THE USE OF MAGIC CARD TO IMPROVE STUDENTS' WRITING PROCEDURE TEXT: THE CASE OF SEVENTH GRADE STUDENTS IN SMP NEGERI 40 SEMARANG IN THE ACADEMIC YEAR 2023/2024

Final Project

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by

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DEDICATION

This graduating paper is dedicated to:

1. My beloved parents, Bapak Dwi Sudiharto and Ibu Sobiroh, who always pray and give support for me.
2. My one and only brother, M. Shidqi Hadafi, who always give me motivation to finishing this final project.
3. My advisors, Dra. Maria Yosephin, M.Pd., and Sri Wahyuni, S.Pd., M.Pd., for guiding me to finish the final project.
4. Last, for myself for being strong and independent so that can be in this position.

MOTTO

"Stop comparing yourself to others. Just focus on yourself."

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ABSTRACT

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Keywords: writing, procedure text, magic card

This research is about the use magic card as teaching media in teaching writing procedure text at SMP Negeri 40 Semarang. The aims of this research are: (1) to investigate the extent of the students' ability in writing procedure text without using magic card, (2) to find out the students' writing ability in procedure text by using magic card, (3) to know the significance difference between students' ability on procedure text taught without and by using magic card. The research design used in this research is a quasi-experimental with a quantitative approach. The instruments of data collection were tests. The data were analyzed by using SPSS 16 version. The result of data analysis showed that the students who taught by using magic card was higher than the student who taught without using magic card. Based on Mann-Whitney Test, the value of experiment class is 46.52 and the control class is 16.48. The result can be summarized that students' performance in writing ability by using mafic card and without magic card are able to give significant different on the students' performance in writing ability. The students who taught by using magic card was better than the students who taught by using magic card. It can determine that students who were taught without using magic card is less effective because they difficult to begin composing the content. Meanwhile, the students who were taught by using magic card is more interested and enjoy during teaching learning activities. It was acceptable to state that utilizing magic card is effective for enhancing students' writing ability.

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CHAPTER I

INTRODUCTION

This chapter presents background of the research, reason for choosing the topic, statements of the problem, objectives of the research, significances of study, and definition of key terms.

A. **Background of the Research**

English plays a crucial role because it has become common as a native and international language in almost every country. As an international language, English is recognized as being utilized over the world. Swarastuti (2019) said that English is the primary language utilized in many different sectors. English is widely considered a popular foreign language because of its growing use in both business environments and everyday life.

Being proficient in English is crucial in the modern globalized era because this language serves as the language of communicating around the world. English is commonly taught in Indonesian schools, which makes it an important language. Ayu & Indrawati (2019) said that English has been recognized as a foreign language in Indonesia. There is a common belief that individuals who master excellent English abilities have the potential to earn a higher income and secure higher-quality job opportunities compared to those who do not. That is just one of the reasons why English is considered the primary foreign language taught in academic institutions (Al-Kadi & Ahmed, 2018). So, English subject is taught in Indonesian schools.

In Indonesian schools, the English subject encompasses four fundamental skills: listening, speaking, reading, and writing. Writing provides an important part in the process of mastering the English language. Syarofi et al., (2018) also states that writing is the most crucial skills that students must acquire during learning English cause it is a

collaborative process of thinking, developing idea into paragraphs to represent the ideas. According to Klimova (2014), if it relates to writing, people must employ their cognitive abilities to analyze the sources they use and then combine the information into a concise written piece. Writing is an ability in which pupils have to produce a text. To write an effective paragraph, students must be familiar with vocabulary, grammar, sentence structure, and sentence connection (Kristina, 2020).

Renandya (2002) states that mastering writing is particularly challenging for students who are learning second languages. The challenge comes not only in developing and organizing ideas, but also in effectively transforming the concepts into coherent and comprehensible written content. However, writing also needs the capacity to engage in more critical thinking in order to generate high-quality ideas. H. D. Brown, (2003) argue that writing abilities refer to the capacity to write in a way that is spontaneous, properly connected, grammatically correct, fluid, genuine, and meaningful. Writing skill involves having a clear goal for writing and considering the reader's perspective.

In writing a text, it is important to provide a clear and simple explanation. The readers are able to understand and relate to what the writers perceive and experience. With a clear explanation and choice right word, the text will be more interesting and comfortable to read. Students are required to possess the ability to write well in order to develop their ideas. Teachers must encourage students' writing skills so that they can express themselves creatively. Consequently, the contributions of teachers in their roles as educators are essential for the development of students' ideas and thoughts.

Teaching learning activities have several components that can streamline the implementation of learning activities. One of the components is teaching media. It is an important component in the success of the learning process. The purpose of teaching media is to deliver information to students in an approach that is engaging, captivating, and

encourages creativity. Teaching media has three types: auditory media, visual media, and audio-visual media. Teacher should find out the type of teaching media which is suit to the students. It makes students enjoy the learning process. One of the teaching media which suit to writing is printed picture. It can be motivated by the teacher's creativity.

Magic card is one of alternative teaching media that can be used as visual media to encourage learners' interest to write procedure text. Magic card is a teaching media made of a paper or cardboard which seems thin and rectangular that containing an image of object used to describe. Magic card is use because a lot of students find that troublesome to write procedure text, thus the researcher is interested about the effectiveness of using magic card media.

Based on that explanation, the researcher carried out research entitled "The Use of Magic Card to Improve Students' Writing Procedure Text: The Case of Seventh Grade Students in SMP Negeri 40 Semarang in the Academic Year 2023/2024".

Selection of magic card as teaching media in writing procedure text is expected to arouse students' enthusiasm and can help learners improve their writing skills. The use of that teaching media usually preferred by students because they never encountered that tool. The selection of used procedure text in this research is based on its familiarity in people's daily lives.

B. Reason for Choosing the Topic

In this case, the researcher presented the following reason for choosing the research entitled "The Use of Magic Card to Improve Students' Writing Procedure Text: The Case of Seventh Grade Students in SMP Negeri 40 Semarang in the Academic Year 2023/2024" as the topic are:

1. Learning English skill is quite difficult, especially writing skill. Through this research, the researcher used magic card to help students build their ideas to make sentences or paragraphs.
2. Based on the experience, the students feel scary to English subject and lack their motivation to learning English subject so the researcher wants to motivate them.
3. The researcher is interested in investigating the impact of utilizing magic cards as a tool to improve students' writing abilities.

C. Statements of the Problem

The researcher stated that the formulation of the research problem is as follows:

1. To what extent is the students' ability in writing procedure text without using magic card?
2. To what extent is the students' ability in writing procedure text using magic card?
3. Is there any significance difference between students' ability on procedure text taught without and using magic card?

D. Objectives of the Research

The objectives of the research can be stated as follows:

1. To investigate the extent of the students' ability in writing procedure text without using magic card.
2. To find out the students' ability in writing procedure text using magic card.
3. To know the significance difference between students' ability on procedure text taught without and using magic card.

E. Significances of the Study

The research about "The Use of Magic Card to Improve Students' Writing Procedure Text" is expected to be useful to give some theoretical and practical contributions. It can be described as follows:

1. Theoretically

The researcher should gain new information from this research, which could be employed as a reference for those who desire to conduct research on writing ability and utilize teaching media, especially "magic card".

2. Practically

a. For the researcher

The researcher expected that this research would be beneficial for educational world and would be an amazing experience to do.

b. For the teachers

The result of this research can assist the teacher in enhancing their teaching strategies and giving them a reference for teaching writing skills.

c. For the students

It seems that there are some students who still consider that the English subject is scary. The researcher intends to change that statement. The researcher aims to enhance the motivation and make learning English activity more fun by using teaching media.

F. Definitions of Key Terms

1. Teaching Media

Media has been an essential tool for language learning and instruction for both instructed and non-instructed learners. Teaching media is a tool to convey material. The purpose of teaching media is to define the conveyance of material, to enhance the involvement of students in the educational process, and to provide the variations in students' learning preferences.

The utilization of media varies considerably based on the method that is used. Teaching media has been an instrumental guiding influence in several educational programs' methods. Teaching media is divided into various types. They are audio media, visual media, audiovisual media, interactive multimedia, and e-learning.

2. Writing

    Writing is the activity of someone to composing word by word to become a text. Writing skills in English can be used to assess a person's ability to learn English. Therefore, writing skills are very important skill to have.

3. Magic Card

    A magic card is a card that contains an image or certain object. Magic card have the potential to teach as teaching media which can help students to make procedure text. Magic card can also assist teacher in teaching procedure text material.

4. Procedure text

    Procedure text is a text that informs the reader how something is done. According to Fidriani et al. (2021), procedure text is a type of text that discusses the process for making or doing something.

CHAPTER II

REVIEW OF RELATED LITERATURE

This research used reviews of related literature from article. These are the outcomes:

A. Previous Research

There are some previous researches in this research. The researcher collected some related studies to support this research.

The first one was conducted by Saputri (2021) entitled "Instagram Reels as a Media in Writing Procedure Text for The Ninth Grade Students of SMPN 1 Pageruyung". The purpose of her thesis was to determine the extent to which students' writing procedure text has improved before and after being taught using Instagram reels and asses their perception. In her research, she conducted pre-experimental research in the nineth-grade students of SMPN 1 Pageruyung. For gathering the data, she used pre-test and post-test. The result of this research revealed a significant enhancement in the utilization of Instagram Reels as a tool for writing procedure text and they showed an enthusiastic response towards the utilization of Instagram Reels as teaching media.

The second previous study was conducted by Gendroyono, (2021) entitled "The Improvement of Students' Ability in Writing Procedure Text Through Picture Series". In Journal "Jurnal Pendidikan Indonesia". The research focused on investigating approaches to enhance the teaching and learning process of writing procedure texts through the use of picture series. In his research, he conducted phases that involve each cycle. He chooses 10 students of second semester at the English Education Department, Faculty of Education, Universitas Muhammadiyah Yogyakarta (EED UMY). In collecting the data, he used observation, interview, field notes, and testing. The result of this research was the utilization of picture series

can enhance the enthusiasm and inspiration of students in the classroom and enhance their abilities in writing procedure text.

The third previous study entitled "The Implementation of Video Tutorial "how to make milk tea" to Improve Students' Writing Procedure Text" written by Najah (2022). In her thesis, the research focused to find out whether video tutorials can enhance the writing skills through the writing of procedure texts. In her research, he conducted 34 students of SMP Negeri 5 Tanjung. In collecting the data, she conducted quantitative design with experimental research. The finding of the research was the used of video tutorial is an efficient media to teach, students feels enjoy while using the video tutorial.

The fourth previous study entitled "Using Magic Cards to Improve students' writing ability for Descriptive Text in English Class" written by Kristina (2020). In journal "International Conference on The Teaching of English and Literature (ICOTEL)." This research investigated the alternative learning media which was enjoyable in teaching descriptive text material to boost students' writing skills. In her research, she conducted Classroom Action Research (CAR) by involving 27 students in SMKN 4 Bengkulu city in the second semester. In collecting the data, she used pre-test, post-test, and student self-reflection sheet. The findings from the research indicated that the use of magic card media could enhance the ability to write descriptive text.

The fifth previous study entitled "Tenth Grade Students' Ability in Writing Descriptive Text Using Magic Card" written by Nurhayati et al., (2022). In journal "Acitya: Journal of Teaching & Education, Vol. 4 No. 1 2022." The aims of this research were to determine the ability of learners in creating descriptive text using magic cards, and also to gather their opinions on the effectiveness of using magic cards for that purpose. She conducted a quantitative descriptive research design by involving the second-semester students of tenth-grade students of SMAN 1 Wedi, Klaten. For collecting the data, they used pre-test and post-test. The results

indicated that the overall average of students' abilities was classified as "good" (84%). It implies that the ability of students to write descriptive text has been significantly increased.

The most recent research was employed by Anjani (2023) entitled "Improving Descriptive Text the Person Writing Skills Through Magic Card in Class VII B Students of SMP Negeri 36 Semarang". In her thesis, she wants to enhance the students' abilities to write descriptive text by employing magic card as learning model. She conducted Classroom Action Reaction (CAR) by involving 33 students in SMP Negeri 36 Semarang. In collecting the data, she used one cycle through tests, classroom observation, and documentation. The findings indicate that students are actively engaged in their studies. The value of their writing also increases. Their mean scores increased from 66 (Pre-test) to 75 (Cycle I) and 81 (Cycle II). In the simplest terms, the Magic Card learning model is a successful way for enhancing the academic performance of students' ability in write descriptive text.

While many previous research has examined the use different media to improve writing skills of students in writing procedure text, this research presents something different from those researches above. The researchers above used visual media, picture series, and video recipes to improve students' writing procedure text. Meanwhile, on this research used magic card as teaching media to improve students' writing procedure text. The previous research mostly used magic card as teaching media for writing descriptive text, on this research used magic card as teaching media for writing procedure text. Researcher want to renewal of whether magic card media can be effective in improve students' writing procedure text in seventh-grade students.

B. Related Literature

1. Writing

a. Definition of writing

Learning English as a second language focuses on various language skills, including writing, which is considered an advantageous skill. Writing involves the expression of ideas and thought processes in a way that can be simply understood. Writing is a challenging task that involves a combination of a wide range of thought activities. According to Benarita & Rahma (2021), writing is an effective strategy of communication and self-expression. It provides us to share our thoughts, emotions, and perspectives. Additionally, writing serves the purpose of entertaining and providing amusement. Habibulloh (2017) said that writing is a cognitive process in which ideas are developed and refined, with an emphasis on more appropriate concepts. Therefore, it is not only a question of converting words into visual representations.

Writing is an energetic process that helps individuals to effectively communicate their emotions and feeling through the written word. According to Renandya (2002), the process of writing in the classroom is defined by a high level of organization, due to the requires an organized instruction of process skills. As a result, it may not immediately allow for a free range of writing stages mentioned before. It is crucial for the writer to possess a deep understanding of the ideas they want to express before they begin writing. Create a plan, implement an outline, and start writing once you have prepared. As stated in Jupri (2019), writing entails the act of generating words rather than simply taking in its contents.

From the definitions given, it can be concluded that writing involves the process of translating feelings and thoughts into representations and transferring them onto paper in a way that can be comprehended by the reader. In an educational environment,

students are taught the technique of effective writing and how to express their thoughts and points of view. They acquire education on how to become proficient in academic writing, learning what is required to produce high-quality writing. Writing is often considered a challenging skill to master. It implies that students must dedicate themselves to improving their writing skills, as writing does not come easily. It is important for students to understand that writing, especially in a second language, is not just about putting words on paper.

b. Purpose of writing

The purpose of writing is to effectively convey ideas and emotions in an effective way that departs a lasting impact on the reader. According to Habibulloh (2017), the main goal of writing is to effectively convey concepts or feelings in an effective way that leaves an extended impression on the individual who reads it. Benarita & Rahma (2021) describe that there are some purposes of writing, such as:

1) Writing to express the writers feeling; The writer can deliver a message to the reader.

2) Writing to entertain; Writing that aims to captivate and amuse commonly depends into the category of what is often referred to as 'imaginative writing' or 'creative writing' (although it's important to remember that all writing involves a certain level of imaginative thinking and creativity).

3) Writing to inform; These types of writing are potentially beneficial as they provide an engaging reading experience.

4) Writing to persuade; These types of writing can also be beneficial as they provide an engaging reading experience.

c. The Importance of Writing

The ability to write is a crucial talent that should be learned by students and other individuals. These individuals are able to express

themselves in writing, convey their opinions with people who are not there, including those who exist all around the world, and gain broad range of occupations, etc. In accordance with Harmer (2004), learning to write is associated with many different kinds of advantages, including the following:

1) Writing is commonly employed as a means of reinforcing language that has been taught in previous times.

2) Writing gives students the opportunity to concentrate on utilizing the appropriate words.

3) Writing, on the other hand, is not typically restricted in the same way that communication is.

4) In general, writing is important when it comes to preparing for another activity.

5) Writing may also be included into a more comprehensive activity in which the focus is on something else, such as the practice of a language, performing on a scenario, or speaking. Students have the ability to develop a brief discussion, as well as practice and perform on their discourse through the use of oral activities.

6) Writing is also utilized in the process of question and answer sessions.

7) When instructing students in writing, the teacher will regularly pose questions to the pupils. In this case, when compared to their previous experience or the topic. The first thing that the students do is focus on getting themselves ready to solve the problem in front of the class. It is also anticipated of students that they would offer written replies during the entirety of the evaluation.

In considering the information presented above, the researcher can draw the conclusion that it is essential to acquire writing abilities. Writing gives people the opportunity to investigate and

communicate their thoughts, feelings, and emotions by the method of writing. Writing helps people improve their ability to solve problems and increase other skills that are important in the process of language development.

d. Process of Writing

Process writing is an effective strategy to writing that emphasizes the entire process of language learners as they create their own writing. Through a deep exploration of the writing process, learners gain a greater understanding of themselves and discover effective strategies for handling the complicated process of writing. They can explore different strategies that correlate with their preferred learning style. During the writing process, learners should maximize their abilities by looking for appropriate guidance and collaborating with their teacher and their classmate. The writing process usually involves several steps. According to Harmer (2004), the writing process has 4 steps, it can describe as follow:

a. Planning

The writers thoughtfully prepare their thoughts before introducing words to paper. It is important to consider three important variables. Before doing writing, it is crucial to carefully think about the goal of their writing. It matters to carefully consider these factors in order to shape the final goal of a project, including the language used and the information provided. Second, the writers carefully consider their target audience, as it has a significant impact on both the structure of their writing and the language they choose to use. Third, the organization of the piece is crucial in determining the most effective way to present the data, concepts, or arguments that they have chosen to involve.

b. Drafting

At the beginning stages of the writing process, this stage is an essential phase. It is common practice to make the first attempt at a writing with the presumption that it will be revised at a later time. As the process of writing moves forward into the editing phase, it is possible that a number of drafts will be generated on the way to the final edition.

c. Editing

After completing a draft, writers usually review their work to evaluate its effectiveness. Maybe the arrangement of the information is not easily understandable, unclear, or intriguing. They might choose alternative phrase for a specific sentence.

d. Final Version

Once writers have completely revised their draft, including any modifications that were needed, they are pleased to present their final version. The final version may appear a quite different from the first plan and the first draft, as modifications have been made during the editing stage. On the other hand, the author has decided to submit the written text.

2. **Teaching Media**

a. Definition of teaching media

Teaching instruments are crucial instruments for education that enhance the effectiveness and engagement of learning. In education, teaching media refers to the various tools that educators utilize to effectively deliver educational materials to students, with the aim of achieving specific learning goals.

b. Function of teaching media

Using media for teaching is crucial for enhancing the learning experience and improving the effectiveness and efficiency of the teaching process. By using media, the material is engaging,

observable, and presented in a way that is accessible and clear. According to Mulyani & Al-Hafizh (2012), teaching media has several functions. They are as follows:

1) A helpful tool for creating effective learning situations.
2) A crucial component of all learning circumstances.
3) To make the theoretical idea easier to understand, it can help to reduce verbal comprehension.
4) To foster students' enthusiasm for learning.

So, it can be concluded that teaching media has a function to help deliver learning materials that can be a source of information and knowledge for students. In addition, teaching media also functions as a stimulator and encourager of students' interest, attention, creativity, and enthusiasm for learning.

c. Kinds of teaching media

Media is an excellent instrument that can be utilized for educational purposes. The teacher can use many kinds of media. Teaching media can be categorized as follows:

1) Visual media is a category of learning media that emphasizes the delivery of material through seeing. With visual media, students are expected to be able to find material in the objects that appear. Usually, visual media is applied in the form of pictures, photos, graphs, charts, or realia.

2) Audio media is a category of learning media that utilizes the sense of hearing to understand it. Audio media usually conveys verbal (spoken) and non-verbal (sounds and vocalizations) messages. For example, radio, tape recorders, podcasts, storytelling, and songs.

3) Audiovisual media is a combination of auditory media and visual media, which students can learn both by listening and seeing. Example of audiovisual media is video and animation.

3. Teaching Writing

The term "teaching writing" refers to the educational process of conveying information, skills, tactics, and procedures to students in order to assist them in becoming competent and successful writers. The goal is to increase students' capacity to convey ideas in the written word in a way that is clear, coherent, and inspiring. This is accomplished through a mix of instruction, practice, feedback, and rewriting.

Harmer (2004) argued that "When it comes to assisting students in developing their writing skills, teachers are tasked with a variety of important responsibilities". Students could be hesitant to admit their thoughts or may have difficulties finding ideas and means of expressing themselves to their satisfaction when they are participating in "writing-for-writing" activities. This observation is especially relevant when students are engaged in such activities.

To make the realization that there are several categories of responsibilities that are required of the teachers. The several categorized can be described as follows:

a. Demonstrating

It is crucial for students to acquire a solid understanding of writing conventions and genre constraints in various types of writing. In order to facilitate that understanding, teachers must be skilled at emphasizing these elements to their students. depending on the method utilized to inform students about layout concerns or the language used for certain textual functions, the crucial aspect is to ensure that they're fully aware of these matters and that their attention is focused towards them.

b. Motivating and provoking

Student writers frequently experience a state of being unable to find appropriate words, especially when faced with creative writing assignments. The teacher can provide guidance in this

situation, It is at this point that the teacher may be of guidance by encouraging the students to think of ideas, motivating them to become excited about the importance of the assignment, and convincing them that it can be enjoyable. As an illustration, if teachers come to class with ideas already planned, then when students find their own in a bind, they will be able to obtain quick assistance, instead of having to come up with ideas on the spot.

c. Supporting

The important role of the teacher as a motivator and provoker is directly related to the duty of guiding the students. In order for students to get started, they require a great deal of guidance and confidence, not just with ideas but also with the tools to put those ideas into action. When students are writing in class, teachers should to be highly encouraging, available at all times (with the exception of when students are writing exam), and ready to guide students in solving obstacles.

d. Responding

The process in which teachers reply to the written work of students may be categorized into two primary classifications: the first is the act of reacting, and the second is the act of assessing. In the process of responding, we provide a supportive reaction to the content and design of a work, and we frequently provide recommendations for how it may be improved. This means that we will not be marking the work or assessing it as a final product when we react to the work of a student at various stages of the draft process. Therefore, we will be letting the student know about how well things are going at this point in the project.

e. Evaluating

There are several cases, nevertheless, when it is necessary to assess pupils' work, providing feedback to both them and ourselves regarding their performance. We all desire to ascertain the level of attainment we have attained, particularly in the context of a progress or accomplishment exam. When assessing our students' writing for examinations, we can identify points of improvement and spots of error, and assign grades consequently. However, even though test marking differs from providing feedback, we can still utilize it as an excellent chance for learning. By returning marked scripts to our students and highlighting the errors, we can encourage them to analyze and correct their mistakes, rather than simply not considering the corrected work and maintaining it away.

4. **Media in teaching writing**

Media is a tool for teacher to deliver the material. Mahajan (2012) describe that media are divided to seven categories. They are as follows:

a. Graphic media

Graphic media is a kind of media that printed. For example, books, images, directions, posters, photographs, chart, etc.

b. Display media

Display media is media that is used to display a particular object. For example: chalkboard, bulletin board, flannel board, pegboards, etc.

c. Three-dimensional media

Three-dimensional media is media that is presented on a three-dimensional visual display. For example, models, goods, specimens, figurines, etc.

d. Projected media

A type of media that requires a projector to display messages. For example, slide projector, filmstrips, transparencies, films, video recording, etc.

e. Audio media

Audio media is a type of learning media that utilizes sound. For example, radio, audio cassettes player, gramophones, records, etc.

f. Video media

Video media is learning media that displays motion pictures accompanied by sound. For example, TV, video cassettes player, CDs, etc.

g. Activity media

Activity media are learning media that do certain actions. For example: role-playing, field trips, drama, etc.

There is a lot of teaching writing media that can use to teach writing skill. They can describe as follows:

a. Picture

Particularly when it comes to teaching and learning process literature, pictures are the simplest form of media to employ. Anyone may view the picture through Google or through social media. In situations where a teacher is unable to demonstrate the written material that they are teaching, this media can be employed to create a visual representation of the actual thing that is being taught.

b. Canva

Canva is a graphic design application that bridges its users with the ease of designing various types of creative learning materials online. It is possible to utilize Canva to not only analyze learning achievements but also to enhance students' creative abilities. One of the goals of implementing Canva into English classes is to help students enhance their writing abilities. Canva facilitates the creation of a wide variety of items for us to choose from.

c. YouTube

YouTube is an online platform that offers a wide variety of videos. Anyone may post videos to YouTube, which is a well-known web video sharing site that allows users to choose whether their films are viewed publicly or privately. In addition to serving as a platform for both novice and seasoned filmmakers, it creates a space for the sharing of videos among friends and family members. YouTube may be utilized as a tool for writing in the context of teaching writing, such as learning to procedure text, descriptive text, report text, and many more.

While utilizing media, the teacher must strategically create, choose, present, direct, and monitor in order to tackle any deficiencies in understanding, clarify misunderstandings, and facilitate the students' learning process. Additionally, it can facilitate students in acquiring educational material from foreign nations.

5. **Magic card as media in teaching writing**

a. Definition of magic card

Magic card is a thin card that contain an image of the object that will be used to make a text. According to Kristina (2020), magic card is an educational tool consisting of a hard paper or cardboard, decorated with an interesting and innovative image. This tool is designed to enhance students' writing abilities through engaging and visually appealing content. Nurhayati et al. (2022) describe that magic card is an attracting educational tool that can be utilized by teachers and students as well in the process of teaching and learning.

b. Strategies of magic card

The strategies of using magic card can explain as follow:

1) The teacher provides teaching media card contain image of how to make something

2) Students are asked to take one magic card randomly provided by the teacher

3) When the student received that magic card, they are not allowed to open the magic card first until the teacher told the student to open that

4) The teacher told the students to open the content of the magic card

5) Finally, the students get the object that will be used.

c. Benefits of magic card

Using magic card as teaching media has some advantages. They are:

1) From the way it's made, magic card media are very easy to make. Teacher don't need special skill and don't require electricity in making magic card.

2) From the use, magic card media is fun. It can make students improve their enthusiastic when choosing and open the content of the magic card.

The utilized of magic card can help students to build their ideas for writing text. Nurhayati et al. (2022) also stated that using magic cards can enhance students' writing skills, foster a creative and enjoyable learning environment, and enhance their vocabulary proficiency. In simple terms, the use of magic cards has a beneficial impact on students' proficiency in writing.

6. Procedure text

a. Definition of Procedure Text

Among the various types of text writing, one of the types that is included is the procedure text. When it comes to general procedures, the text that is used to explain how to make anything by following a set of steps or processes referred to procedure text. Procedure text is a written material which offers systematic

directions for the way carry out a specific action or activity. According to Habibulloh (2017), a procedure text is a textual composition offering precise instructions regarding the procedure to carry out a particular assignment, create something, or utilize a particular item. It will provide students with a systematic and detailed guide to help readers successfully accomplish a given objective. Susanti et al. (2015) also states that procedure text is a kind of text that provides guidance on how to do a task by presenting a series of acts or processes.

b. Purposes of Procedure Text

The purpose of procedure text is to give sequence information or instructions in order for individuals to effectively carry out actions in a safe, efficient, and effective method. According Susanti et al. (2015), the purpose of procedure text is to clarify the process of doing a task, such as providing guidance, recipes, instructional manuals, and itineraries. A procedure is a piece of writing that provides a detailed explanation of how to do a task or complete a set of tasks in a particular sequence. The items are categorized based on their goal, material, method, and evaluation. The goal of a procedure text is to set up a set results that is expected or that provides guidance for actions to be taken. A specific approach aimed at obtaining a goal or assisting the achievement of a task or making of something. The instructions or directions can be provided in the form of a set. The social function of procedure text is to demonstrate the process of completing a task through a series of steps, allowing the reader to successfully accomplish the intended result.

c. Generic Structure of Procedure Text

A generic structure refers to a commonly used structure in a text that is typically employed by language learners in their study of a target language. To create a text, a set of methods or steps must

be followed. The combination of several generic structures and their specific rhetorical functions has long been acknowledged in universal literature. These textual abilities have been shown to vary due to the specific structure that defines the meaning of the text. The process of writing a procedure text maintains an established structure that must be followed properly by the writer. Here are the generic structures of procedure text:

1) Goal; It informs readers on the specific goals that need to be accomplished by following the sequence of information presented in a procedure text. This has an additional character, known as an introduction sentence, is placed at the starting point of a particular word.

2) Material/Ingredients; Materials utilized in the procedure Text operates to clarify the specific tools or materials required and utilized in involved actions.

3) Methods/Steps; It provides a sequence of logical steps to accomplish the goal. The steps are often marked with cardinal number (1, 2, 3, …) or ordinal number (first, second, third, …)

d. Example of Procedure Text

Here examples of procedure text:

The goals:

How to Make Ice Tea

Ingredients:

1. Tea
2. Water
3. Sugar
4. Ice Cube

Steps:

First, put tea and sugar on the glass.

Second, pour the water.

Third, stir it well

Fourth, add ice cubes.

Finally, the ice tea is ready to drink.

C. Research Hypothesis

The researcher draws a hypothesis as follows:

1. Ha: there is significant difference in writing procedure text between the students who are taught by using magic card and students who are taught without using magic card.

2. Ho: there is no significant difference in writing procedure text between the students who are taught by using magic card and students who are taught without using magic card.

CHAPTER III
METHODOLOGY OF THE RESEARCH

The researcher describes the research methods used in this research.

A. Design of the Research

The researcher employed a quantitative methodology along with a quasi-experimental research design. According to Swanson (2015), experimental research involves intentionally creating accurate conditions for evaluating a hypothesis or statement. The researcher tests some of the hypotheses based on the theory. A quasi-experimental study approach is employed when it is not possible to accomplish random selection of groups. Nevertheless, the control group and the experimental group are closely matched to the most closely possible.

There are two classes that investigated in Quasi Experimental Research Design. The first class is control class and the second class is experimental class. The control class taught without using magic card as teaching media. Meanwhile, the experimental class taught by using magic card as teaching media. Quasi-experimental was to find the link between cause and effect using an experimental and a control group.

In this research, the researcher used the treatment by using magic card media in teaching writing to the experimental group. In this case, the used of magic card media is the independent variable while improving students' writing ability without using magic card media is dependent variable. The research design can be described as follows:

Table 3.1

Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental Group	X_1	O	X_2
Control Group	Y_2	-	Y_2

(Cohen et al., 2007)

B. Subject of the Research

1. Population

A population refers to a group of people with multiple characteristics. Population refers to an extensive group that includes objects or individuals with certain attributes and characteristics that are investigated in order to make conclusions (Sugiyono, 2019). Frankael (2009) describe that the population refers to the broader group to which one aims to generalize the findings. Based on those theories, it assumed that population is the total amount of individuals who have certain characteristics that are determined by the researcher. Population was a data resource on specific research. In this research, the population was the seventh-grade students of SMP Negeri 40 Semarang in academic year 2023/2024. The total of the population in seventh-grade are 248 students.

2. Sample

Sample is an element that belongs to the population. A sample is an amount that represents an element of the population, including its quantity and characteristics (Sugiyono, 2019). It indicates that the sample is a component of the population that utilized as an object in research. Sample is taken as the representative of the whole population to be treated order to gather data. In this research, the researcher took the seventh-grade students as the sample of research. These are some of the traits that are exhibited by the sample and the population:

    a. The students' studies at the same school

    b. The students are the same grade, specifically seventh grade students of SMP Negeri 40 Semarang

    c. The students are be taught by the same teacher

    d. The sample were selected from the population, and then divided into two classes. The first class is the experimental class which

would be taught by using magic card and the other class is the control class which would be taught without using magic card. The classes selected are VII B as the control group and VII C as the experimental group. The experimental class composed of 31 students and the control class is composed of 31 students. The total samples are 62 students of SMP Negeri 40 Semarang in the academic year 2023/2024.

3. **Sampling Technique**

Sampling is a method or process used to get a representative sample from a larger population. In this research, the researcher chose two classes using cluster random sampling. Once acquiring two classes, the researcher made picking an assortment at random to determine which class would serve as the experimental group and which class would carry out the role of the control group. The sample of this research was the seventh-grade students of SMP Negeri 40 Semarang in the academic year 2023/2024. The control class is VII B and the experimental class is VII C.

C. **Instrument of the Research**

The instrument plays a crucial component throughout gathering data. The researcher utilized test as the instrument for data collection in this research. A test, basically, is a means of evaluating an individual's abilities, understanding, or proficiency in a particular field of study (Brown, 2003). The researcher employed tests to assess students' academic performance once they had acquired knowledge of the subject matter. In this research, writing test utilized to assess and examine the writing abilities of seventh-grade students. According to Fidriani et al., (2021), writing test is used to assess the student's writing ability. The procedure text is the main topic of the test in this research. The researcher instructed the students to write a procedure text. There are two tests that the researcher used, they are:

a. Pre-test

Pre-test is a test that is carried out previously a learning activity begins which aims to determine initial abilities. It aims to determine the students' abilities before implementing the magic card as teaching media in writing procedure text.

b. Post-test

Post-test is a test given after the process of a learning activity has been completed. Post-test is the result after the students' writing procedure text using magic card as teaching media. It can be evaluated that the magic card is effective or not.

D. Method of Data Collection

Data collection method refers to the systematic procedure of gathering data. The quasi-experimental research design of this research included pre-test and post-test procedure. The steps of data collection systematically are as follows:

1. The researcher asked permission from the headmaster and inquiries about the circumstance.

2. The researcher accepted two classes as the sample. One an experimental class, and one control class.

3. The researcher provided the students with a worksheet that had been developed to provide them with a pre-test instrument. The instructions as followed:

   a. The researcher offers an explanation about procedure text
   b. The researcher gave example to stimulating the students
   c. After the researcher gave pre-test, the researcher explained the instructions clearly and gave time for students to ask more information.
   d. The researcher accompanied students during the process.

4. Next, the researcher gave material about procedure text, then the researcher explained the purpose, generic structure, and examples.

5. The researcher gave treatment in experimental class.

6. The researcher gave a post-test.

7. The researcher analyzed the result.

E. Method of Data Analysis

The data analysis involved several connected procedures, including the development of categories, the coding of raw data based on these categories, tabulation, and the subsequent drawing of statistical conclusion. After the researcher collect the data, the researcher analyzed the score based on five aspects by Frydenberg (2008). With the total score of students' writing test is 100.

Table 3.2

Scoring

SCORING	ASPECTS OF GOOD WRITING	
Excellent: 23 – 25 Great: 20 – 22 Average: 17 - 19 Needs Work: 0 - 16	Ideas	- Provides excellent guidance - The content is engaging and inspiring to read. - The text is complete - Follows the rules
Excellent: 23 – 25 Great: 20 – 22 Average: 17 - 19 Needs Work: 0 - 16	Organization	- Contains a clear beginning paragraph and information. - Has body paragraphs that are well-organized - Has a final paragraph - Has coherence and cohesiveness.

Excellent: 23 – 25	Structure	-	Shows competency in basic grammar (tenses, verb forms, noun forms, prepositions, articles).
Great: 20 – 22			
Average: 17 - 19			
Needs Work: 0 - 16			
		-	Present complex sentence construction using complex and compound sentences.
Excellent: 14 - 15	Word Choice	-	Show capable vocabulary usage.
Great: 12 - 13			
Average: 10 - 11		-	Uses vocabulary correctly and naturally.
Needs Work: 0 - 9			
		-	Has appropriate word structure.
Excellent: 10	Mechanics	-	Demonstrates a proper paragraph structure
Great: 8 - 9			
Average: 6 - 7			
Needs Work: 0 - 5		-	Show proficiency over the usage of capital letters, periods, commas, semi-colons.
		-	Show your ability to can spell correctly.

Frydenberg (2008)

To find out the ability of the seventh-grade students of SMP Negeri 40 Semarang taught using magic card, the researcher determined for the mean of the test result. To find out the ability in writing procedure text taught without using magic card, the researcher determined for the mean for the test result. To investigate whether the difference between the students' ability in writing procedure text using magic card and without using magic card is significance or not, the researcher compared the two means of the pre-test and post-test results. The researcher analyzed the data using SPSS 16 version. The researcher presented the result of the research can be describes as followed:

1. Descriptive Statistics

      Descriptive statistics are a collection of statistical methods and techniques that are utilized in order to provide an explanation of the dataset. Its primary goals are to deliver an analysis of the data that is both concise and easily understood with the intention of encouraging researchers, analysts, and decision-makers to comprehend the fundamental characteristics of the data without necessarily obtaining conclusions besides the parameters specifically stated.

      Descriptive statistics are used to show the result of the data. Sugiyono (2013) also stated that descriptive statistics are information that are employed for analyzing data by describing or demonstrating the data that has been obtained in its present form. These statistics are utilized for with the aim of arriving at findings that are relevant to the more comprehensive audience or making generalizations.

2. Normality Test

A normality test is an analysis of statistics that is used to examine whether or not a dataset follows a normal distribution. A normal distribution is a particular form of frequency distribution.

Due to the total of sample is more than 30, so the researcher conducted the Kolmogorov-Smirnov technique to gave conclusion the data is normal or not. The decision of normality test is if the significant value

is > 0.05, the data is normal distribution. However, if the significant value is < 0.05, the data is not normal distribution.

3. Wilcoxon-Test

Wilcoxon test is is a test of statistical significance that is non-parametric and is utilized for the purpose of comparing paired data. If the data do not satisfy the presumptions that are necessary for parametric tests such as the paired t-test, it is appropriate to employ this method.

After calculated the score, the result categorized to the level of students' achievements by Brown, (2004). It can be seen as follows:

Table 3.3

The Categorization of Level Achievement

Score	Grade	Level of Achievement
86-100	A	Excellent
76-85	B	Good
66-75	C	Adequate
56-65	D	Inadequate
Below	E	Failing

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher describes the result of the research findings and discussions that contains the result of the data.

A. Research Findings

The research was carried out among seventh grade students' of SMPN 40 Semarang in the academic year 2023/2024. The sample consisted 31 students that were taken from VII B as the control group and 31 students that were taken from VII C as the experimental group. The researcher conducted pre-tests and post-tests to assess the students' writing abilities, compared to their performance when they are taught using and without using magic card media.

The data that was obtained throughout the research is analyzed in this chapter. An explanation is given by the researcher regarding the outcomes of the pre-test and post-test conducted on the control group and the experimental group. The results of these tests were evaluated to demonstrate a substantial difference between the students who were taught by utilizing magic cards and those who were not taught by magic cards. The researcher using SPSS version 16 to analyzed the data. It can describe as follow:

1. Students' Ability in Writing Procedure Text Taught Without Using Magic Card

The set of data formed by the students who taught without used magic card is control group. The researcher conducted two tests, they are pre-test and post-test. The result can be seen on as follows:

Table 4.1

The Result of Pre-Test and Post-Test on Control Class

CONTROL CLASS			
No	Name	Pre-Test	Post-Test
1.	AJP	47	53
2.	AAZ	60	60

3.	AB	50	56
4.	AHM	78	78
5.	BDHP	61	61
6.	DPA	52	58
7.	DNR	43	50
8.	DAAW	76	80
9.	FNW	50	50
10.	FDA	55	59
11.	FHW	40	40
12.	GAK	43	46
13.	GFF	44	52
14.	GS	38	38
15.	HNSAMA	52	54
16.	JSP	70	70
17.	KPH	65	65
18.	KAS	41	41
19.	MDDD	40	42
20.	M	72	72
21.	NPV	48	51
22.	NF	48	54
23.	PAP	50	57
24.	RAP	60	65
25.	SIR	54	57
26.	SPA	42	42
27.	SPP	60	60
28.	WMK	47	54
29.	WAP	60	63
30.	Y	62	65
31.	ZAM	57	58
	Total	1665	1751

Based on the data above, the data calculation can be analyzed as follows:

Table 4.2

Descriptive Statistics of Pre-Test and Post-Test in Control Group

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Control	31	40	38	78	53.71	10.885
Post-Test Control	31	42	38	80	56.48	10.494
Valid N (listwise)	31					

From the table 4.2, it shows that the mean score of pre-test of control class is 53,71 and the post-test is 56.48. It can described that the students' writing ability on pre-test is "failing" and the post-test is "inadequate". However, the mean score of post-test score was higher than the pre-test score. It increased 4.77 points.

2. Students' Ability in Writing Procedure Text Taught by Using Magic Card

The set of data formed by the students who taught by using magic card is experimental group. The researcher conducted two tests. First, the researcher gave pre-test. Then, the researcher provide treatment taught by using magic card. After that, the researcher gave post-test to find out the students' ability in writing procedure text after being taught by using magic card. The result can be seen on as follows:

Table 4.3

The Result of Pre-Test and Post-Test Students Ability

in Experimental Class

EXPERIMENTAL CLASS			
No	Name	Pre-Test	Post-Test
1	ATR	60	85
2.	ANM	67	77
3.	AFS	56	78

4.	ARA	70	81
5.	AWTH	52	72
6.	ADL	55	78
7.	DBPP	58	81
8.	DNK	60	85
9.	EJ	58	84
10.	ERW	50	80
11.	EAM	70	80
12.	FRAL	67	82
13.	GDS	75	85
14.	IK	75	83
15.	KKW	60	87
16.	KAR	61	82
17.	LFS	57	85
18.	MNP	57	80
19.	MRR	71	76
20.	MEA	53	80
21.	MH	52	78
22.	NSP	56	78
23.	NO	58	84
24.	NN	71	84
25.	NSN	63	80
26.	PAR	61	83
27.	RDM	57	81
28.	SAP	60	86
29.	SFAP	58	81
30.	VCK	60	82
31.	ZMPC	74	90
	Total	1902	2528

Based on the data above, the data calculation can describe as follows:

Table 4.4

Descriptive Statistics of Pre-Test and Post-Test

in Experimental Group

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental	31	25	50	75	61.35	7.111
Post-Test Experimental	31	18	72	90	81.55	3.641
Valid N (listwise)	31					

Based on the table 4.4, it shows that the mean score of experimental class. The pre-test is 61.35 and the post-test is 81.55. It can indicated that the mean score of students' writing ability in post-test was increasing higher than the pre-test. It increases 20.2 points. This mean that the writing skill of experimental class are "Adequate" and "Good".

3. The Significant Difference of Students' Ability in Writing Procedure Text Taught Without Magic Card and Taught by Using Magic Card

After finding the result of pre-test and post test score, the researcher calculated the result of mean score and the standard deviation of students' pre-test and post-test score in both the control group and the experimental group. The result can be seen as follows:

Table 4.5

The Mean Score and Standard Deviation of Students Pre-Test

in Control Group and Experimental Group

Descriptive Statistics

	N	Mean	Std. Deviation
Pre-Test Control	31	53.71	10.885
Pre-Test Experimental	31	61.35	7.111
Valid N (listwise)	31		

From table 4.5, it shows that the mean score of control class and experimental class is different. The mean score of pre-test control class is 53.71 which categorized as "failing" by level of achievement and the post-test experimental class is 61.35 which categorized as "inadequate" by level of achievement. So, it can describe that the mean score of students' writing ability in pre-test of control class not different enough than the pre-test of experimental class.

Table 4.6

The Mean Score and Standard Deviation of Students' Post-Test in Control Group and Experimental Group

Descriptive Statistics

	N	Mean	Std. Deviation
Post-Test Control	31	56.48	10.494
Post-Test Experimental	31	81.55	3.641
Valid N (listwise)	31		

From table 4.6, it shows that the mean score of post-test in control class is 56.48 which categorized as "Inadequate" and the mean score of post-test in experimental class is 81.55 which categorized as "Good" by level of achievement. It can describe that the mean score of experimental class is greatly higher than the post-test of control class by a ratio of 25.07 points.

Following the completion of the data collection process, the researcher proceeded to conduct an analysis of the assessment results of both the control class and the experimental class in order to demonstrate the differences between the students who had been taught using magic card media and those who were instructed without magic card media. The researcher analyzed the research findings as follow:

a. Normality Test

Table 4.7

Test of Normality

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test Control	.117	31	.200*	.946	31	.120
Post-Test Control	.080	31	.200*	.972	31	.590
Pre-Test Experimental	.197	31	.003	.920	31	.023
Post-Test Experimental	.110	31	.200*	.981	31	.828

From table 4.7, it shows the results of the normality test for each test. In this research the sample of the research are 62 students, consisted of 31 students of experimental class and 31 students of control class. In conclusion, in this research the normality test that is used is Kolmogorov-Smirnov.

In this research, it found that the significant value (Sig.) of the pre-test control class is $0.200 > 0.05$, the post-test of control class is $0.200 > 0.05$, the pre-test of experimental class is $0.003 < 0.05$, and the post-test of experimental class is $0.200 > 0.05$. As a result, the researcher can make a conclusion that the data is not normally distributed.

b. Homogeneity Test

The homogeneity test is a valuable tool for determining whether the data demonstrates homogenous or not. According to the decision of homogeneity test, if the significant value (Sig.) gets higher than 0.05, the data is considered homogenous. However, if the value of significance (Sig.) is less than 0.05, it indicates that the data is not homogeneous. The result of homogeneity test can be seen as follows:

Table 4.8

Homogeneity Test of Variance

ANOVA

Students Learning Outcomes

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8665.952	1	8665.952	129.625	.000
Within Groups	4011.226	60	66.854		
Total	12677.177	61			

Based on the table 4.8, the result of significant value is 0.000. The value is less than 0.05, so it can be concluded that the data is not homogenous.

c. Wilcoxon-Test

Due to the data is not distributed normally and not homogenous, so the researcher used Wilcoxon-Test. There is a non-parametric test known as the Wilcoxon-Test that is used to determine whether or not there is a significant difference between two sets of paired data that are not normally distributed. The researcher applied magic card media to increase students' interest in writing procedure text in the experimental class. Before and after the application of the treatment, the Wilcoxon test was utilized in order to make a comparison between the outcomes of the experimental group. The hypothesis states that there is a substantial difference in the writing abilities of students as measured by their pre-test and their post-test, this means that there is an obvious benefit on used magic card media on the experimental class if Asymp.Sig < 0.05. The result can be seen as follows:

Table 4.9

Wilcoxon Test

Ranks

		N	Mean Rank	Sum of Ranks
Post-Test Control - Pre-Test Control	Negative Ranks	0[a]	.00	.00
	Positive Ranks	19[b]	10.00	190.00
	Ties	12[c]		
	Total	31		
Post-Test Experimental - Pre-Test Experimental	Negative Ranks	0[d]	.00	.00
	Positive Ranks	31[e]	16.00	496.00
	Ties	0[f]		
	Total	31		

a. Post-Test Control < Pre-Test Control

b. Post-Test Control > Pre-Test Control

c. Post-Test Control = Pre-Test Control

d. Post-Test Experimental < Pre-Test Experimental

e. Post-Test Experimental > Pre-Test Experimental

f. Post-Test Experimental = Pre-Test Experimental

From 31 students, the experiment class got an increase in their scores. The mean rank of improvements in experimental class is 16.00 with the sum of ranks is 496.00. Meanwhile, in the control class, 19 students got an increase and 12 students had the same score with their pre-test score. The mean rank of improvements in control class is 10.00 with the sum of ranks is 190.00.

Table 4.10

Statistics of Wilcoxon Test

Test Statistics[b]

	Post-Test Control - Pre-Test Control	Post-Test Experimental - Pre-Test Experimental
Z	-3.837[a]	-4.864[a]
Asymp. Sig. (2-tailed)	.000	.000

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

The decision of Wilcoxon-Test is if the Asymp. Sig. (2-tailed) is < 0.05, the data is accepted. However, if the Asymp. Sig. (2-tailed) is > 0.05, the data is rejected.

From table 4.9, it can be described in the output statistics that the value of Asymp.Sig (2-tailed) is 0.000, so the value is less than 0.05. The conclusion is "hypothesis is accepted".

The Z value of control class is -3.836 and the Z value of experimental class is -4.864. The statistics of Wilcoxon-Test showed that the experimental class gave higher score. It can be concluded that the used of magic card as teaching media was effective to improve students' ability in writing procedure text.

d. Mann-Whitney Test

After ensuring that the hypothesis was accepted, the researcher used the Man-Whitney Test to determine whether there was a statistically significant distinct in the independent variables. The Mann-Whitney test is a non-parametric test used to present whether or not there is a difference between two independent samples. This test is also used to determine whether the mean of two paired samples varies or not. It determines whether the independent variables are distributed equally between the experimental and control groups. To determine whether there is a significant difference between the writing skills of the experimental class and the control class is if the Asymp.Sig < 0.05.

Table 4.11

Mann-Whitney Test

Mann-Whitney

Ranks				
	Class	N	Mean Rank	Sum of Ranks
Students' Learning Outcomes	Experimental Class	31	46.52	1442.00
	Control Class	31	16.48	511.00
	Total	62		

The N of both, experimental class and control class is 31. From the data above, the students' writing ability post-test mean score of the

experimental class and control class showed a difference. The experimental class get 46.52 and the control class get 16.48.

Table 4.12

Statistics of Mann-Whitney Test

Test Statistics[a]

	Students' Learning Outcomes
Mann-Whitney U	15.000
Wilcoxon W	511.000
Z	-6.562
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Class

To prove that there is a significant effect on students in the experimental class where the class that gets treatment using magic card media, it can be seen from the results of the statistical test above where Asymp.Sig (2 tailed) is $0.000 < 0.05$. So, it can be concluded that there is a significant effective on the use of the magic card. The results can be summarized that students' performance in writing ability using magic card media and without using magic card media are able to give significantly higher to the students' performance in writing ability.

B. Discussion

Based on the research about improving students' ability in writing procedure text at the seventh-grade students of SMP Negeri 40 Semarang in the academic year 2023/2024 had done, it showed that by using magic card media is effective to improving their writing procedure text.

1. The students' ability in writing procedure text taught without using magic card

Based on the result of the test above, it showed that the mean score of pre-test is 53.71 and the mean score of post-test is 56.48. The findings indicated that there was no substantial increase detected in the scores between the pre-test and post-test. It was found that the students' ability in

writing procedure text was poor when they were not taught the utilization of magic cards during learning.

It can determine that without using magic card is less effective because they just get a little information and difficult to understand the text. They didn't feel motivated enough to begin composing the content, and they also experienced lack of interest because they were not being taught through media.

2. The students' ability in writing procedure text taught by using magic card

Students' ability in writing procedure text who were taught by using magic card has an effective improvement. Based on the result of the test above, it showed that the mean score of pre-test is 61.35 and the mean score of post-test is 81.55. It showed a significant improvement in their writing ability in procedure text.

It can find out that by using magic card media can help students to improve their ability in writing procedure text. The students' is more interested and enjoy in the teaching learning activities. They interesting with the media and got inspire from that media. On the other words, magic card is one of media in teaching writing that can influence the students.

3. The significant difference of the students' ability in writing procedure text who taught by using magic card and who taught without using magic card

Based on the findings of the research that was presented before, it was found that there is a clear difference between the students who taught procedure text by utilizing magic card media and the students who taught without utilizing magic card media. The students who gave teaching using magic cards performed significantly better than the students who did not use magic cards in their lessons. It is possible to draw the conclusion that students in procedure text can benefit from the use of magic card media to improve their writing abilities.

4. The implementing of Magic Card

The experimental group and the control group were both examined for different kinds of treatments during the process of the research by the researchers. The students who were part of experimental group were given treatment by taught using magic card, while the students who were part of control group were instructed using conventional technique. The treatment was given after the students had given the pre-test and before giving the post-test. Based on the results of the post-test, it was determined that the experimental class, which utilized magic cards as a teaching medium, had attained an improved result compared to the control class. The steps of implementing treatment are as follows:

Table 4.13

The Treatment Procedures of Experimental Group and Control Group

NO	STAGE	ACTIVITY	
		Experimental Group **Using Magic Card**	**Control Group** **Conventional Media**
1	Opening	- The teacher gave greeting	- The teacher gave greeting
		- The teacher instructed to pray together, check attendance, then explained the learning that would be done.	- The teacher instructed to pray together, check attendance, then explained the learning that would be done.
2	Giving stimulation	- The teacher ask question about procedure text to	- The teacher ask question about procedure text to

			give stimulation to the students.	give stimulation to the students.
3	Giving instruction	-	The teacher gave treatment to taught by using magic card. The steps as follows: 1. The teacher provides teaching media card contain image of how to make something 2. Students are asked to picks one magic card randomly provided by the teacher 3. When the student received that magic card, they are not allowed to open the magic card first until the teacher told the student to open it. 4. The teacher told the students to	- The teacher gave some examples of procedure text.

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		open the content of the magic card together. 5. Finally, the students get the object that will be used.	
4	Students exercise	- The teacher asked students to make procedure text based on their picture inside the magic card.	- The teacher picks one student to give one example of procedure text. - The student makes procedure text in the whiteboard. - The other students are responsible with understanding the material and discussing it together.
5	Evaluation	- As part of the evaluation that was conducted by the teacher and the students, the teacher asked about the challenges that the	- As part of the evaluation that was conducted by the teacher and the students, the teacher asked about the challenges that

			students were experiencing and how they might be solved.		the students were experiencing and how they might be solved.
6	Closing	-	The learning that had been accomplished was summarized by both the students and the instructor.	-	The learning that had been accomplished was summarized by both the students and the instructor.
		-	The teacher shared information that was relevant to improving the student's learning.	-	The teacher shared information that was relevant to improving the student's learning.

Proficiency in composing procedure texts is an essential competency that students must acquire in order to effectively communicate and use practical knowledge throughout various sectors. While obvious teaching tools such as magic cards may initially attract attention, the primary goal should be on fostering correct writing abilities through effective instructional methods.

Before anything else, it is essential for understanding the goal and the structure of procedure text. Procedure texts have been designed to provide readers with a clear and organized set of instructions to accomplish a certain objective or finish a task. Giving instruction to students on the cohesive and coherent organization of procedure texts, which involves opening with an introduction, proceeding with sequenced stages, and completing with a summary or final instructions, develops the basis for proficient writing.

Instead of depending on flashy teaching methods, teachers may improve students' ability to write procedural texts by using practical examples derived from everyday activities. Teachers can demonstrate the process of breaking down intricate procedures into simple and effective steps by utilizing everyday tasks that students are already familiar. The teacher may inquire about their favorite food or dishes they have cooked.

One of the observations made by the researcher about the usage of magic cards as a teaching procedure text was that the teacher has to get the information prepared before instructing. That there were six different topics of procedure text content was something that could be examined. They were, fried rice, banana fritters, sandwich, juice, coffee, and bubble tea.

After preparing the material, the researcher engaged the students in discussion on the material that related to the lesson before starting the learning activities. The stimulation remains linked to their daily activities. In this case, the researcher gave example how to make ice tea. The teacher only gave the example at the first meeting.

In accordance with the knowledge that the students proved an understanding of the example that was provided, the researcher proceeded to describe the purpose of the procedure text, the generic structure, and the language features. The researcher provides an easy to understand explanation. Therefore, it is possible for the students to comprehend it.

Based on the teaching and learning process that takes place during the classroom, teaching students how to write procedure text using magic cards made them more engaged in the learning process than when they were taught using the conventional method. Students are offered with advantages to improve their writing skills through the use of magic cards in context of teaching writing procedure text. These activities encourage students to participate actively in the teaching-learning process.

The process of teaching in the classroom requires the utilization of suitable media in order to educate students. In order to support the teaching

and learning process in the classroom and to aid the instructor in the process of transferring knowledge to the students, the media are instruments that serve vital functions at different points in the moment. Due to this, the teacher takes on responsibility for selecting suitable teaching media in order to ensure that the students enjoy the class. Based on the findings of this research, the utilization of magic cards as a teaching medium in the instruction of writing procedure text has been found to be useful at the seventh-grade students of SMP Negeri 40 Semarang.

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the researcher describes the conclusions and suggestions.

A. Conclusions

From the research findings and discussion above, the researcher give conclusion as follows:

1. The students' ability in writing procedure text of the seventh-grade students on SMP Negeri 40 Semarang in the academic year 2023/2024 on the control class, which did not employ the use of magic card in their learning process, had a lower score than the experimental class, which employed the utilization of magic cards. It can be seen from the students' pre-test and post-test mean score. The mean score of pre-test is 53.71 and the mean score of post-test is 56.48. There is no significant increase between the pre-test and post-test.

2. The students' ability in writing procedure text of seventh-grade students on SMP Negeri 40 Semarang in the academic year 2023/2024 on the experimental class who taught by using magic card media is higher than control class. This is evident from the mean score that the students received on both the pre-test and the post-test. The mean score of pre-test is 61.35 and the mean score of post-test is 81.55. There is a significant increase between the pre-test and post-test.

3. There is a substantially distinct of the students' ability in writing procedure text between the students who taught by using magic card media and the students who taught without magic card media. It can be seen from the experimental class which got 46.52 and the control class got 16.48. So, it can be concluded that the use of magic card media is effective to improve students' ability in writing procedure text.

B. Suggestions

1. The Teacher

   The researcher gives suggestions to the teacher to make teaching and learning activities more interesting and innovative by using media, one of which is this magic card media.

2. The Students

   For the students, the researcher gives advice to be more interested in learning to write a text. Students should not be hesitant in composing a sentence because of the process of learning in order to write a better text.

3. The Reader

   For the reader can get an information for a reference in making another research and expected to fill the gap and the weakness of this research.

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APPENDICES

APPENDIX 1

The Result of Pre-Test and Post-test in Control Group

NO	NAMA SISWA	NILAI	
		PRE-TEST	POST-TEST
	CONTROL GROUP		
1	Aditya Joan Pratama	47	53
2	Angelia Az-zahra	60	60
3	Arif Budiman	50	56
4	Auliya Hanifah Mastri	78	78
5	Bryan Darryl Hendra Putra	61	61
6	Desvita Putri Asmarani	52	58
7	Diandra Natan Raditya	43	50
8	Dimas Arkandhiya Agung Wicaksono	76	80
9	Fadhil Nata Winarta	50	50
10	Faiz Dwi Ardianto	55	59
11	Fidjee Halim Wijaya	40	40
12	Gadisa Akmalia Khafizka	43	46
13	Gamaliel Fausta Fabiano	44	52
14	Gangsar Saputra	38	38
15	Huwa Nasya Stella Ajeng Meilzan Ara	52	54
16	Juliana Safira Putri	70	70
17	Karina Putri Hineni	65	65
18	Keanu Albar Setiadi	41	41
19	Muhammad Dave Mustain Darmawan	40	42
20	Mutiara	72	72
21	Natasya Putri Virgina	48	51
22	Nurul Fadhillah	48	54
23	Pasha Aldo Pratama	50	57
24	Raisha Anindita Putri	60	65
25	Saddam Ilyas Ramadhan	54	57
26	Silvia Putri Anggraini	42	42
27	Syakira Putri Pertiwi	60	60
28	Widya Mulya Kesuma	47	54
29	Wisnu Aji Pamungkas	60	63
30	Yunita	62	65
31	Zhafira Atha Mulia	57	58

APPENDIX 2

The Result of Pre-Test and Post-Test in Experimental Group

CONTROL GROUP			
NO	**NAMA SISWA**	**NILAI**	
		PRE-TEST	**POST-TEST**
1	Abigail Talitha Rizqijanna	60	85
2	Akbar Nizam Muzaki	67	77
3	Aldiano Fadli Suwanto	56	78
4	Aldilla Rahma Aurelia	70	81
5	Alvino Wahyu Tri Harmoko	52	72
6	Aura Dewi Lestari	55	78
7	David Brilliant Putra Pangestu	58	81
8	Dita Nur Kinanti	60	85
9	Elang Jalasaka	58	84
10	Elfath Radhitya Wicaksana	50	80
11	Ella Anandiyya Muktar	70	80
12	Faizal Ridho Abdi Luhur	67	82
13	Galang Dwi Saputra	75	85
14	Izza Konita	75	83
15	Keisha Kanaya Widyadana	60	87
16	Kirana Aisyah Rahmadani	61	82
17	Lintang Fajar Saputra	57	85
18	Madoka Nafisha Putri	57	80
19	Muchammad Randy Revalino	71	76
20	Muhammad Eza Alfahzri	53	80
21	Muhammad Hardiansyah	52	78
22	Nabil Sulistyo Putro	56	78
23	Nadine Orizzasativa	58	84
24	Niratih Nilamsari	71	84
25	Nisrina Saffa Naftah	63	80
26	Putri Agustin Ramadan	61	83
27	Rey Dante Milano	57	81
28	Savera Andien Pratiwi	60	86
29	Shofa Fadil Azkha Penggalih	58	81
30	Viera Cellena Kumalasari	60	82
31	Zidane Maheswara Putra Cahyono	74	90

APPENDIX 3

Usulan Tema

YAYASAN PEMBINA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG
UNIVERSITAS PGRI SEMARANG
FAKULTAS PENDIDIKAN BAHASA DAN SENI

JALAN GAJAH RAYA NO. 40 SEMARANG

USULAN TEMA DAN PEMBIMBING SKRIPSI

Yth. Ketua Program Studi   *)

1. Pend. Bahasa dan Sastra Inggris
2. Pend. Bahasa dan Sastra Jawa
   di Semarang

Dengan hormat,

Yang bertanda tangan dibawah ini,

N a m a : Fadiyah Nur Hadini

N P M : 20420034

bermaksud mengajukan tema skripsi dengan judul :

The Use of Magic Card to Improve Students' Writing Procedure Text : The Case of Seventh-Grade Students in SMP Negeri 40 Semarang

Selanjutnya, dosen pembimbing skripsi kami serahkan sepenuhnya kepada Ketua Progdi., dengan keputusan pembimbing :

1. Dra. Maria Yosephin, M.Pd.   18/4 -24
2. Sri Wahyuni, S.Pd., M.Pd.   30/4 -24

Menyetujui,   Semarang, 30 April 2024
Ketua Program Studi,   Yang mengajukan,

Dr. Rahmawati Sukmaningrum, S.Pd., M.Pd.   Fadiyah Nur Hadini
NIP./NPP. 117901340

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APPENDIX 4

Surat Permohonan Izin Penelitian

UNIVERSITAS PGRI SEMARANG
FAKULTAS PENDIDIKAN BAHASA DAN SENI
Program Studi :   Alamat :
➤ Pendidikan Bahasa dan Sastra Indonesia   Jalan Gajah Raya Nomor 40
➤ Pendidikan Bahasa Inggris   Telepon (024) 8316377 – Faksimile (024) 8448217
➤ Pendidikan Bahasa dan Sastra Daerah   Semarang - 50125

Nomor   : 35/IP/FPBS/V/2024   Semarang, 20 Mei 2024
Lampiran : 1 (satu) berkas
Perihal   : **Permohonan izin penelitian**

Yth.Kepala SMP Negeri 40
di Semarang

Kami beritahukan dengan hormat, bahwa mahasiswa kami :

N a m a   :Fadiyah Nur Hadini
N P M   :20420034
Fak. / Program Studi   :FPBS / Pendidikan Bahasa Inggris

akan mengadakan penelitian dengan judul :

The Use Of Magic Card To Improve Students' Writing Procedure Text: The Case
Of Seventh Grade Students In SMP Negeri 40 Semarang In The Academic Year
2023/2024

Sehubungan dengan hal tersebut, kami mohon Bapak/Ibu berkenan
memberikan izin kepada mahasiswa tersebut untuk melakukan penelitian.

Atas perkenan dan kerjasama yang baik, kami ucapkan terima kasih.

Dekan,

Siti Musarokah, S.Pd., M.Hum.
NPP 107801314

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APPENDIX 5

Dokumentasi Penelitian

APPENDIX 6

<div align="center">

MODUL AJAR

ING-D-2-2024

</div>

1. INFORMASI UMUM

A. Identitas

Nama Penyusun : Fadiyah Nur Hadini

Sekolah   : SMP Negeri 40 Semarang

Mata Pelajaran : Bahasa Inggris

Jenjang/Kelas   : SMP/VII

Fase   : D

Materi Pokok   : Teks Prosedur

B. Kompetensi Awal

Peserta didik memiliki pengetahuan awal tentang teks prosedur.

C. Profil Pelajar Pancasila

- Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia

  Peserta didik mampu menghormati pendapat orang lain di dalam forum diskusi.

- Gotong Royong

  Peserta didik mampu bekerja sama untuk mencari informasi lebih tentang materi.

- Mandiri

  Peserta didik mampu mengumpulkan informasi untuk menjelaskan masalah.

- Bernalar Kritis

  Peserta didik mampu mengidentifikasi dan mengolah informasi mengenai materi teks prosedur.

- Kreatif

  Peserta didik mampu menghasilkan gagasan orisinil dan membuat teks prosedur.

D. Sarana dan Prasarana

1. Lembar soal

2. Media pembelajaran: *magic card*

3. Lembar penilaian

E. Target Peserta Didik

Peserta didik kelas VII mampu mengidentifikasi, menganalisi, dan menghasilkan gagasan mengenai materi yang telah diajarkan.

2. KOMPONEN INTI

A. Tujuan Pembelajaran

Pada fase D, peserta didik mampu mengidentifikasi fungsi sosial, struktur, dan gambaran umum teks prosedur.

B. Pemahaman Bermakna

- Teks prosedur adalah jenis teks yang menjelaskan tentang membuat atau mengoperasikan sesuatu.

C. Pertanyaan Pemantik

1. What is a procedure text?
2. Do you know the social function of procedure text?
3. Do you know the generic structure of procedure text?
4. What is your favorite food?
5. Do you know how to make your favorite food?

D. Kegiatan Pembelajaran

Langkah Pembelajaran	Deskripsi Kegiatan	
	Experimental Class	**Control Class**
Pendahuluan	1. Guru mengawali kegiatan pembelajaran dengan memberi salam pembuka dan berdoa.	1. Guru mengawali kegiatan pembelajaran dengan memberi salam pembuka dan berdoa.

	2. Guru mempersiapkan kelas agar lebih kondusif. 3. Guru mengecek presensi dengan memanggil semua nama siswa di kelas.	2. Guru mempersiapkan kelas agar lebih kondusif. 3. Guru mengecek presensi dengan memanggil semua nama siswa di kelas.
Inti **(Pertemuan I)**	1. Guru memberikan stimulus untuk mengaitkan materi dengan pengalaman peserta didik. 2. Guru menyampaikan tujuan pembelajaran. 3. Guru menyampaikan rangkaian kegiatan dan penilaian yang akan dilaksanakan. 4. Guru menjelaskan mengenai materi teks prosedur	1. Guru memberikan stimulus untuk mengaitkan materi dengan pengalaman peserta didik. 2. Guru menyampaikan tujuan pembelajaran. 3. Guru menyampaikan rangkaian kegiatan dan penilaian yang akan dilaksanakan. 4. Guru menjelaskan mengenai materi teks prosedur

	untuk memantik pemahaman siswa. 5. Guru memberikan soal pre-test kepada siswa.	untuk memantik pemahaman siswa. 5. Guru memberikan soal pre-test kepada siswa.
Treatment **(Pertemuan II)**	Guru menerapkan media pembelajaran berupa *magic card* untuk meningkatkan kreativitas siswa dalam mempelajari teks prosedur	Guru memberikan pembelajaran konvesional dan meminta salah satu siswa untuk membuat contoh teks prosedur di papan tulis.
Inti **(Pertemuan III)**	1. Guru mengingatkan kembali mengenai materi teks prosedur untuk memberikan stimulus kepada siswa. 2. Guru menjelaskan lebih luas mengenai materi teks prosedur. 3. Guru memberikan soal	1. Guru mengingatkan kembali mengenai materi teks prosedur untuk memberikan stimulus kepada siswa. 2. Guru menjelaskan lebih luas mengenai materi teks prosedur. 3. Guru memberikan soal

	post-test untuk siswa.	post-test untuk siswa.
Penutup	1. Guru dan peserta didik merefleksi kegiatan pembelajaran. 2. Guru menutup pembelajaran dengan salam penutup.	1. Guru dan peserta didik merefleksi kegiatan pembelajaran. 2. Guru menutup pembelajaran dengan salam penutup.

3. LAMPIRAN

A. Penilaian

1) Penilaian pengetahuan siswa

I. Read the following text.

Determine the structure of procedure text!

How To Make Infused Water ⟶ ☐

1. Lemon
2. Mint
3. Water ⟶ ☐
4. Honey

First, chop the lemon.

Second, pick the mint leaves from the stems.

Third, pour water into the glass. ⟶ ☐

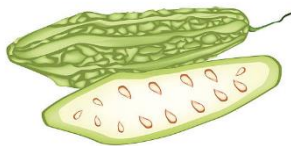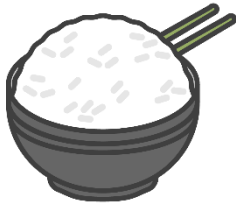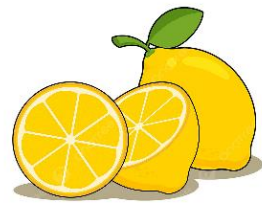Then, put mint leaves, honey and lemon into a glass.

After that mix all together with the spoon.

The last, keep it in the refrigerator for about 12-24 hours.

Infused water is ready to drink.

II. Look at the picture below! Identify the taste of the pictures based on the words on the table.

Spicy	Salty	Sweet	Plain
Sour	Bitter	Cold	

KUNCI JAWABAN

I.
- The goals
- Materials/Ingredients
- Steps

II.
- Sweet
- Sour
- Plain
- Cold
- Spicy
- Bitter
- Salty

a) Rubrik penilaian

NO	URAIAN	SKOR
1.	Jawaban benar	1
2.	Jawaban salah/tidak dijawab	0
JUMLAH SOAL		10

b) Pedoman penilaian

1. Setiap jawaban benar per butir soal skor 1

2. Jumlah skor maksimal 1x10 = 10

3. Nilai siswa = skor perolehan x 10

2) Penilaian keterampilan menulis

- Teknik penilaian: tertulis

- Bentuk instrument: tertulis

- Contoh instrument:

Write a procedure text by choosing one of the topics below:

·   Fried rice
·   Banana Fritters
·   Sandwich
·   Juice
·   Coffee
·   Bubble tea

a. Rubrik penilaian

SCORING	ASPECTS OF GOOD WRITING	
Exceptional: 23 – 25 Very Good: 20 – 22 Average: 17 - 19 Needs Work: 0 - 16	Content/Ideas	- Provides excellent guidance - Interesting to read - The consistency and completeness - Compliance with project rules
Exceptional: 23 – 25 Very Good: 20 – 22 Average: 17 - 19 Needs Work: 0 - 16	Organization	- Contains a clear beginning paragraph and information. - Has body paragraphs that are well-organized - Has a final paragraph - Has coherence and cohesiveness.
Exceptional: 23 – 25 Very Good: 20 – 22 Average: 17 - 19 Needs Work: 0 - 16	Grammar/Structure	- Shows competency in basic grammar (tenses, verb forms, noun forms, prepositions, articles). - Present complex sentence construction using complex and compound sentences.
Exceptional: 14 - 15 Very Good: 12 - 13 Average: 10 - 11 Needs Work: 0 - 9	Word Choice/Word Form	- Show capable vocabulary usage. - Uses vocabulary correctly and naturally. - Has appropriate word structure.
Exceptional: 10 Very Good: 8 - 9 Average: 6 - 7	Mechanics	- Has an appropriate paragraph format. - Show proficiency over the usage of

Needs Work: 0 - 5		capital letters, periods, commas, semi-colons.
		- Show your ability to can spell correctly.
		- Does not include fragments, comma splices, or run-on phrases.

b. Pedoman penilaian

Standard of each element

SCORE	GRADE	REMARKS
90-100	A	Excellent
80-89	B	Very Good
70-79	C	Fair
60-69	D	Poor
0-59	E	Fail

Semarang, 28 Mei 2024

Mengetahui,

Guru Pamong   Mahasiswa Peneliti

Etik Triningsih, S.Pd.   Fadiyah Nur Hadini

NIP 196909021994122002   NPM 20420034

APPENDIX 7

Kartu Bimbingan

KARTU BIMBINGAN FINAL PROJECT MAHASISWA
UNIVERSITAS PGRI SEMARANG

NAMA : Fadiyah Nur Hadini
NPM : 20420034
FAK/PROGDI : **FPBS/PEND. BAHASA INGGRIS**
DOSEN PEMBIMBING I : Dra. Maria Yosephin, M.Pd.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING II
1.	22 Januari 2024	Judul revisi	
2.	18 April 2024	judul acc	
3.	24 April 2024	outline acc	
4.	2 Mei 2024	proposal revisi	
5.	15 Mei 2024	proposal acc	
6.	16 Juli 24	Bab 1 dan 2 revisi	
7.	17 Juli 24	Bab 1 dan 2 acc	
8.	18 Juli 24	Bab 3	
9.	22 Juli 24	Bab 4 revisi	
10.	24 Juli 24	Bab 4 acc	
11.	25 Juli 24	Article revisi	
12.	30 Juli 24	Bab 5 acc	
13.	31 Juli 24	acc ujian skripsi	
14.			
15.			

KARTU BIMBINGAN FINAL PROJECT MAHASISWA
UNIVERSITAS PGRI SEMARANG

NAMA : Fadiyah Nur Hadini
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FAK/PROGDI : **FPBS/PEND. BAHASA INGGRIS**
DOSEN PEMBIMBING II : Sri Wahyuni, S.Pd. M.Pd.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING II
1.	22 Jan 2024	Pengajuan judul skripsi	
2.	23 Feb 2024	Outline skripsi	
3.	30 April 2024	Penggantian judul skripsi	
4.	8 Mei 2024	Bimbingan proposal	
5.	15 Mei 2024	Bimb. proposal + instrument	
6.	20 Mei 2024	acc instrumen	
7.	15 Juli 2024	Bimbingan Bab 1-3	
8.	18 Juli 2024	Revisi Bab 1-3	
9.	24 Juli 2024	Bimbingan Bab 4-5.	
10.	31 Juli 2024	Acc Bab 4-5	
11.	5 Agst 2024	Acc u/ ujian (cek final)	
12.	7 Agst 2024	Bimbingan artikel	
13.			
14.			
15.			

APPENDIX 8

Approval Final Project

APPROVAL

This final project entitled **"The Use of Magic Card to Improve Students' Writing Procedure Text: The Case of Seventh-Grade Students in SMP Negeri 40 Semarang in the Academic Year 2023/2024"** written by:

Name   : Fadiyah Nur Hadini
NPM   : 20420034
Study program : English Education Department
Faculty   : Faculty of Language and Art Education

Was approved by the advisors of English Education Department, Faculty of Language and Art Education, University of PGRI Semarang on

Day   : Wednesday
Date   : 7 August 2024

Advisor I,

Dra. Maria Yosephin, M.Pd.
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Advisor II,

Sri Wahyuni, S.Pd. M.Pd.
NPP. 997201151