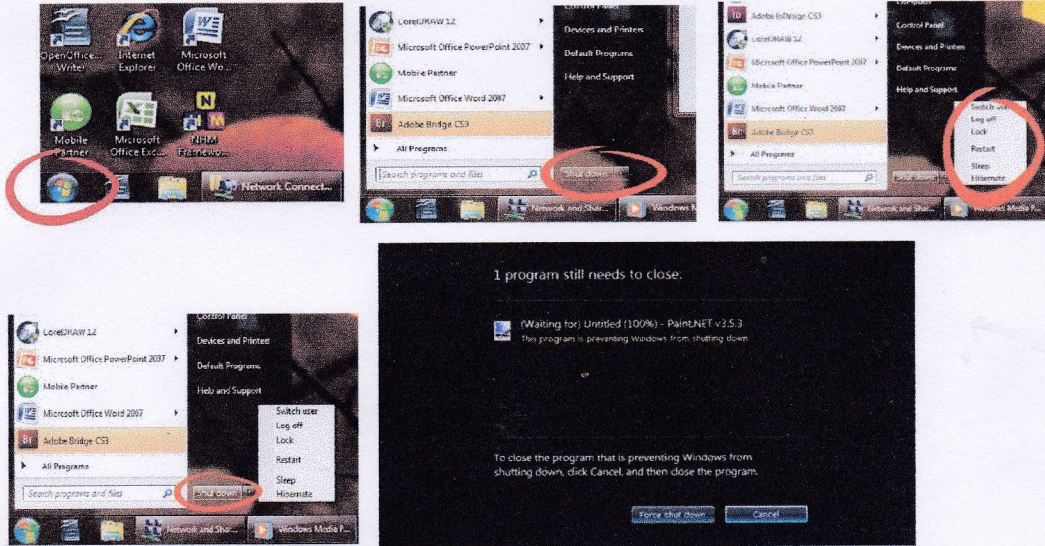
First, look for start menu on the delkstop of computer. Then, click the start button <sup>that</sup> to show <sup>in</sup> the menu. After that, click a small button on the right side of Shut Down menu. Next, choose Log off to turning of the Computer. Last, click force shut down to completing the procedure.



Name : Lutfiyah Y.

#QUESTION#

1. Do you know how to turn off the computer?
2. What are the equipment of turning off the computer?
3. Write down the process of turning off the computer?



1. Yes, I do

2. Mouse and computer.

3. process to turning off the computer.

first, close the all application of the computer. <sup>And then,</sup> and then choose start button in the left corner. <sup>After that,</sup> and click shut down, so the computer will off

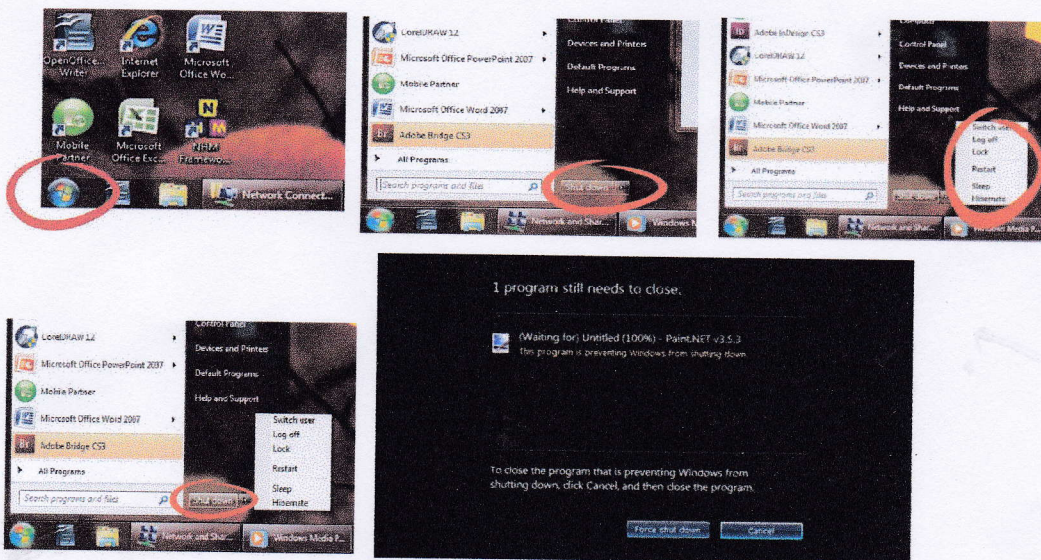
C = 28  
O = 19  
V = 18  
L = 22  
M = 4

91

Name : Eky Nur Kholifah

#QUESTION#

1. Do you know how to turn off the computer?
2. What are the equipment of turning off the computer?
3. Write down the process of turning off the computer?



1. Yes, I do.

2. Computer and mouse.

3. Turning off the Computer

C = 28  
O = 18  
V = 19  
L = 23  
M = 4

92

The first, <sup>kecil</sup> (Before turn of computer, confirm all application ready<sup>to</sup> closed off.  
Next, click <sup>menu</sup> right at under screen desktop. And then, you can see in the screen desktop "shut down"<sup>menu</sup> and Press the small arrow button. Then, there are option.  
Then, choose "shut down". Finally, The computer can off <sup>automaticaly</sup> automatic.

The Result of the Students' Test Cycle 2

No.	Name	Score					Total	Classification
		C	O	V	L	M		
1.	AFC	27	18	18	23	3	89	Accomplished
2.	CDS	28	18	18	23	3	90	Accomplished
3.	DSL							
4.	DPP	27	18	17	22	3	87	Accomplished
5.	DL	27	18	17	22	4	88	Accomplished
6.	DNS	28	18	17	22	3	88	Accomplished
7.	ENK	28	18	19	23	4	92	Accomplished
8.	EDS	28	19	18	23	4	92	Accomplished
9.	ETD	28	18	17	23	3	89	Accomplished
10.	EAR	28	18	19	23	3	91	Accomplished
11.	FZ	28	18	18	22	3	89	Accomplished
12.	FLF	27	18	17	22	3	87	Accomplished
13.	ISH							
14.	JCD	28	18	18	22	3	89	Accomplished
15.	LI	28	18	18	23	3	90	Accomplished
16.	LK	27	18	17	22	4	88	Accomplished
17.	LY	28	19	18	22	4	91	Accomplished
18.	MA	27	18	17	22	3	87	Accomplished
19.	MNL	29	19	19	23	4	94	Accomplished
20.	MAS	27	18	17	22	3	87	Accomplished
Total Score							1608	
$X = \frac{\sum xi}{n}$							89,33	

X = The main score

$\sum xi$  = The sum of all the students' score

n = The number of the students


### OBSERVATION CHECKLIST

**Nama Sekolah** : SMK 1 Pemuda Ponorogo      **Pengajar** : Siti Ubadah, S.Pd  
**Tahun Ajaran** : 2013/2014                      **Pengamat** : Sulis Sugiyanti  
**Mata Pelajaran** : Bahasa Inggris              **Tanggal** : October, 11<sup>th</sup> 2014  
**KD** : 2.6 Memahami instruksi-instruksi sederhana.

Aspek	Kategori				Tahap Pembelajaran
	4	3	2	1	
Interaksi siswa - guru	✓				Penjelasan materi
Minat siswa pada kegiatan pembelajaran			✓		Keseluruhan proses belajar
Paartisipasi siswa dalam kegiatan di kelas		✓			Keseluruhan proses belajar
Interaksi siswa – media pembelajaran		✓			Aktifitas pemodelan langkah-langkah strategi pembelajara
Interaksi siswa – metode pembelajaran			✓		Keseluruhan proses belajar
Situasi siswa yang kondusif			✓		Keseluruhan proses belajar
Keaktifan siswa dalam bertanya			✓		Penjelasan materi
Keaktifan siswa dalam menjawab pertanyaan			✓		Penjelasan materi
Efektifitas pemanfaatan waktu		✓			Keseluruhan proses pembelajaran

**Keterangan**

4= Always      3= often      2= sometimes      1= not

Observer  
  
 (SULIS SUGIYANTI)

## **Appendix 5:**

### **1. Documentation**

## The Documentation of Teaching Learning Process









