



Picture 4. The students write procedure text by using picture series



Picture 5. The students write procedure text by using picture series

## Appendix 20


## Instrument Validation Results

## HASIL VALIDASI INSTRUMEN PENELITIAN TA

Nama Mahasiswa : Pidi Sumitro  
 NIM : 200407138  
 Judul TA : Teaching Writing Procedure Text Through Picture Series for Eleventh Grade Students at Senior High School 1 Tempunak

No.	Variabel	Saran/Tanggapan
1.	Observation sheet	instrumen layak digunakan untuk penelitian
2.	Interview Guideline	instrumen layak digunakan untuk penelitian
3.	field note	instrumen layak digunakan untuk penelitian
4.	Video	instrumen layak digunakan untuk penelitian
5.	Test	instrumen layak digunakan untuk penelitian
6.	Lesson Plan	instrumen layak digunakan untuk penelitian
Komentar Umum/Lain-lain:		

Sintang, 01 Maret 2024  
 Validator,

  
Ferdinanda Iru Meo, M.Pd  
 NIDN. 1131129102

	example of a picture series related to how to make a drink	of making a drink in the picture shown by the teacher	
	m. The teacher gives instructions for the next activity	m. Students listen carefully to the instructions from the teacher	
	n. The teacher asks the students to form groups of 3-4 people in one group.	n. Students form groups of 3-4 people in one group	
	o. The teacher asks students to create a good procedure text based on a series of pictures.	o. Students create well a procedure text based on the picture series	
	p. The teacher asks the students to collect their work	p. Students collect their work	
Closing Activities	d. The teacher concludes the learning in this meeting	d. Students listen carefully to the conclusion of the learning at this meeting from the teacher	10 Minutes
	e. The teacher asks the students to give a brief understanding of the learning in this meeting	e. Students give their brief understanding on the learning at this meeting	
	f. The teacher greetings and asks students to pray to conclude the learning on this meeting.	f. Students respond greetings and pray as a closing of learning at this meeting	

Sintang, March 04, 2024

The researcher



Pidi Sumitro

NIM. 200407138

Approved:

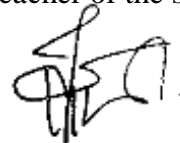
The Chair of SMA 01 Tempunak



A. M. Syahudin, S.Pd., M.MPd.

NIP. 19661124 199702 1 002

Teacher of the subject



Irma Mulyetti, S.S

NIP.197301072010012003

<b>Assessment</b>	
Attitude Assessment	Attitude assessment is obtained from the results of observations during learning activities (attitude assessment in the form of: Active, cooperation, and creative)
Formative Assessment	Formative assessment is obtained from individual assignments in the form of project assessments. (( <i>Instrument and assessment rubric attached</i> ))
<b>Learner Reflection Learner &amp; Teacher</b>	
Teacher Reflection	3. Have the learning objectives been achieved? 4. Do learners cooperate well in discussion activities?
Learner Reflection	3. What is the material that is difficult to understand? 4. What activities are difficult to complete?
<b>Students Worksheet</b> ( <i>attached</i> )	
<b>Teacher reading materials and learners</b>	
Material Summary	<b>5. What is procedure text?</b> Procedure text is a kind of text that shows a series of orders of making something, doing something or getting somewhere.
	<b>6. What is Recipe Procedure Text</b> <i>Example:</i> How to make Juice Apple <ul style="list-style-type: none"> <li>• It is a part of procedure text.</li> <li>• It is a list of ingredients and a set of instructions that tell you how to cook something.</li> </ul>
	<b>7. Generic structure of Recipe Procedure Text</b> <ol style="list-style-type: none"> <li>4) Goal/Aim It contains the purpose how to make something.</li> <li>5) Ingredients This part describes the elements we need to make something.</li> <li>6) Steps This part describes the set of instructions.</li> </ol> <b>8. Language features of Recipe</b> <ul style="list-style-type: none"> <li>• Using simple present tense.</li> </ul>

	<ul style="list-style-type: none"> <li>• Using adverbial of sequence or using temporal adjective.</li> <li>• Using imperative sentences or command.</li> <li>• Using adverb of time to express details of time.</li> </ul>
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<b>Glossary</b>	
Sosial function	The purpose of writing a text in society
Structure	The general order and form of a narrative
Language feature	Grammar/writing
<b>Reference</b>	
Internet	<p>Canva.com</p> <p><a href="https://www.zenius.net/blog/procedure-text">https://www.zenius.net/blog/procedure-text</a></p> <p><a href="https://youtu.be/IuNUsIyvUrk?si=rEwmTEBFIndodFFg">https://youtu.be/IuNUsIyvUrk?si=rEwmTEBFIndodFFg</a></p>

## Appendix 4

## Result of observations sheet (cycle one)

## Observation Sheet for Student

Education units : SMA Negeri 1 Tempunak Observer: Irma Mulyetji, S.S  
 Subject : English Meeting: First Meeting (cycle one)  
 Class/semester : XI/2 (Genap)  
 Sub material : Procedure Text  
 Time allocation : 2x35  
 Date and time : Tuesday, March 19, 2024

No	Aspect	Indicator	Rating			
			1	2	3	4
1	Preliminary activities	a. Students give certain respond to the greeting in English and Indonesia				✓
		b. Students pray before starting the lesson				✓
		c. Students listen carefully and give some response to brainstorming given by teacher		✓		
2	Main activities	a. Students pay attention to the teacher's explanation about the definition, social function, generic structure, and language features of procedure text	✓			
		b. Students observe well the picture given by the teacher		✓		
		c. Students mention the steps of the example of picture series		✓		
		d. Students respond thoughtfully about their understanding of procedure texts during in-class activities using a picture series	✓			
		e. Students are enthusiastic and active to participate in teaching and learning activities through picture series media.		✓		
		f. Students can match the picture series with the sentence correctly			✓	
3	Closing activities	a. Students listen carefully to the conclusion of the learning at this meeting from the teacher		✓		
		b. Students give their brief understanding on the learning at this meeting	✓			
		c. Students respond greetings and pray as a closing of learning at this meeting				✓

	h. The teacher assigns picture series randomly	h. Students observe well the picture given by the teacher	
	i. The teacher asks the students to mention the steps of the example of a series drawing.	i. Students mention the steps of the example of picture series	
	j. The teacher asks students to respond thoughtfully about their understanding of procedure texts during an in-class activity using a picture series that displays the features of procedure texts.	j. Students respond thoughtfully about their understanding of procedure texts during in-class activities using a picture series features of procedure text	
	k. The teacher gives an example of a picture series related to the procedural text material on how to make a drink through a picture series.	k. Students are enthusiastic and active to participate in teaching and learning activities through picture series media.	
	l. The teacher asks the students to match the series pictures with the sentences correctly.	l. Students can match the picture series with the sentence correctly	
Closing activities	d. The teacher concludes the learning in this meeting	d. Students listen carefully to the conclusion of the learning at this meeting from the teacher	10 minutes
	e. The teacher asks the students to give a brief understanding of the learning in this meeting	e. Students give their brief understanding on the learning at this meeting	
	f. The teacher greetings and asks students to pray to	f. Students respond greetings and pray as a closing of	



	conclude the learning on this meeting.	learning at this meeting	
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Learning Activities			
Second meeting			
Stages	Teacher Activities	Learner Activities	Time Allocation
Preliminary activities	d. The teacher greets the students with Indonesian and English	d. Students give certain respond to the greeting in English and Indonesia	10 Minutes
	e. The teacher asks the students to pray before starting the lesson	e. Students pray before starting the lesson	
	f. The teacher gives brainstorming to students	f. Students listen carefully and give some response to brainstorming given by teacher	
Main activities	i. The teacher reminds the students about the procedure text material	i. Students listen carefully when the teacher reminds them about the procedure text material	50 Minutes
	j. The teacher asks about students' understanding of the explanation of the text procedure material.	j. Students gave responses on some questions given by the teacher	
	k. The teacher gives examples of picture series related to text procedure material	k. Students pay close attention to the picture series example given by the teacher	
	l. The teacher gives an	l. Students mention the steps	

### Observation Sheet for Student

Education units : SMA Negeri 1 Tempunak    Observer: Irma Mulyetti, S.S  
 Subject : English    Meeting: *Second Meeting (cycle one)*  
 Class/semester : XI/2 (Genap)  
 Sub material : Procedure Text  
 Time allocation : 2x35  
 Date and time : *Tuesday, March 20, 2024*

No	Aspect	Indicator	Rating			
			1	2	3	4
1	Preliminary activities	a. Students give certain respond to the greeting in English and Indonesia				✓
		b. Students pray before starting the lesson				✓
		c. Students listen carefully and give some response to brainstorming given by teacher		✓		
2	Main activities	a. Students listen carefully when the teacher reminds them about the procedure text material		✓		
		b. Students gave responses on some questions given by the teacher		✓		
		c. Students pay close attention to the picture series example given by the teacher			✓	
		d. Students mention the steps of making drink in the picture shown by the teacher	✓			
		e. Students listen carefully to the instructions from the teacher			✓	
		f. Students form groups of 3-4 people in one group				✓
		g. Students create well a procedure text based on the picture series			✓	
		h. Students collect their work				✓
3	Closing activities	a. Students listen carefully to the conclusion of the learning at this meeting from the teacher		✓		
		b. Students give their brief understanding on the learning at this meeting		✓		

		c. Students respond greetings and pray as a closing of learning at this meeting					✓
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Rating scale of observation

Point	Rating Scale	Description
1	Strongly disagree	1 to 5 students do the activity
2	Disagree	6 to 10 students do the activity
3	Agree	11 to 18 students do the activity
4	Strongly Agree	19-23 students do the activity

In this research, the researcher will use the formula below to calculate the observation score from the observation sheet for students:

$$\text{Score} = \frac{\text{obtained score}}{\text{total score}} \times 100$$

Sintang, March 26, 2024

Observer



**Irma Mulveti, S.S**  
NIP.197301072010012003

## Appendix 5

## Result of observation sheet (cycle two)

## Observation Sheet for Student

Education units : SMA Negeri 1 Tempunak Observer: Irma Mulyetti, S.S  
 Subject : English Meeting: First Meeting (cycle Two)  
 Class/semester : XI/2 (Genap)  
 Sub material : Procedure Text  
 Time allocation : 2x35  
 Date and time : Tuesday, April 02, 2014

No	Aspect	Indicator	Rating			
			1	2	3	4
1	Preliminary activities	a. Students give certain respond to the greeting in English and Indonesia				✓
		b. Students pray before starting the lesson				✓
		c. Students listen carefully and give some response to brainstorming given by teacher			✓	
2	Main activities	a. Students pay attention to the teacher's explanation about the definition, social function, generic structure, and language features of procedure text				✓
		b. Students observe well the picture given by the teacher				✓
		c. Students mention the steps of the example of picture series			✓	
		d. Students respond thoughtfully about their understanding of procedure texts during in-class activities using a picture series			✓	
		e. Students are enthusiastic and active to participate in teaching and learning activities through picture series media				✓
		f. Students can match the picture series with the sentence correctly			✓	
3	Closing activities	a. Students listen carefully to the conclusion of the learning at this meeting from the teacher				✓
		b. Students give their brief understanding on the learning at this meeting			✓	
		c. Students respond greetings and pray as a closing of learning at this meeting				✓

## Rating scale of observation

Point	Rating Scale	Description
1	Strongly disagree	1 to 5 students do the activity
2	Disagree	6 to 10 students do the activity
3	Agree	11 to 18 students do the activity
4	Strongly Agree	19-23 students do the activity

In this research, the researcher will use the formula below to calculate the observation score from the observation sheet for students:

$$\text{Score} = \frac{\text{obtained score}}{\text{total score}} \times 100$$

Sintang, April 02, 2024

Observer



**Irma Mulveti, S.S**  
NIP.197301072010012003

## Appendix 6

## Result field notes (cycle one)

## Field notes

Date and time : Tuesday, March 19, 2024  
 Education units : SMA Negeri 1 Tempunak  
 Class/semester : XI/Genap  
 Topic : Procedure Text  
 Cycle : One (First Meeting)  
 Time Allocation : 2X35 minutes

Activities	Description
Pre-activities	A. Strengthen - Almost all students answer greetings and pray before starting learning
	B. Weaknesses - Students look passive towards the brainstorming given by the teacher
Main-activities	A. Strengthen - Most students are actively involved in matching picture series with sentences

	<p>B. Weaknesses</p> <ul style="list-style-type: none"> <li>- most students do not pay attention to the teacher's explanation</li> <li>- some of the students still passive in the class</li> <li>- The class is still noisy</li> <li>- some students are seen playing with their phones</li> </ul>
Post-activities	<p>A. Strengthen</p> <ul style="list-style-type: none"> <li>- Almost all students answer greetings from the teacher and play before closing the class.</li> </ul>
	<p>B. Weaknesses</p> <ul style="list-style-type: none"> <li>- students look busy with their own activities</li> <li>- students look passive and unable to give opinions</li> </ul>

Sintang, March 19, 2024

Observer



Irma Mulyetti, S.S  
NIP.197301072010012003

**Transcript interview cycle one**

Name of student: MMV

R: What do you think about when writing a procedure text?

S: My tribe writes procedure texts but is a little confused when writing in English.

R: What do you think about picture series? Have you ever used picture series in learning English?

S: Never sir, but it really helps me in writing procedure texts.

R: Do you like writing through picture series?

S: I like it because it helps me a lot.

R: Do you feel fun and enjoy during the teaching and learning process through picture series?

S: It's fun and I enjoy it.

R: Do you think the learning process using picture series help you improve your writing skills?

S: Very helpful.

Interviewer

A handwritten signature in black ink, appearing to be 'Pidi Sumitro', enclosed within a thin black rectangular border.

Pidi Sumitro



	<p>B. Weaknesses</p> <ul style="list-style-type: none"> <li>- the noise cannot be avoided</li> <li>- sometimes they play with their friend</li> <li>- the students still passive</li> </ul>
Post-activities	<p>A. Strengthen</p> <ul style="list-style-type: none"> <li>- Almost all students answer greetings from the teacher and pray before closing the class.</li> </ul> <p>B. Weaknesses</p> <ul style="list-style-type: none"> <li>- most students do not attention to the teacher's conclusion</li> <li>- students look busy with their own activities</li> <li>- most of the students could not give their opinion about the learning in this meeting</li> </ul>

Sintang, March 26 2024

Observer



Irma Mulvetti, S.S  
NIP.197301072010012003

## Appendix 7

### Result of field notes (cycle two)

#### Field notes

Date and time : Tuesday, April 02, 2024  
 Education units : SMA Negeri 1 Tempunak  
 Class/semester : XI/Genap  
 Topic : Procedure Text  
 Cycle : two (first meeting)  
 Time Allocation : 2X35 minutes

Activities	Description
Pre-activities	A. Strengthen - Almost all students answer the greeting given by the teacher - students are already active when the teacher gives a brain storm
	B. Weaknesses - some students did not respond to the brainstorm given by the teacher
Main-activities	A. Strengthen - the students are enthusiastic to participate in learning activities through picture series - students participation in learning activities increased significantly - Almost all students can match the picture series with the sentence correctly

Name :

Class :

Sort the pictures into an order then create a procedural text based on the pictures you get. Pay attention to its purpose, general structure, and language features.



First, prepare all the necessary ingredients, namely, flour, sugar, butter, and eggs.

Onto ungreased cookie sheets, drop dough by rounded tablespoonfuls 2 inches apart.

Then, beat in egg and vanilla until smooth. Stir in flour mixture just until blended (dough will be stiff). Stir in chocolate chips and nuts.

Second, heat oven to 375°F. In small bowl, mix flour, baking soda and salt then set aside

*Students' worksheet meeting 1*



*Questions related to the picture.*

What do you think about the picture? what is it?

Have you ever made it?

Do you know how to make it?



***Please match the picture series with the sentences below correctly.***

Next, bake 8 to 10 minutes or until light brown (centers will be soft).

Then, cool 2 minutes; remove from cookie sheet to cooling rack.

Finally, cool completely, about 30 minutes. Store covered in airtight container.

*Students' worksheet meeting 1*



*Questions related to the picture.*

What do you think about the picture? what is it?

Have you ever made it?

Do you know how to make it?



***Please match the series pictures with the sentences below correctly.***

Second, slice the lemon into piece.

Next, pour hot water into the glass containing the tea.

Next, heat the water for 5 minutes.

First, prepare the ingredients.

**Appendix 2**

**Learning module cycle one**

**ENGLISH TEACHING MODULE**

**PROCEDURE TEXT**



**PROCEDURED BY:**

**Pidi Sumitro**

**NIM: 200407138**

**SMA NEGERI 1 TEMPUNAK**

<i>perspectives. They employ self-correction and repair strategies, and use non-verbal elements such as gestures, speed and pitch to be understood in most contexts.</i>		<i>print and digital forms.</i>
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### Alur Tujuan Pembelajaran

#### Kelas: 11

<b>Alur Tujuan Pembelajaran</b>	<b>Elemen</b>  (tuliskan elemen yang termuat dalam Tujuan Pembelajaran)	<b>Referensi/Catatan/Inspirasi Adaptasi</b>
F.1 Merespon pertanyaan terbuka dalam berbagai situasi dan tujuan.	Menyimak/Berbicara	Menggunakan strategi memulai, mempertahankan dan menyimpulkan percakapan dan diskusi.
F.2 Merespon opini terkait isu-isu sosial, minat, perilaku dan nilai-nilai.	Menyimak/Berbicara	



<p><b>Mata Pelajaran: Bahasa Inggris</b></p> <p><b>Fase: F</b></p> <p><b>Penulis: Irma Mulyetti, S.s</b></p> <p><b>Instansi: SMA Negeri 1 Tempunak</b></p>	<p><b>Capaian Fase F</b></p> <p>Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi dan untuk kesenangan. Pemahaman mereka terhadap teks tulisan semakin mendalam. Keterampilan inferensi tersirat ketika memahami informasi, dan kemampuan evaluasi berbagai jenis teks dalam bahasa Inggris sudah berkembang. Mereka memproduksi teks lisan dan tulisan serta visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Peserta didik memproduksi beragam teks tulisan dan visual, fiksi maupun non-fiksi dengan kesadaran terhadap tujuan dan target pembaca/pemirsa.</p>
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Alur Tujuan Pembelajaran merupakan sebuah rangkaian sistemik yang menjadi panduan perencanaan dan pengaturan pembelajaran dan asesmen secara garis besar untuk jangka waktu satu tahun. Alur Tujuan Pembelajaran juga digunakan untuk menentukan modul ajar yang kita kembangkan ataupun yang kita pilih.

Alur Tujuan Pembelajaran fase F di bawah ini merupakan rancangan yang diaplikasikan pada sekolah kami. Sebagai salah satu Sekolah Menengah Atas swasta di kawasan Bandung Timur, sekolah kami mengusung profil *Global Interactive school*, dimana para

# Appendices

peserta didik diharapkan memiliki wawasan global yang didukung oleh kecakapan berbahasa Inggris yang baik. Peserta didik berasal dari berbagai Sekolah Menengah Pertama negeri dan swasta yang membekali mereka dengan kemampuan berbahasa Inggris yang beragam pula. Hal ini mendorong kreatifitas dalam mengembangkan pola pengajaran yang bertujuan untuk mengoptimalkan potensi setiap siswa. Sebagai sekolah yang berdiri tahun 2017, beberapa sarana dan prasarana penunjang belum tersedia, namun sekolah terus berupaya memenuhi kebutuhan daya dukung tersebut. Selain itu, terdapat beberapa program penunjang pembelajaran Bahasa Inggris diantaranya *English Day* dan *Additional English Classes*.

Elemen Capaian Pembelajaran (Tuliskan Kalimat Capaian Pembelajaran)

Menyimak - Berbicara	Membaca dan Memirsa	Menulis dan Mempresentasikan
<p>Pada akhir Fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat,</p>	<p>Pada akhir Fase F, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, dan diskusi secara mandiri. Mereka membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. Mereka mencari, membuat sintesis dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi</p>	<p>Pada akhir Fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar, dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosakata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk</p>

<p>perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan pemuda.</p> <p>Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks.</p> <p><i>By the end of Phase F, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to open-ended questions and use strategies to initiate, sustain and conclude conversations and discussion.</i></p> <p><i>They understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics. They use English to express opinions on social issues and to discuss youth-related interests, behaviours and values across cultural contexts. They give and justify opinions, make comparisons and evaluate</i></p>	<p>tersirat dalam teks.</p> <p><i>By the end of Phase F, students independently read and respond to a wide range of texts such as narratives, descriptives, expositions, procedures, argumentatives and discussions. They read to learn and read for pleasure. They locate, synthesize and evaluate specific details and gist from a range of text genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They demonstrate an understanding of the main ideas, issues or plot development in a range of texts. They identify the author's purpose and make inference to comprehend implicit information in the text.</i></p>	<p>waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang</p> <p>berbeda-beda, dalam bentuk cetak dan digital.</p> <p><i>By the end of Phase F, students independently write an extensive range of fictional and factual text types, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation, capitalization and tenses. They express complex ideas and use a wide range of vocabulary and verb tenses in their writing. They include topic sentences in their paragraphs and use time markers for sequencing, also conjunctions, connectives and pronoun references for linking or contrasting ideas between and within paragraphs. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in</i></p>
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F.3 Mengidentifikasi ide pokok dan detail dari diskusi atau presentasi	Menyimak/Berbicara	
F.4 Merespon beberapa jenis teks.	Membaca/Memirsa	Teks deskriptif, prosedur, dan eksposisi. Teks dapat berbentuk cetak atau digital.
F.5 Memahami ide pokok, isu-isu atau pengembangan plot dalam berbagai teks.	Membaca/Memirsa	
F.6 Mengidentifikasi tujuan penulis	Membaca/Memirsa	
F.7 Merespon berbagai jenis teks fiksi dan faktual	Menulis/Mempresentasikan	Teks deskriptif, prosedur, dan eksposisi. Teks dapat berbentuk cetak atau digital.
F.8 Menulis ulang beberapa jenis teks.	Menulis/Mempresentasikan	Termasuk koreksi dalam hal tanda baca ( <i>Punctuation</i> ), huruf kapital ( <i>Capitalization</i> ) dan tata bahasa ( <i>Structure</i> ).  Kompetensi yang harus dipenuhi terlebih dahulu adalah menulis beberapa jenis teks lalu membuat ulasannya secara detail.

## TEACHING MODULE FOR ENGLISH

### PROCEDURE TEXT CYCLE ONE

GENERAL INFORMATION	
<b>A. SCHOOL IDENTITY</b>	
Name Of Teacher	Pidi Sumitro
School	SMA Negeri 1 Tempunak
Academic Year	2023-2024
School Level	Senior High School
Class	XI
Phase	F
Subject	English
Sub-material	Procedure Text
Time Allocation	2x35
Outcome Element	<p><b>Writing - Presenting:</b> By the end of Phase F, learners write a range of fiction and factual text types independently, showing learners' awareness of purpose and target audience. They plan, write, review and rewrite a range of text types demonstrating self-correcting strategies, including punctuation, capitalization and grammar. They convey complex ideas and use a diverse range of vocabulary and grammar in their writing. They write main sentences in their paragraphs and use time signatures for order, as well as conjunctions, conjunctions and third person pronouns to connect or contrast ideas between and within paragraphs. They present information using a variety of presentation modes to suit different audiences and to achieve different purposes, in print and digitally.</p>
<b>B. Initial Competency</b>	<ol style="list-style-type: none"> <li>1. Definition of Procedure Text</li> <li>2. Social Function of Procedure Text</li> <li>3. Make the simple procedure Text</li> </ol>

### C. Profile of Pancasila Students

Cooperation	Work together to find more information about the material
Independent	Gather information to explain the problem
Critical Thinking	Able to analyze the social purpose of the given procedure text and can relate it to daily life and analyze the linguistic elements of the text.
Believing, fearing God Almighty, and having Noble Character	Able to respect other people's opinions in a discussion forum

### D. Learning Strategy

Learning Model	Discovery Learning
Learning Methods	Scientific Approach
Learning Media	1. Series of picture about procedure text 2. Some procedure of the text
Facilities and Infrastructure	laptop, marker, whiteboard
Target Learners	Grade 11 students are able to create procedural text through picture series media

### Core Components

#### A. Learning Objectives

##### Writing-presenting:

1. Learners are able to write a simple procedure text through picture series media by using their own sentences, as well as with correct text structure and language.
2. Learners present the results of the procedure text that has been made by themselves

#### B. Meaningful Understanding

At the end of the lesson, the students are expected to able to write a simple short essay in the form

of a procedure text accurately, fluently, and appropriately

### C. Sparking Question

1. What is your favorite food?
2. How do you make an instant noodle?
3. What do you know about procedure text?

### D. Learning Preparation

1. Teachers prepare teaching materials through picture series media
2. Teacher prepares student worksheet
3. Teacher develop the assessment instruments used

### Learning Activities

#### First Meeting

Stages	Teacher Activities	Learner Activities	Time Allocation
Preliminary activities	a. The teacher greets the students with Indonesian and English.	a. Students give certain respond to the greeting in English and Indonesia	10 Minutes
	b. The teacher asks the students to pray before starting the lesson	b. Students pray before starting the lesson	
	c. The teacher gives brainstorming to students	c. Students listen carefully and give some response to brainstorming given by teacher	
Main Activities	a. The teacher explains the procedural text material about definition, social function, general structure, and linguistic features.	a. Students pay attention to the teacher's explanation about the definition, social function, generic structure, and language features of	50 Minutes



		procedure text	
	b. The teacher assigns picture series randomly	b. Students observe well the picture given by the teacher	
	c. The teacher asks the students to mention the steps of the example of a series drawing.	c. Students mention the steps of the example of picture series	
	d. The teacher asks students to respond thoughtfully about their understanding of procedure texts during an in-class activity using a picture series that displays the features of procedure texts.	d. Students respond thoughtfully about their understanding of procedure texts during in-class activities using a picture series features of procedure text	
	e. The teacher gives an example of a picture series related to the procedural text material on how to make a drink through a picture series.	e. Students are enthusiastic and active to participate in teaching and learning activities through picture series media.	
	f. The teacher asks the students to match the series pictures with the sentences correctly.	f. Students can match the picture series with the sentence correctly	
Closing activities	a. The teacher concludes the learning in this meeting	a. Students listen carefully to the conclusion of the learning at this meeting from the teacher	10 minutes
	b. The teacher asks the students to give a brief understanding of the learning in this meeting	b. Students give their brief understanding on the learning at this meeting	

	c. The teacher greetings and asks students to pray to conclude the learning on this meeting.	c. Students respond greetings and pray as a closing of learning at this meeting	
--	--	---	--

Learning Activities			
Second meeting			
Stages	Teacher Activities	Learner Activities	Time Allocation
Preliminary activities	a. The teacher greets the students with Indonesian and English	a. Students give certain respond to the greeting in English and Indonesia	10 Minutes
	b. The teacher asks the students to pray before starting the lesson	b. Students pray before starting the lesson	
	c. The teacher gives brainstorming to students	c. Students listen carefully and give some response to brainstorming given by teacher	
Main activities	a. The teacher reminds the students about the procedure text material	a. Students listen carefully when the teacher reminds them about the procedure text material	50 Minutes
	b. The teacher asks about students' understanding of the explanation of the text procedure material.	b. Students gave responses on some questions given by the teacher	
	c. The teacher gives examples of picture series related to text procedure material	c. Students pay close attention to the picture series example	

		given by the teacher	
	d. The teacher gives an example of a picture series related to how to make a drink	d. Students mention the steps of making a drink in the picture shown by the teacher	
	e. The teacher gives instructions for the next activity	e. Students listen carefully to the instructions from the teacher	
	f. The teacher asks the students to form groups of 3-4 people in one group.	f. Students form groups of 3-4 people in one group	
	g. The teacher asks students to create a good procedure text based on a series of pictures.	g. Students create well a procedure text based on the picture series	
	h. The teacher asks the students to collect their work	h. Students collect their work	
Closing Activities	a. The teacher concludes the learning in this meeting	a. Students listen carefully to the conclusion of the learning at this meeting from the teacher	10 Minutes
	b. The teacher asks the students to give a brief understanding of the learning in this meeting	b. Students give their brief understanding on the learning at this meeting	
	c. The teacher greetings and asks students to pray to conclude the learning on this meeting.	c. Students respond greetings and pray as a closing of learning at this meeting	

Sintang, March 04, 2024

The researcher

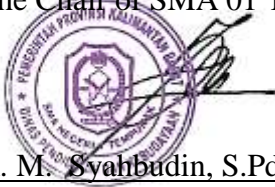


Pidi Sumitro

NIM. 200407138

Approved:

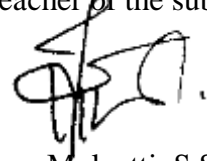
The Chair of SMA 01 Tempunak



A. M. Syahbudin, S.Pd., M.MPd.

NIP. 19661124 199702 1 002

Teacher of the subject



Irma Mulyetti, S.S

NIP.197301072010012003

<b>Assessment</b>	
Attitude Assessment	Attitude assessment is obtained from the results of observations during learning activities (attitude assessment in the form of: Active, cooperation, and creative)
Formative Assessment	Formative assessment is obtained from individual assignments in the form of project assessments. (( <i>Instrument and assessment rubric attached</i> ))
<b>Learner Reflection Learner &amp; Teacher</b>	
Teacher Reflection	<ol style="list-style-type: none"> <li>1. Have the learning objectives been achieved?</li> <li>2. Do learners cooperate well in discussion activities?</li> </ol>
Learner Reflection	<ol style="list-style-type: none"> <li>1. What is the material that is difficult to understand?</li> <li>2. What activities are difficult to complete?</li> </ol>
<b>Students Worksheet</b> ( <i>attached</i> )	
<b>Teacher reading materials and learners</b>	
Material Summary	<b>1. What is procedure text?</b> Procedure text is a kind of text that shows a series of orders of making something, doing something or getting somewhere.
	<b>2. What is Recipe Procedure Text</b> <i>Example:</i> How to make Juice Apple <ul style="list-style-type: none"> <li>• It is a part of procedure text.</li> <li>• It is a list of ingredients and a set of instructions that tell you how to cook something.</li> </ul>
	<b>3. Generic structure of Recipe Procedure Text</b> <ol style="list-style-type: none"> <li>1) Goal/Aim It contains the purpose how to make something.</li> <li>2) Ingredients This part describes the elements we need to make something.</li> <li>3) Steps This part describes the set of instructions.</li> </ol>
	<b>4. Language features of Recipe</b> <ul style="list-style-type: none"> <li>• Using simple present tense.</li> </ul>

	<ul style="list-style-type: none"> <li>• Using adverbial of sequence or using temporal adjective.</li> <li>• Using imperative sentences or command.</li> <li>• Using adverb of time to express details of time.</li> </ul>
--	--

<b>Glossary</b>	
Sosial function	The purpose of writing a text in society
Structure	The general order and form of a narrative
Language feature	Grammar/writing
<b>Reference</b>	
Internet	<p>Canva.com</p> <p><a href="https://www.zenius.net/blog/procedure-text">https://www.zenius.net/blog/procedure-text</a></p> <p><a href="https://youtu.be/IuNUsIyvUrk?si=rEwmTEBFIndodFFg">https://youtu.be/IuNUsIyvUrk?si=rEwmTEBFIndodFFg</a></p>

Finally, Lemon tea is ready to be served.

Then, add the lemon slices and ice cubes to the glass.

Then, put 1 spoonful of sugar into the glass.

Name :

Class :

**Sort the pictures into an order then create a procedural text based on the pictures you get. Pay attention to its purpose, general structure, and language features.**





## Scoring Rubric

Score	Content (40%)	Grammar (30%)	Structure (30%)
4	<ul style="list-style-type: none"> <li>Sequence of steps explain detail are in detail</li> <li>Very clear in mentioning the aim and the material</li> </ul>	<ul style="list-style-type: none"> <li>Almost have no error in grammar use</li> <li>Almost have no error in punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice of language</li> <li>Excellent choice of vocabulary</li> </ul>
3	<ul style="list-style-type: none"> <li>Sequence or steps are explain fairly</li> <li>Fairly in mentioning the aim and the material</li> </ul>	<ul style="list-style-type: none"> <li>Have little error in grammar use</li> <li>Have little error in punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Have little mishap of choice of language</li> <li>Have little mishap of choice of vocabulary</li> </ul>
2	<ul style="list-style-type: none"> <li>Sequence of steps are explain sketchy</li> <li>Sketchy in mentioning the aim and the material</li> </ul>	<ul style="list-style-type: none"> <li>Have some error in grammar use</li> <li>Have some error in punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Have some mishap of choice of language</li> <li>Have some mishap of choice of vocabulary</li> </ul>
1	<ul style="list-style-type: none"> <li>Sequence of steps are explain not in detail at all and confuse the reader</li> <li>Not very clear in mentioning the aim and the material</li> </ul>	<ul style="list-style-type: none"> <li>Have many error in grammar use</li> <li>Have many error in punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Have many mishap of choice of language</li> <li>Have many mishap of choice of vocabulary</li> </ul>

$$\text{Score} = (\text{CX}10) + (\text{GX}7.5) + (\text{SX}7.5)$$

Description:

Score : The student's score

C : Score of Content

G : Score of Grammar

S : Score of Structure

**Appendix 3**

**Learning module cycle two**

**ENGLISH TEACHING MODULE**

**PROCEDURE TEXT**



**PROCEDURED BY:**

**Pidi Sumitro**

**NIM: 200407138**

**SMA NEGERI 1 TEMPUNAK**

## TEACHING MODULE FOR ENGLISH

### PROCEDURE TEXT CYCLE TWO

GENERAL INFORMATION	
<b>E. SCHOOL IDENTITY</b>	
Name Of Teacher	Pidi Sumitro
School	SMA Negeri 1 Tempunak
Academic Year	2023-2024
School Level	Senior High School
Class	XI
Phase	F
Subject	English
Sub-material	Procedure Text
Time Allocation	2x45
Outcome Element	<p><b>Writing - Presenting:</b> By the end of Phase F, learners write a range of fiction and factual text types independently, showing learners' awareness of purpose and target audience. They plan, write, review and rewrite a range of text types demonstrating self-correcting strategies, including punctuation, capitalization and grammar. They convey complex ideas and use a diverse range of vocabulary and grammar in their writing. They write main sentences in their paragraphs and use time signatures for order, as well as conjunctions, conjunctions and third person pronouns to connect or contrast ideas between and within paragraphs. They present information using a variety of presentation modes to suit different audiences and to achieve different purposes, in print and digitally.</p>
<b>F. Initial Competency</b>	<ol style="list-style-type: none"> <li>4. Definition of Procedure Text</li> <li>5. Social Function of Procedure Text</li> <li>6. Make the simple procedure Text</li> </ol>

<b>G. Profile of Pancasila Students</b>	
Cooperation	Work together to find more information about the material
Independent	Gather information to explain the problem
Critical Thinking	Able to analyze the social purpose of the given procedure text and can relate it to daily life and analyze the linguistic elements of the text.
Believing, fearing God Almighty, and having Noble Character	Able to respect other people's opinions in a discussion forum
<b>H. Learning Strategy</b>	
Learning Model	Discovery Learning
Learning Methods	Scientific Approach
Learning Media	3. Series of picture about procedure text 4. Some procedure of the text
Facilities and Infrastructure	laptop, marker, whiteboard
Target Learners	Grade 11 students are able to create procedural text through picture series media

<b>Core Components</b>
<b>E. Learning Objectives</b> <b>Writing-presenting:</b> <ol style="list-style-type: none"> <li>Learners are able to write a simple procedure text through picture series media by using their own sentences, as well as with correct text structure and language.</li> <li>Learners present the results of the procedure text that has been made by themselves</li> </ol>
<b>F. Meaningful Understanding</b> <p>At the end of the lesson, the students are expected to able to write a simple short essay in the form of a procedure text accurately, fluently, and appropriately</p>

**G. Sparking Question**

4. What is your favorite food?
5. How do you make an instant noodle?
6. What do you know about procedure text?

**H. Learning Preparation**

4. Teachers prepare teaching materials through picture series media
5. Teacher prepares student worksheet
6. Teacher develop the assessment instruments used

**Learning Activities****First Meeting**

Stages	Teacher Activities	Learner Activities	Time Allocation
Preliminary activities	d. The teacher greets the students with Indonesian and English.	d. Students give certain respond to the greeting in English and Indonesia	10 Minutes
	e. The teacher asks the students to pray before starting the lesson	e. Students pray before starting the lesson	
	f. The teacher gives brainstorming to students	f. Students listen carefully and give some response to brainstorming given by teacher	
Main Activities	g. The teacher explains the procedural text material about definition, social function, general structure, and linguistic features.	g. Students pay attention to the teacher's explanation about the definition, social function, generic structure, and language features of procedure text	50 Minutes

## Scoring Rubric

Score	Content (40%)	Grammar (30%)	Structure (30%)
4	<ul style="list-style-type: none"> <li>Sequence of steps explain detail are in detail</li> <li>Very clear in mentioning the aim and the material</li> </ul>	<ul style="list-style-type: none"> <li>Almost have no error in grammar use</li> <li>Almost have no error in punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice of language</li> <li>Excellent choice of vocabulary</li> </ul>
3	<ul style="list-style-type: none"> <li>Sequence or steps are explain fairly</li> <li>Fairly in mentioning the aim and the material</li> </ul>	<ul style="list-style-type: none"> <li>Have little error in grammar use</li> <li>Have little error in punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Have little mishap of choice of language</li> <li>Have little mishap of choice of vocabulary</li> </ul>
2	<ul style="list-style-type: none"> <li>Sequence of steps are explain sketchy</li> <li>Sketchy in mentioning the aim and the material</li> </ul>	<ul style="list-style-type: none"> <li>Have some error in grammar use</li> <li>Have some error in punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Have some mishap of choice of language</li> <li>Have some mishap of choice of vocabulary</li> </ul>
1	<ul style="list-style-type: none"> <li>Sequence of steps are explain not in detail at all and confuse the reader</li> <li>Not very clear in mentioning the aim and the material</li> </ul>	<ul style="list-style-type: none"> <li>Have many error in grammar use</li> <li>Have many error in punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Have many mishap of choice of language</li> <li>Have many mishap of choice of vocabulary</li> </ul>

$$\text{Score} = (C \times 10) + (G \times 7.5) + (S \times 7.5)$$

Description:

Score : The student's score

C : Score of Content

G : Score of Grammar

S : Score of Structure

### Observation Sheet for Student

Education units : SMA Negeri 1 Tempunak    Observer: Irma Mulyetli, S.S  
 Subject : English    Meeting: *Second Meeting (cycle two)*  
 Class/semester : XI/2 (Genap)  
 Sub material : Procedure Text  
 Time allocation : 2x35  
 Date and time : *Tuesday, May 07, 2024*

No	Aspect	Indicator	Rating			
			1	2	3	4
1	Preliminary activities	a. Students give certain respond to the greeting in English and Indonesia				✓
		b. Students pray before starting the lesson				✓
		c. Students listen carefully and give some response to brainstorming given by teacher			✓	
2	Main activities	a. Students listen carefully when the teacher reminds them about the procedure text material				✓
		b. Students gave responses on some questions given by the teacher			✓	
		c. Students pay close attention to the picture series example given by the teacher				✓
		d. Students mention the steps of making food in the picture shown by the teacher			✓	
		e. Students listen carefully to the instructions from the teacher				✓
		f. Students form groups of 3-4 people in one group				✓
		g. Students create well a procedure text based on the picture series				✓
		h. Students collect their work				✓
3	Closing activities	a. Students listen carefully to the conclusion of the learning at this meeting from the teacher				✓
		b. Students give their brief understanding on the learning at this meeting			✓	
		c. Students respond greetings and pray as a closing of				✓

		learning at this meeting				
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#### Rating scale of observation

Point	Rating Scale	Description
1	Strongly disagree	1 to 5 students do the activity
2	Disagree	6 to 10 students do the activity
3	Agree	11 to 18 students do the activity
4	Strongly Agree	19-23 students do the activity

In this research, the researcher will use the formula below to calculate the observation score from the observation sheet for students:

$$\text{Score} = \frac{\text{obtained score}}{\text{total score}} \times 100$$

Sintang, May 07 2024

Observer



**Irma Mulvetti, S.S**  
NIP.197301072010012003



## Field notes

Date and time : Tuesday, March 26, 2024  
 Education units : SMA Negeri 1 Tempunak  
 Class/semester : XI/Genap  
 Topic : Procedure Text  
 Cycle : one (second meeting)  
 Time Allocation : 2X35 minutes

Activities	Description
Pre-activities	A. Strengthen - Almost all students answer greetings and pray before starting learning
	B. Weaknesses - students look passive towards the brainstorming given by the teacher
Main-activities	A. Strengthen - Almost all students were able to complete their task of creating a procedure text based on a picture series

	B. Weaknesses
Post-activities	<p>A. Strengthen</p> <ul style="list-style-type: none"> <li>- Almost all students answer greetings from the teacher and pray before closing the class</li> <li>- Student are seen listening to the conclusion and giving opinions</li> </ul> <p>B. Weaknesses</p>

Sintang, April, 02 2024

Observer



**Irma Mulvetti, S.S**  
NIP.197301072010012003

## Field notes

Date and time : Tuesday, May 14, 2024  
 Education units : SMA Negeri 1 Tempunak  
 Class/semester : XI/Genap  
 Topic : Procedure Text  
 Cycle : Two (second meeting)  
 Time Allocation : 2X35 minutes

Activities	Description
Pre-activities	A. Strengthen - Almost all students answer the greetings given by the teacher - Students are already active when the teacher gives a brainstorm
	B. Weaknesses
Main-activities	A. Strengthen - Students enthusiastically participate in learning activities through picture series - Students' participation in learning activities increases significantly - Almost all students can complete their task of creating procedure texts

	B. Weaknesses
Post-activities	<p>A. Strengthen</p> <ul style="list-style-type: none"> <li>- Almost all students answer greetings from the teacher and pray before closing the class</li> <li>- Students are seen listening to the conclusion and giving opinions</li> </ul> <p>B. Weaknesses</p>

Sintang, May, 07 2024

Observer



**Irma Mulvetti, S.S**  
NIP.197301072010012003

## **Appendix 8**

### **Interview guideline (cycle one)**

Name of students:

1. What do you think about writing a procedure text?
2. What do you think about picture series? Have you ever used picture series for learning English before?
3. Do you like learning to write through picture series?
4. Do you have fun and enjoy the teaching and learning process through picture series?
5. In your opinion, did the learning process using picture series help improve your writing skills?

**Appendix 9****Interview guideline (cycle two)**

Name of students:

1. What do you think about writing a procedure text?
2. What do you think about picture series? Have you ever used picture series for learning English before?
3. Do you like learning to write through picture series?
4. Do you have fun and enjoy the teaching and learning process through picture series?
5. In your opinion, did the learning process using picture series help improve your writing skills?

**Appendix 10****Transcript interview cycle one**

Name of student: KD

R: What do you think about when writing a procedure text?

S: Sometimes I feel confused when writing in English, but I enjoy learning English especially when it comes to writing.

R: What do you think about picture series? Have you ever used picture series in learning English?

S: Not yet, but with picture series I can develop my writing.

R: Do you like writing through picture series?

S: I like picture series because it helps me write in English.

R: Do you feel fun and enjoy during the teaching and learning process through picture series?

S: although this is the first time using this picture series, I find it useful and fun to learn using picture series.

R: Do you think the learning process using picture series help you improve your writing skills?

S: Improved from before.

Interviewer



Pidi Sumitro

**Transcript interview cycle one**

Name of student: FE

R: What do you think about when writing a procedure text?

S: I found it difficult to write this procedure text, especially in developing sentence by sentence.

R: What do you think about picture series? Have you ever used picture series in learning English?

S: Not yet, sir, but it really helps me learn procedure texts.

R: Do you like writing through picture series?

S: Of course, sir, because I feel very helped by the picture series.

R: Do you feel fun and enjoy during the teaching and learning process through picture series?

S: I enjoy learning text procedures using picture series.

R: Do you think the learning process using picture series help you improve your writing skills?

S: Yes sir, of course it is increasing.

Interviewer



Pidi Sumitro



**Transcript interview cycle one**

Name of student: SM

R: What do you think about when writing a procedure text?

S: Sometimes I like writing in English.

R: What do you think about picture series? Have you ever used picture series in learning English?

S: Never sir, but I like it.

R: Do you like writing through picture series?

S: I like it because the picture series helps me in writing.

R: Do you feel fun and enjoy during the teaching and learning process through picture series?

S: It's fun and I really enjoy learning using picture series.

R: Do you think the learning process using picture series help you improve your writing skills?

S: Slightly improved, which was originally only a few sentences, now it can be somewhat more.

Interviewer



Pidi Sumitro

## Rating scale of observation

Point	Rating Scale	Description
1	Strongly disagree	1 to 5 students do the activity
2	Disagree	6 to 10 students do the activity
3	Agree	11 to 18 students do the activity
4	Strongly Agree	19-23 students do the activity

In this research, the researcher will use the formula below to calculate the observation score from the observation sheet for students:

$$\text{Score} = \frac{\text{obtained score}}{\text{total score}} \times 100$$

Sintang, March 19, 2024

Observer



**Irma Mulyetti, S.S**  
NIP.197301072010012003

**Transcript interview cycle one**

Name of student: SAA

R: What do you think about when writing a procedure text?

S: I like writing procedure texts, but sometimes I find it a little difficult to develop my writing ideas.

R: What do you think about picture series? Have you ever used picture series in learning English?

S: I think picture series are new to me, but they help me in writing procedure texts.

R: Do you like writing through picture series?

S: Of course, sir, because the picture series really helped me in developing my ideas.

R: Do you feel fun and enjoy during the teaching and learning process through picture series?

S: It's fun and I enjoy learning using picture series because I can develop my ideas.

R: Do you think the learning process using picture series help you improve your writing skills?

S: I feel better than before, because with the picture series at least I have been able to write procedure text in a few sentences.

Interviewer



Pidi Sumitro

**Transcript interview cycle one**

Name of student: WA

R: What do you think about when writing a procedure text?

S: I don't really like learning to write in English because it makes me confused and a little bored.

R: What do you think about picture series? Have you ever used picture series in learning English?

S: Never heard of picture series.

R: Do you like writing through picture series?

S: Not really, because I was a little confused

R: Do you feel fun and enjoy during the teaching and learning process through picture series?

S: Quite fun.

R: Do you think the learning process using picture series help you improve your writing skills?

S: Yes, maybe a little bit more than before.

Interviewer

A handwritten signature in black ink, appearing to read 'Pidi Sumitro', enclosed within a thin black rectangular border.

Pidi Sumitro

## Appendix 11

### Transcript interview cycle two

Name of student: FE

R: What do you think about when writing a procedure text?

S: I like learning to write procedure texts because it allows me to explain something step by step.

R: What do you think about picture series? Have you ever used picture series in learning English?

S: I think picture series help me to write sentence by sentence when writing procedural texts.

R: Do you like writing through picture series?

S: I really liked it because it helped me a lot in writing the procedure text

R: Do you feel fun and enjoy during the teaching and learning process through picture series?

S: During the learning process using this picture series, I feel happy and enjoy the learning process, because with the picture series I can be helped in developing my ideas in writing procedure text.

R: Do you think the learning process using picture series help you improve your writing skills?

S: Of course, it's better than before, which initially might only be able to write 2 to 3 sentences, now I can write at least 5 to 6 sentences.

Interviewer



Pidi Sumitro

### Transcript interview cycle two

Name of student: MMV

R: What do you think about when writing a procedure text?

S: Because I like to write so I feel that learning procedure text is something that I like too, especially with new media such as picture series.

R: What do you think about picture series? Have you ever used picture series in learning English?

S: Picture series really helps me in creating step by step in writing procedure text because with the pictures, of course, I feel helped to develop my ideas in writing.

R: Do you like writing through picture series?

S: I like picture series because it helps me learn to write in English

R: Do you feel fun and enjoy during the teaching and learning process through picture series?

S: I feel happy and engrossed during the learning process using picture series, I feel challenged to rearrange the random pictures into sequential pictures and make it into a text.

R: Do you think the learning process using picture series help you improve your writing skills?

S: I think so, because I can at least develop sentence by sentence.

Interviewer



Pidi Sumitro

### Transcript interview cycle two

Name of student: SAA

R: What do you think about when writing a procedure text?

S: I like to write, so when I learn to write new things such as procedure texts.

R: What do you think about picture series? Have you ever used picture series in learning English?

S: Picture series help me to write sentence by sentence and I think picture series are very suitable for writing procedure texts.

R: Do you like writing through picture series?

S: It may be new to me, but I like learning with picture media such as picture series

R: Do you feel fun and enjoy during the teaching and learning process through picture series?

S: I really like and enjoy the learning process while arranging pictures like this, I feel enthusiastic in rearranging random pictures then into a text.

R: Do you think the learning process using picture series help you improve your writing skills?

S: I think picture series really help me improve my writing skills.

Interviewer



Pidi Sumitro

**Transcript interview cycle two**

Name of student: KD

R: What do you think about when writing a procedure text?

S: I feel interested when learning to write in English and procedure text is a new challenge for me.

R: What do you think about picture series? Have you ever used picture series in learning English?

S: I think picture series is very suitable to be associated with learning to write procedure texts.

R: Do you like writing through picture series?

S: Of course I like it, because it really helps me to write and string sentences together.

R: Do you feel fun and enjoy during the teaching and learning process through picture series?

S: I feel interested in following the learning process with this picture series I get new things, very fun and challenging

R: Do you think the learning process using picture series help you improve your writing skills?

S: I think my writing skills have improved from before, as I can make more sentences than before.

Interviewer



Pidi Sumitro



**Transcript interview cycle two**

Name of student: AS

R: What do you think about when writing a procedure text?

S: Sometimes I find it easy but sometimes I find it difficult if I must write in English by stringing many sentences together.

R: What do you think about picture series? Have you ever used picture series in learning English?

S: I think picture series is new to me, but it really helps me in writing procedural texts.

R: Do you like writing through picture series?

S: I can say that I liked it because it helped me to write procedural texts.

R: Do you feel fun and enjoy during the teaching and learning process through picture series?

S: I like learning while using new media such as picture series, I find it fun and interesting in composing sentence by sentence based on pictures

R: Do you think the learning process using picture series help you improve your writing skills?

S: Of course I improved, especially in developing sentence by sentence in writing in English.

Interviewer



Pidi Sumitro

**Transcript interview cycle two**

Name of student: WA

R: What do you think about when writing a procedure text?

S: Sometimes I find it easy but sometimes I find it difficult if I must write in English by stringing many sentences together.

R: What do you think about picture series? Have you ever used picture series in learning English?

S: I think picture series is a new thing for me and I feel a little helped in learning English, especially in writing.

R: Do you like writing through picture series?

S: with the picture series can make me a little helpful in stringing sentences in English.

R: Do you feel fun and enjoy during the teaching and learning process through picture series?

S: I feel happy and enjoy during the learning process using picture series

R: Do you think the learning process using picture series help you improve your writing skills?

S: Perhaps slightly improved from before.

Interviewer



Pidi Sumitro

## Appendix 12

### The result of students writing product in first cycle

Name: SAA  
Class: MIPA I (XI)

Sort the pictures into an order then create a procedural text based on the pictures you get. Pay attention to its purpose, general structure, and language features.



How to make mango juice

Ingredients

- mango
- water
- Straw
- milk
- blender
- ice cube
- glass

Steps

first, cut the mango  
then, add the mango to the blender  
After that, add the milk to the blender  
And then, add the water to the blender  
then, blend all the ingredients together  
Finally the mango juice is ready to be served.

$$\begin{aligned} \text{Content} &= 3 &= (6 \times 10) + (6 \times 7,5) + (5 \times 7,5) \\ \text{Grammar} &= 4 &= (3 \times 10) + (4 \times 7,5) + (3 \times 7,5) \\ \text{Structure} &= 3 &= 82,5 \\ & &= \end{aligned}$$

Name: FE  
Class: XI MIPA

Sort the pictures into an order then create a procedural text based on the pictures you get. Pay attention to its purpose, general structure, and language features.



How to make Orange Juice.

Ingredients.

- Orange
- Ice cube.
- Water
- Sugar
- Glass.

Steps.

First cut the orange

then squeeze. cut orange.

after that add sugar and pour orange juice into the glass and finally add ice cubes

finally the orange juice is ready to be served

Content = 2

Grammar = 2

Structure = 3

$$\begin{aligned}
 & (1 \times 10) + (0 \times 7,5) + (5 \times 2,5) \\
 & (2 \times 10) + (2 \times 7,5) + (3 \times 2,5) \\
 & = 57,5
 \end{aligned}$$

Name: Ayo

Class: XI. MIPA 1

Sort the pictures into an order then create a procedural text based on the pictures you get. Pay attention to its purpose, general structure, and language features.



how to make avocado juice  
 ingredients for making avocado juice  
 - avocado - blender  
 - sugar - spoon  
 - ice cube - glass  
 - cap  
 - Put the avocado into the blender  
 - Put sugar and milk into a blender  
 - Pour the water into the blender  
 -hidupkan blanderanya  
 -avocado juice is ready to be served

Content - 2 =  $(1 \times 10) + (6 \times 7,5) + (5 \times 7,5)$   
 Grammar - 1 =  $(2 \times 10) + (1 \times 7,5) + (2 \times 7,5)$   
 Structure - 2 = 42,5

## Appendix 13

### The result of students writing product in second cycle

Name : SAA
Class : XI MIPA I

Sort the pictures into an order then create a procedural text based on the pictures you get. Pay attention to its purpose, general structure, and language features.



#### How to make instant noodles

Ingredients		
- water	- instant noodles	- plate
- pan	- vegetables	- gas
- knife	- stove	
- cutting board	- egg	
Steps		
First, <del>boil water</del> <del>until it</del> prepare all the necessary materials		
then, cut vegetables on a cutting board using a knife		
Next, Turn on the stove then boil the water in the pan until it boils		
And then, when the water has boiled, add the instant noodles and boil for a few minutes		
Next, add the eggs and chopped vegetables		
After a few minutes, drain the cooked instant noodles into a plate and season with seasoning		
Finally, your favorite instant noodles are ready to be served.		

$$\begin{aligned}
 \text{Content} &= 4 & &= (6 \times 10) + (6 \times 7,5) + (5 \times 2,5) \\
 \text{Grammar} &= 4 & &= (4 \times 10) + (4 \times 7,5) + (4 \times 2,5) \\
 \text{Structure} &= 4 & &= 100
 \end{aligned}$$

Name: RF

Class: IX NIPA

Sort the pictures into an order then create a procedural text based on the pictures you get. Pay attention to its purpose, general structure, and language features.



Goal/Aim: How To Make Sandwich

Ingredients:

1. Two slice of bread

2. Cheddar cheese

3. Chili sauce

4. Beef Sausage that has been cut

5. Fried egg

6. Tomato

7. Coriander and

8. Cucumber

Tools:

1. Knife

2. Plate

Steps:

1. First, place a slice of bread on the plate.

2. Second, put the chili sauce

3. Third, add tomato, Cheddar cheese, beef Sausage, Fried egg.

4. After that, add chili sauce

5. Then put a slice of bread on the top, and cut into 4 equal parts.

6. Garnish with cucumber and coriander. Finally, serve it!

Content = 3

Grammar = 3

Structure = 3

$$= (2 \times 10) + (6 \times 7,5) + (5 \times 7,5)$$

$$= (2 \times 10) + (3 \times 7,5) + (3 \times 7,5)$$

$$= 75$$

Name : VVT

Class : XI IPA

Sort the pictures into an order then create a procedural text based on the pictures you get. Pay attention to its purpose, general structure, and language features.



How to Cook Fried Rice

Ingredients : Fried Rice

- Eggs
- onion
- Tomato
- Salt
- cucumber

Tools : knife, cutting board, plate, cooking oil, soy sauce, wooden spoon, gas stove.

How to make : turn on the stove, gave him cooking oil for 2-3 minutes, add the onions, and add the eggs, pour the rice into the pan, with salt, and put into a plate.

$$\text{Content} = 2$$

$$\text{Grammar} = 1$$

$$\text{Structure} = 2$$

$$= (1 \times 10) + (6 \times 7,5) + (4 \times 7,5)$$

$$= (1 \times 10) + (1 \times 7,5) + (2 \times 7,5)$$

$$= 42,5$$



## Appendix 14

### Students writing performance (cycle one)

No	Name	Aspect to score			Score
		Content (40%) X 10	Grammar (30%) X 7.5	Structure (30%) X 7.5	
1	ADW	3	3	3	75
2	AHS	2	1	2	42.5
3	AID	2	1	2	42.5
4	ALF	2	2	2	50
5	AS	3	2	3	67.5
6	ANS	3	3	3	75
7	CDD	3	3	3	75
8	DA	1	1	1	25
9	FE	2	2	3	57.5
10	FIM	2	2	2	50
11	KD	3	2	3	67.5
12	MMV	2	2	3	57.5
13	MK	3	3	3	75
14	FA	2	2	2	50
15	RF	2	1	2	42.5
16	SM	3	3	4	82.5
17	SAA	3	4	3	82.5
18	SIH	3	3	3	75
19	SAH	2	3	2	57.5
20	TO	1	1	1	25
21	WA	2	2	3	57.5
22	WT	1	1	2	32.5
23	YDS	2	2	2	50
<b>TOTAL</b>		52	49	57	<b>1315</b>
<b>AVERAGES</b>		2.26	2.13	2.47	57.17

## Appendix 15

### Students writing performance (cycle two)

No	Name	Aspect to score			Score
		Content (40%)	Grammar (30%)	Structure (30%)	
1	ADW	4	3	3	85
2	AHS	3	3	3	75
3	AID	3	3	3	75
4	ALF	4	4	4	100
5	AS	4	3	4	92.5
6	ANS	3	4	4	90
7	CDD	4	4	4	100
8	DA	2	1	2	42.5
9	FE	4	3	4	92.5
10	FIM	3	3	3	75
11	KD	4	3	4	92.5
12	MMV	4	3	4	92.5
13	MK	4	3	4	92.5
14	FA	4	3	4	92.5
15	RF	3	3	3	75
16	SM	4	4	4	100
17	SAA	4	4	4	100
18	SIH	4	4	4	100
19	SAH	4	4	3	92.5
20	TO	2	1	2	42.5
21	WA	3	3	3	75
22	WT	2	1	2	42.5
23	YDS	2	2	2	50
<b>TOTAL</b>		78	69	77	<b>1875</b>
<b>AVERAGES</b>		3.391304348	3	3.347826087	81.52174

## Appendix 16

## Research Permission

	<b>PERKUMPULAN BADAN PENDIDIKAN KARYA BANGSA</b> <b>SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN</b> <b>PERSADA KHATULISTIWA</b> <b>PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS</b> <b>SINTANG – KALIMANTAN BARAT</b> Jl. Pertamina Sengkuang KM. 4 Kotak Pos 126 Telp (0565) 2022386, 2022387 Email: <a href="mailto:elepersada@gmail.com">elepersada@gmail.com</a> Website: <a href="http://www.stkipersada.ac.id">www.stkipersada.ac.id</a>	
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Nomor : 298/B-6/G1/III/2024

Lampiran : 1 (satu) lembar

Perihal : Izin Penelitian

Kepada

Yth. Kepala SMA Negeri 1 Tempunak

Di Tempat

Dengan hormat,

Berkenaan dengan tugas akhir mahasiswa atau skripsi, kami mohon kepada Bapak/Ibu untuk memberikan izin kepada mahasiswa kami:

Nama : Pidi Sumitro

NIM : 2000407138

Jurusan : Pendidikan Bahasa dan Seni

Program Studi : Pendidikan Bahasa Inggris

Untuk melakukan penelitian di sekolah yang Bapak/ Ibu pimpin dengan judul:

**"Teaching Writing Procedure Text Through Picture Series For Eleventh Grade At Senior High School 1 Tempunak "**. Adapun tanggal dan waktu penelitian sepenuhnya adalah hasil koordinasi kedua belah pihak.

Demikian surat permohonan ini kami sampaikan, atas perhatian dan kerjasamanya kami ucapkan terima kasih.

Sintang, 08 Maret 2024

**Mengetahui**

**Ketua STkip Persada Khatulistiwa**

**Didin Syarifuddin, S.P., M.Si**

NIDN. 1602066603



**Ketua Prodi PBI**

**Silono, M.Pd.**

NIDN. 1615028901



## Appendix 17

## Research statement

	<b>PEMERINTAH PROVINSI KALIMANTAN BARAT</b> <b>SMA NEGERI 1 TEMPUNAK</b> <small>Jalan Raden Prabu Cakra Negara, Provinsi Kalimantan Barat, Kode Pos 78661          Telepon (085386383308), (website: sman1tempunak.sch.id)</small>	
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**SURAT KETERANGAN PENELITIAN**  
 Nomor: 421.3/076/SMAN.1-TPK/V/2024

Yang bertanda tangan di bawah ini:

Nama	: A.M.SYAHBUDIN, S.Pd., M.MPd
NIP	: 19661124 199702 1 002
Jabatan	: Kepala Sekolah

Menerangkan bahwa, yang tersebut dibawah ini:

Nama	: PIDI SUMITRO
NIM	: 2000407138
Perguruan Tinggi	: STKIP Persada Khatulistiwa Sintang
Jurusan	: Pendidikan Bahasa dan Seni
Program Studi	: Pendidikan Bahasa Inggris

adalah benar telah melakukan Penelitian dengan judul " **Teaching Writing Procedure Text Through Picture Series For Eleventh Grade At Senior High Schoool 1 Tempunak**". Adapun tanggal dan waktu penelitian sepenuhnya adalah hasil koordinasi kedua belah pihak.

Demikian surat keterangan ini dibuat agar bisa digunakan sebagaimana mestinya.

Tempunak, 27 Mei 2024

  
**A.M. SYAHBUDIN, S.Pd., M.MPd**  
 Pembina Tingkat 1 / IV b  
 NIP. 19661124 199702 1 002

## Appendix 18

## Validation sheets of instrumentation of data collection

	<b>PERKUMPULAN BADAN PENDIDIKAN KARYA BANGSA</b> <b>STKIP PERSADA KHATULISTIWA SINTANG</b> <b>SINTANG-KALIMANTAN BARAT</b> <i>Jl. Pertamina Sengkuang Km. 4, Kotak Pos 126, Telp. (0565)2022386, 2022387</i> Email: <a href="mailto:stkippersada@gmail.com">stkippersada@gmail.com</a> Website: <a href="http://www.persadakhatulistiwa.ac.id">www.persadakhatulistiwa.ac.id</a>		
	<b>FORMULIR SURAT PERMOHONAN VALIDASI INSTRUMEN</b> <b>PENELITIAN TA</b>		
<b>Kode :</b>	<b>Edisi</b>	<b>Revisi</b>	<b>Tanggal Terbit</b>
018FA3-1	I	I	1 Agustus 2021

Hal : Permohonan Validasi Instrumen TA  
Lampiran : 1 Bendel

**Kepada Yth. Ibu Ferdinanda Itu Meo, M.Pd**  
**Dosen Prodi Pendidikan Bahasa Inggris**  
**Di**  
**Tempat**

Dengan hormat,  
Sehubungan dengan pelaksanaan Tugas Akhir (TA), dengan ini saya:  
Nama : Pidi Sumitro  
NIM : 200407138  
Program Studi : Pendidikan Bahasa Inggris  
Judul AT : Teaching Writing Procedure Text Through Picture Series for Eleventh Grade Students  
at Senior High School 1 Tempunak  
mohon Bapak/Ibu berkenan memberikan validasi terhadap instrumen penelitian TA yang telah saya susun. Sebagai bahan pertimbangan, bersama ini saya lampirkan; (1) Proposal TA, (2) kisi-kisi instrumen penelitian TA, dan (3) draft instrumen penelitian TA.

Demikian permohonan saya, atas bantuan dan perhatian Bapak/Ibu diucapkan terima kasih.



Sintang, 01 Maret 2024  
Pemohon  
  
Pidi Sumitro  
NIM. 200407138

## Appendix 19

## Instrument Validation Statement Letter

	<b>PERKUMPULAN BADAN PENDIDIKAN KARYA BANGSA</b> <b>STKIP PERSADA KHATULISTIWA SINTANG</b> <b>SINTANG-KALIMANTAN BARAT</b> <i>Jl. Pertamina Sengkhang Km.4, Kotak Pos 126, Telp. (0565)2022386, 2022387</i> Email: <a href="mailto:stkippersada@gmail.com">stkippersada@gmail.com</a> Website: <a href="http://www.persadakhatulistiwa.ac.id">www.persadakhatulistiwa.ac.id</a>		
	<b>FORMULIR SURAT PERNYATAAN VALIDASI INSTRUMEN</b> <b>PENELITIAN TA</b>		
	<b>Kode :</b> 019FA3-I	<b>Edisi</b> I	<b>Revisi</b> I

**SURAT PERNYATAAN VALIDASI INSTRUMEN PENELITIAN TA**

Saya yang bertanda tangan di bawah ini:

Nama : Ferdinanda Itu Meo, M.Pd

NIDN : 1131129102

Prodi : Pendidikan Bahasa Inggris

menyatakan bahwa instrumen penelitian TA atas nama mahasiswa:

Nama : Pidi Sumitro

NIM : 200407138

Program Studi : Pendidikan Bahasa Inggris

Judul TA : Teaching Writing Procedure Text Through Picture Series for Eleventh Grade Students  
at Senior High School 1 Tempunak

Setelah dilakukan kajian atas instrumen penelitian TA tersebut dapat dinyatakan:

<input type="checkbox"/>	Layak digunakan untuk penelitian
<input checked="" type="checkbox"/>	Layak digunakan dengan perbaikan
<input type="checkbox"/>	Tidak layak digunakan untuk penelitian yang bersangkutan

dengan catatan dan saran/perbaikan sebagaimana terlampir.

Demikian agar dapat digunakan sebagaimana mestinya.

Sintang, 01 Maret 2024  
Validator,

  
Ferdinanda Itu Meo, M.Pd  
 NIDN. 1131129102

☐ Ber tanda ✓  
Catatan:

## Appendix 21

### Documentation



Picture 1. The researcher explain the material



Picture 2. The researcher explain how to use picture series





Picture 6. The researcher interview the students



Picture 7. The researcher interview the students



## BIOGRAPHY



Pidi Sumitro, was born in Lempah Restu hamlet, Tempunak Kapuas Village, Nanga Tempunak District, Sintang Regency, on June 22, 2001. The youngest of two children, born to Mr. Susanto and Mrs. Lina. Has taken education starting from SDN 05 Peninjau in 2007-2013 and continued education in Junior High School (SMP) in 2013-2016 at SMPN 01 Tempunak, then continued education in Senior High School (SMA) in 2016-2019 at SMAN 01 Tempunak. Then in 2020 continued his education at STKIP Persada Khatulistiwa Sintang and chose the English Education Study Program. During his education at STKIP

Persada Khatulistiwa Sintang, the researcher had participated in several UKM, namely the Christian Student Education UKM (PMK) and KSR-PMI UKM. While participating in UKM, the researcher served as the management of UKM PMK as the editor division for two periods in 2021-2023, the management of HMPS ELLSA for four periods in 2020-2021 and has participated in journalist internships at one of the radio stations in the city of Sintang, namely RRI in semester 6 and entered the editor division.