

APPENDIX A

Teaching Procedures in Experimental Group

Meeting	Teacher's Activity	Students' Activity
First	1. Opening Activities.	1. Opening activities
	2. Teacher introduces the material and explains to the students about the theory of procedure text (Communicative purpose, generic structures, and language features), and also explains the example of procedure text.	2. Students watch to the teacher's explanation carefully.
	3. Teacher asks the students to sit in group of 3-4 and give the topic about "how to make an omelet"	3. Students sit in group of 3-4.
	4. Teacher asks the students to discuss the topic and demonstrating the result of their report.	4. Students discuss the topic and demonstrating the result of their report.
	5. Teacher asks the students to write a procedure text to the writing task individually from what they have discussed and demonstrated previously by applying the generic structure and grammatical features of procedure text.	5. Students write a procedure text to the writing task individually from what they have discussed and demonstrated previously by applying the generic structure and grammatical features of procedure text.
Second	1. Opening Activities.	1. Opening Activities.
	2. Teacher asks the students to sit in group of 3-4.	2. Students seat in group of 3-4.
	3. Teacher asks the students to decide a topic to discuss in the group and each group presents the result of their discussion based on the topic that they have decided and asks the other group to watch the presentation carefully.	3.1 Students decide a topic to discuss in the group and each group presents the result of their discussion. 3.2 While other students watch the presentation carefully.
	4. Teacher asks the students to write a procedure text to the writing task individually from what they have discussed and	4. Students write a procedure text to the writing task individually from what they have discussed and

	presented in group previously by applying the generic structure and grammatical features of procedure text.	presented in group previously by applying the generic structure and grammatical features of procedure text.
Third	1. Opening Activities.	1. Opening Activities.
	2. Teacher asks the students to seat in group of five and gives the topic about “how to make a glass of milk”	2. Students sit in group of 3-4.
	3. Teacher asks the students to discuss the topic, after that each group presents the result of their discussion, and asks the other students to watch the presentation carefully.	3.1 Students discuss the topic in the group, after that each group presents the result of their discussion. 3.2 While in presenting, other students watch the presentation carefully
	4. Teacher asks the students to write a report text to the writing task individually from what they have discussed and presented previously by applying the generic structure and grammatical features of procedure text.	4. Students write a report text to the writing task individually from what they have discussed and presented previously by applying the generic structure and grammatical features of procedure text.

Teaching Procedures in Control Group

Meeting	Teacher’s Activity	Students’ Activity
First	1. Teacher greets the students and gives motivation.	1. Students Respond to the greeting and listen to the teacher’s motivation.
	2. Teacher shares to the students the example of report text that has been written in a piece of paper with the topic “how to cook an omelet”.	2. Students receive the example of procedure text.
	3. Teacher asks the students to write a procedure text individually with the title “how to make instant noodle”	3. Students write a procedure text individually based on the title.
Second	1. Teacher greets the students and gives motivation.	1. Students Respond to the greeting and listen to the teacher’s motivation.

	Teacher's Activity	Student's Activity
	2. Teacher gives an example of the procedure text on the board and asks them to write down back in their note book.	2. Students write down back the example of the procedure text.
	3. Teacher asks the students to determine the generic structure and grammatical features of the procedure text that they have written from the board.	3. Students determine the generic structure and grammatical features of the procedure text.
Third	1. Teacher greets the students and gives motivation.	1. Students Respond to the greeting and listen to the teacher's motivation.
	2. Teacher gives an example of procedure text, and asks the students to translate it.	2. Students receive and translate it.
	3. Teacher asks the students some questions based on the example that they have translated orally.	3. Students answer the questions orally.
	4. Teacher asks the students to write a report text to the writing task individually with the topic "how to make a glass of milk" and make it in term of the generic structure and grammatical features of the procedure text.	4. Students write a report text individually to the writing task with the topic "how to make a glass of milk" and make it in term of the generic structure and grammatical features of the procedure text.

APPENDIX B

Table 4.1 The Description of Pre-Test and Post-Test of the Experimental Group

No.	Students' Initials Name	Pre-Test	Post-Test
1	AP	60	75
2	APU	55	64
3	CS	75	80
4	D	76	80
5	DU	66	78
6	EY	75	82
7	FRS	58	74
8	HS	74	84
9	IA	74	85
10	JD	70	80
11	LH	68	86
12	MA	78	87
13	MAUD	72	82
14	MF	45	65
15	MF	65	73
16	MR	53	68
17	MSY	58	70
18	NAS	66	74
19	NM	80	88
20	OVJ	77	85
21	PS	73	81
22	PJW	75	83
23	RH	46	68
24	RS	60	75
25	SA	76	82
26	SW	50	70
27	WMT	53	72
28	WPD	50	68
29	WS	70	75
30	WS	69	75
31	YM	65	78
32	YS	70	80
	Total	2102	2467
	Mean	65,69	77,10

APPENDIX C

THE CALCULATION OF T-TEST

A. Experimental Group

No.	Students' Initials Name	Pre-Test	Post-Test	Deviation (d)	Square Deviation (d ²)
1	AP	60	75	10	100
2	APU	55	64	9	81
3	CS	75	80	5	25
4	D	76	80	4	16
5	DU	66	78	12	144
6	EY	75	82	7	49
7	FRS	58	74	16	256
8	HS	74	84	10	100
9	IA	74	85	11	121
10	JD	70	80	10	100
11	LH	68	86	18	324
12	MA	78	87	9	81
13	MAUD	72	82	10	100
14	MF	45	65	20	400
15	MF	65	73	8	64
16	MR	53	68	15	225
17	MSY	58	70	12	144
18	NAS	66	74	8	64
19	NM	80	88	8	64
20	OVJ	77	85	8	64
21	PS	73	81	8	64
22	PJW	75	83	8	64
23	RH	46	68	22	484
24	RS	60	75	15	225
25	SA	76	82	6	36
26	SW	50	70	20	400
27	WMT	53	72	19	361
28	WPD	50	68	8	64
29	WS	70	75	15	225
30	WS	69	75	6	36
31	YM	65	78	13	169
32	YS	70	80	10	100
	Total	∑ 2102	∑ 2467	∑ d360	∑ d² 4750

APPENDIX D

The Reliability of the Test

No	Students' Initials Name	Rater 1 (X)	Rater 2 (Y)	X ²	Y ²	XY
1.	A	80	85	6400	7225	6800
2.	AK	58	65	3364	4225	3770
3.	BA	60	65	3600	4225	3900
4.	CP	65	78	4225	6084	5070
5.	DW	70	65	4900	4225	4550
6.	DJA	60	68	3600	4624	4080
7.	DML	55	60	3025	3600	3300
8.	D	60	58	3600	3364	3480
9.	DM	55	64	3025	4096	3520
10.	DAS	60	65	3600	4225	3900
11.	EP	60	58	3600	3364	3480
12.	EF	40	55	1600	3025	2200
13.	ED	58	64	3364	4096	3721
14.	IL	65	65	4225	4225	4225
15.	IY	65	70	4225	4900	4550
16.	ISR	60	75	3600	5625	4500
17.	J	63	65	3969	4225	4095
18.	LJ	70	70	4900	4900	4900
19.	MDF	68	75	4624	5625	5100
20.	MA	62	65	3844	4225	4030
21.	MAS	64	65	4096	4225	4160
22.	NSY	58	65	3364	4225	3770
23.	NH	61	75	3721	5625	4575
24.	OA	60	78	3600	6084	4680
25.	RAS	62	67	3844	4489	4154
26.	RM	63	70	3969	4900	4410
27.	RA	64	60	4096	3600	3840
28.	RA	60	68	3600	4624	4080
29.	SB	75	60	5625	3600	4500
30.	SR	58	65	3364	4225	3770
31.	SD	78	65	6084	4225	5070
32.	SR	65	65	4225	4225	4225
	TOTAL	$\sum X$ 2002	$\sum Y$ 2138	$\sum X^2$ 126878	$\sum Y^2$ 144150	$\sum XY$ 134405

APPENDIX E

PERCENTAGE POINTS OF THE T DISTRIBUTION

Tail Probabilities									
One Tail	0.10	0.05	0.025	0.01	0.005	0.001	0.0005		
Two Tails	0.20	0.10	0.05	0.02	0.01	0.002	0.001		
D	1	3.078	6.314	12.71	31.82	63.66	318.3	637	1
E	2	1.886	2.920	4.303	6.965	9.925	22.330	31.6	2
G	3	1.638	2.353	3.182	4.541	5.841	10.210	12.92	3
R	4	1.533	2.132	2.776	3.747	4.604	7.173	8.610	4
E	5	1.476	2.015	2.571	3.365	4.032	5.893	6.869	5
E	6	1.440	1.943	2.447	3.143	3.707	5.208	5.959	6
	7	1.415	1.895	2.365	2.998	3.499	4.785	5.408	7
	8	1.397	1.860	2.306	2.896	3.355	4.501	5.401	8
O	9	1.383	1.833	2.262	2.821	3.250	4.297	4.781	9
F	10	1.372	1.812	2.228	2.764	3.169	4.144	4.587	10
	11	1.363	1.796	2.201	2.718	3.106	4.025	4.437	11
	12	1.356	1.782	2.179	2.681	3.055	3.930	4.318	12
F	13	1.350	1.771	2.160	2.650	3.012	3.852	4.221	13
R	14	1.345	1.761	2.145	2.624	2.977	3.787	4.140	14
E	15	1.341	1.753	2.131	2.602	2.947	3.733	4.073	15
E	16	1.337	1.746	2.120	2.583	2.921	3.686	4.015	16
D	17	1.333	1.740	2.110	2.567	2.898	3.646	3.965	17
O	18	1.330	1.734	2.101	2.552	2.878	3.910	3.922	18
M	19	1.328	1.729	2.093	2.539	2.861	3.579	3.883	19
	20	1.325	1.725	2.086	2.528	2.845	3.552	3.850	20
	21	1.323	1.721	2.080	2.518	2.831	3.527	3.819	21
	22	1.321	1.717	2.074	2.508	2.819	3.505	3.792	22
	23	1.319	1.714	2.069	2.500	2.807	3.485	3.768	23
	24	1.318	1.711	2.064	2.492	2.797	3.467	3.745	24
	25	1.316	1.708	2.060	2.485	2.787	3.450	3.725	25
	26	1.315	1.706	2.056	2.479	2.779	3.435	3.707	26
	27	1.314	1.703	2.052	2.473	2.771	3.421	3.690	27
	28	1.313	1.701	2.048	2.467	2.763	3.408	3.674	28
	29	1.311	1.699	2.045	2.462	2.756	3.396	3.659	29
	30	1.310	1.697	2.042	2.457	2.750	3.385	3.646	30
	32	1.309	1.694	2.037	2.449	2.738	3.365	3.622	32
	34	1.307	1.691	2.032	2.441	2.728	3.348	3.601	34
	36	1.306	1.688	2.028	2.434	2.719	3.333	3.582	36
	38	1.304	1.686	2.024	2.429	2.712	3.319	3.566	38
	40	1.303	1.684	2.021	2.423	2.704	3.307	3.551	40
	42	1.302	1.682	2.018	2.418	2.698	3.296	3.538	42
	44	1.301	1.680	2.015	2.414	2.692	3.286	3.526	44
	46	1.300	1.679	2.013	2.410	2.687	3.277	3.515	46
	48	1.299	1.677	2.011	2.407	2.682	3.269	3.505	48
	50	1.299	1.676	2.009	2.403	2.678	3.261	3.496	50
	55	1.297	1.673	2.004	2.396	2.668	3.245	3.476	55
	60	1.296	1.671	2.000	2.390	2.660	3.232	3.460	60
	65	1.295	1.669	1.997	2.385	2.654	3.220	3.447	65
	70	1.294	1.667	1.994	2.381	2.648	3.211	3.435	70
	80	1.292	1.664	1.990	2.374	2.639	3.195	3.416	80
	100	1.290	1.660	1.984	2.364	2.626	3.174	3.390	100
	150	1.287	1.655	1.976	2.351	2.609	3.145	3.357	150
	200	1.286	1.653	1.972	2.345	2.601	3.131	3.340	200
Two Tails	0.20	0.10	0.05	0.02	0.01	0.002	0.001		
One Tail	0.10	0.05	0.025	0.01	0.005	0.001	0.0005		

LESSON PLAN 1

EXPERIMENTAL GROUP

School : SMP Pemda Lubuk Pakam

Subject : English

Class/Semester : IX/I

Allocation Time : 2x45 Minutes

I. Standard Competence

To expressing variation meaning and rhetorical structure accurately and appropriately by using writing language in the context of daily life.

II. Basic Competence

To expressing variation meaning in short functional written text and simply essay of procedure text in the context of daily life.

III. Indicators

1. Writing the parts of procedure text based on the social function, generic structure and the grammatical features.
2. Writing a procedure text.

IV. Objectives

1. The students are able to write the parts of procedure text based on the social function, generic structures and the grammatical features.
2. The students are able to write a procedure text using examples non examples and the topic about “How to cook an omelet”

V. Teaching Material

1. Procedure Text.
2. Social Function: to describe how something is accomplished through a sequence of actions or steps.
3. The Generic structure of Procedure Text.
 - a. Goal: to describe how something is accomplished.
 - b. Materials: the thing needed in the case being discussed.

LESSON PLAN 2

EXPERIMENTAL GROUP

School : SMP Penda Lubuk Pakam

Subject : English

Class/Semester : IX/I

Allocation Time : 2x45 Minutes

I. Standard Competence

To expressing variation meaning and rhetorical structure accurately and appropriately by using writing language in the context of daily life.

II. Basic Competence

To expressing variation meaning in short functional written text and simply essay of procedure text in the context of daily life.

III. Indicators

1. Writing the parts of procedure text based on the social function, generic structure and the grammatical features.
2. Writing a procedure text.

IV. Objectives

1. The students are able to write the parts of procedure text based on the social function, generic structures and the grammatical features.
2. The students are able to write a procedure text using examples non examples and the topic about "How to make mango juice"

V. Teaching Material

1. Procedure Text.
2. Social Function: to describe how something is accomplished through a sequence of actions or steps.
3. The Generic structure of Procedure Text.
 - a. Goal: to describe how something is accomplished.
 - b. Materials: the thing needed in the case being discussed.

LESSON PLAN 3

EXPERIMENTAL GROUP

School : SMP Pemda Lubuk Pakam

Subject : English

Class/Semester : IX/I

Allocation Time : 2x45 Minutes

I. Standard Competence

To expressing variation meaning and rhetorical structure accurately and appropriately by using writing language in the context of daily life.

II. Basic Competence

To expressing variation meaning in short functional written text and simply essay of procedure text in the context of daily life.

III. Indicators

1. Writing the parts of procedure text based on the social function, generic structure and the grammatical features.
2. Writing a procedure text.

IV. Objectives

1. The students are able to write the parts of procedure text based on the social function, generic structures and the grammatical features.
2. The students are able to write a procedure text using examples non examples and the topic about “How to make sandwich”

V. Teaching Material

1. Procedure Text.
2. Social Function: to describe how something is accomplished through a sequence of actions or steps.
3. The Generic structure of Procedure Text.
 - a. Goal: to describe how something is accomplished.
 - b. Materials: the thing needed in the case being discussed.

LESSON PLAN 4
EXPERIMENTAL GROUP

School : SMP Pelda Lubuk Pakam

Subject : English

Class/Semester : IX/I

Allocation Time : 2x45 Minutes

I. Standard Competence

To expressing variation meaning and rhetorical structure accurately and appropriately by using writing language in the context of daily life.

II. Basic Competence

To expressing variation meaning in short functional written text and simply essay of procedure text in the context of daily life.

III. Indicators

1. Writing the parts of procedure text based on the social function, generic structure and the grammatical features.
2. Writing a procedure text.

IV. Objectives

1. The students are able to write the parts of procedure text based on the social function, generic structures and the grammatical features.
2. The students are able to write a procedure text using examples non examples and the topic about "How to make a glass of milk"

V. Teaching Material

1. Procedure Text.
2. Social Function: to describe how something is accomplished through a sequence of actions or steps.
3. The Generic structure of Procedure Text.
 - a. Goal: to describe how something is accomplished.
 - b. Materials: the thing needed in the case being discussed.

LESSON PLAN 1

CONTROL GROUP

School : SMP Penda Lubuk Pakam

Subject : English

Class/Semester : IX/I

Allocation Time : 2x45 Minutes

I. Standard Competence

To expressing variation meaning and rhetorical structure accurately and appropriately by using writing language in the context of daily life.

II. Basic Competence

To expressing variation meaning in short functional written text and simply essay of procedure text in the context of daily life.

III. Indicators

1. Writing the parts of procedure text based on the social function, generic structure and the grammatical features.
2. Writing a procedure text.

IV. Objectives

1. The students are able to write the parts of procedure text based on the social function, generic structures and the grammatical features.
2. The students are able to write a procedure text using lecture method and topic about “How to cook an omelet”

V. Teaching Material

1. Procedure Text.
2. Social Function: to describe how something is accomplished through a sequence of actions or steps.
3. The Generic structure of Procedure Text.
 - a. Goal: to describe how something is accomplished.

LESSON PLAN 2

CONTROL GROUP

School : SMP Penda Lubuk Pakam

Subject : English

Class/Semester : IX/I

Allocation Time : 2x45 Minutes

I. Standard Competence

To expressing variation meaning and rhetorical structure accurately and appropriately by using writing language in the context of daily life.

II. Basic Competence

To expressing variation meaning in short functional written text and simply essay of procedure text in the context of daily life.

III. Indicators

1. Writing the parts of procedure text based on the social function, generic structure and the grammatical features.
2. Writing a procedure text.

IV. Objectives

1. The students are able to write the parts of procedure text based on the social function, generic structures and the grammatical features.
2. The students are able to write a procedure text using examples non examples and the topic about "How to make mango juice"

V. Teaching Material

1. Procedure Text.
2. Social Function: to describe how something is accomplished through a sequence of actions or steps.
3. The Generic structure of Procedure Text.
 - a. Goal: to describe how something is accomplished.
 - b. Materials: the thing needed in the case being discussed.

LESSON PLAN 3

CONTROL GROUP

School : SMP Pelda Lubuk Pakam

Subject : English

Class/Semester : IX/I

Allocation Time : 2x45 Minutes

I. Standard Competence

To expressing variation meaning and rhetorical structure accurately and appropriately by using writing language in the context of daily life.

II. Basic Competence

To expressing variation meaning in short functional written text and simply essay of procedure text in the context of daily life.

III. Indicators

1. Writing the parts of procedure text based on the social function, generic structure and the grammatical features.
2. Writing a procedure text.

IV. Objectives

1. The students are able to write the parts of procedure text based on the social function, generic structures and the grammatical features.
2. The students are able to write a procedure text using lecture method and the topic about "How to make sandwich"

V. Teaching Material

1. Procedure Text.
2. Social Function: to describe how something is accomplished through a sequence of actions or steps.
3. The Generic structure of Procedure Text.
 - a. Goal: to describe how something is accomplished.
 - b. Materials: the thing needed in the case being discussed.

LESSON PLAN 4

CONTROL GROUP

School : SMP Penda Lubuk Pakam

Subject : English

Class/Semester : IX/I

Allocation Time : 2x45 Minutes

I. Standard Competence

To expressing variation meaning and rhetorical structure accurately and appropriately by using writing language in the context of daily life.

II. Basic Competence

To expressing variation meaning in short functional written text and simply essay of procedure text in the context of daily life.

III. Indicators

1. Writing the parts of procedure text based on the social function, generic structure and the grammatical features.
2. Writing a procedure text.

IV. Objectives

1. The students are able to write the parts of procedure text based on the social function, generic structures and the grammatical features.
2. The students are able to write a procedure text using lecture method and the topic about "How to make orange juice"

V. Teaching Material

1. Procedure Text.
2. Social Function: to describe how something is accomplished through a sequence of actions or steps.
3. The Generic structure of Procedure Text.
 - a. Goal: to describe how something is accomplished.
 - b. Materials: the thing needed in the case being discussed.



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI MEDAN
FAKULTAS BAHASA DAN SENI

Jln. Willem Iskandar Pasar V Medan Estate 20221 Telp. (061) 6623942
E-mail : fbs.unimed@gmail.com

Nomor : 206 /UN.33.2.1/PL/2014
Lampiran :
Hal : Permohonan izin Penelitian

Kepada Yth.
Kepala Sekolah SMP Pemda Lubuk Pakam
di
Jl. Tengku Raja Muda No. 11 Lubuk Pakam

Diberitahukan dengan hormat bahwa seorang mahasiswa dari Fakultas kami bermaksud akan mengadakan penelitian di Sekolah SMP Pemda Lubuk Pakam untuk memperoleh data menyusun Tugas Akhir, dengan judul:

**The Effect of Applying Examples Non Examples Method on
Students' Achievement in writing Procedure Text**

Mahasiswa dimaksud adalah :

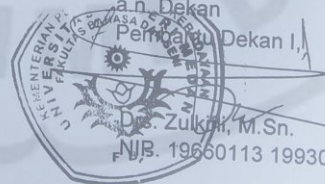
Nama : Fauzi Rizki Ananda
NIM : 2101121019
Jurusan/ Program Studi : Bahasa dan Sastra Inggris/Pendidikan Bahasa Inggris

Untuk dapat terlaksananya maksud tersebut kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.

Medan, 16 Juli 2014

Dean
Perwakilan Dekan I,



Tembusan:

1. Ketua Jurusan / Sekretaris Jurusan
2. Ketua Prodi
3. Dosen Pembimbing Skripsi

UNIVERSITY



**SEKOLAH MENENGAH PERTAMA (SMP)
PEMBANGUNAN DAERAH (PEMDA) LUBUK PAKAM
KAB. DELI SERDANG**

= TERAKREDITAS B =

NDS.2007010190

NSS. 204070116370

Alamat : Jln. T. Raja Muda No. 11 Lubuk Pakam Telp. 061-7955072 Kode Pos 20511

SURAT KETERANGAN

Nomor : 502/02.09/099/SMP-PEMDA/PP/VIII/2014

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Pertama (SMP) Pembangunan Daerah Lubuk Pakam Kabupaten Deli Serdang menerangkan bahwa :

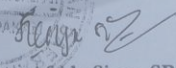
Nama : Fauzi Rizki Ananda
N I M : 2101121019
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Asal : Universitas Negeri Medan (UNIMED)

Benar telah melaksanakan Penelitian untuk memperoleh data menyusun Tugas Akhir, dengan judul " The Effect of Applying Examples Non Examples Method on Students' Achievement in writing Procedeuce Text ".

Demikianlah Surat Keterangan ini diperbuat untuk dapat dipergunakan seperlunya.

Lubuk Pakam, 13 Agustus 2014

Kepala Sekolah


T. Lisya Afrida Sinar, SPd

THE
Character Building
UNIVERSITY

BIOGRAPHY

The writer's name is Fauzi Rizki Ananda, he was born on March, 30th 1992 in Kotapinang District, Labuhan Batu Selatan Regency, North Sumatra. He is Indonesian and a Moslem. His parents (alm. Irwandi 'Father' and Paridah Hanum Siregar 'Mother') live in Aek Batu. He has four sisters. His email address is fauzi.rizkiananda@yahoo.com.

His formal education was started from Elementary School SD from 1999-2001, and he moved to SD Negeri No. 116251 Desa Asam Jawa from 2001-2004. Then, he continued his Junior High School in PONPES AHMADUL JARIAH Kotapinang and he moved to MTS ISLAMIAH Kotapinang from 2005-2007. And then, he finished his Senior High School in MAS ISLAMIAH Kotapinang from 2007 – 2010. After that, in 2010, he continued his education in English Education, Faculty of Languages and Arts, State University of Medan (UNIMED). He accomplished his Degree of Sarjana Pendidikan in 2014. As long as his education in UNIMED, he got an award in 2010 as the runner up Badminton, then he also got an award in 2011 as the runner up Futsal HMI-BSI Cup, then also he got an award in 2012 as the runner up Futsal FBS Cup, and again he also got an award in 2013 as the runner up Futsal PPL Cup.

He joined and followed some organizations, in 2010-2014, he joined with PB. Hanim Badminton Club.

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