APPENDICESS

Appendix 1

Validity of Pretest in Experimental Class (XII MIPA–1)
Correlations

		Question 1	Question 2	Question 3	Question 4	Question 5	Total Score
Question 1	Pearson Correlation	1	,086	,797[**]	,302	-,046	,635[**]
	Sig. (2-tailed)		,683	,000	,142	,826	,001
	N	25	25	25	25	25	25
Question 2	Pearson Correlation	,086	1	,063	,683[**]	,511[**]	,667[**]
	Sig. (2-tailed)	,683		,767	,000	,009	,000
	N	25	25	25	25	25	25
Question 3	Pearson Correlation	,797[**]	,063	1	,291	,197	,693[**]
	Sig. (2-tailed)	,000	,767		,159	,346	,000
	N	25	25	25	25	25	25
Question 4	Pearson Correlation	,302	,683[**]	,291	1	,646[**]	,826[**]
	Sig. (2-tailed)	,142	,000	,159		,000	,000
	N	25	25	25	25	25	25
Question 5	Pearson Correlation	-,046	,511[**]	,197	,646[**]	1	,650[**]
	Sig. (2-tailed)	,826	,009	,346	,000		,000
	N	25	25	25	25	25	25
Total score	Pearson Correlation	,635[**]	,667[**]	,693[**]	,826[**]	,650[**]	1
	Sig. (2-tailed)	,001	,000	,000	,000	,000	
	N	25	25	25	25	25	25

**. Correlation is significant at the 0.01 level (2-tailed).

Appendix 2

Validity of Pretest in Control Class (XII MIPA-2)
Correlations

		Question 1	Question 2	Question 3	Question 4	Question 5	Total Score
Question 1	Pearson Correlation	1	,507**	,165	,639**	,236	,786**
	Sig. (2-tailed)		,010	,432	,001	,256	,000
	N	25	25	25	25	25	25
Question 2	Pearson Correlation	,507**	1	-,058	,446*	,580**	,763**
	Sig. (2-tailed)	,010		,783	,025	,002	,000
	N	25	25	25	25	25	25
Question 3	Pearson Correlation	,165	-,058	1	,344	,232	,439*
	Sig. (2-tailed)	,432	,783		,092	,265	,028
	N	25	25	25	25	25	25
Question 4	Pearson Correlation	,639**	,446*	,344	1	,047	,747**
	Sig. (2-tailed)	,001	,025	,092		,825	,000
	N	25	25	25	25	25	25
Question 5	Pearson Correlation	,236	,580**	,232	,047	1	,613**
	Sig. (2-tailed)	,256	,002	,265	,825		,001
	N	25	25	25	25	25	25
Total Score	Pearson Correlation	,786**	,763**	,439*	,747**	,613**	1
	Sig. (2-tailed)	,000	,000	,028	,000	,001	
	N	25	25	25	25	25	25

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Appendix 3

Validity of Post test in Experimental Class (XII MIPA-1)

Correlations

		Question 1	Question 2	Question 3	Question 4	Question 5	Total Score
Question 1	Pearson Correlation	1	,837[**]	,434[*]	,594[**]	,200	,809[**]
	Sig. (2-tailed)		,000	,030	,002	,337	,000
	N	25	25	25	25	25	25
Question 2	Pearson Correlation	,837[**]	1	,633[**]	,594[**]	,269	,888[**]
	Sig. (2-tailed)	,000		,001	,002	,194	,000
	N	25	25	25	25	25	25
Question 3	Pearson Correlation	,434[*]	,633[**]	1	,238	,416[*]	,702[**]
	Sig. (2-tailed)	,030	,001		,252	,039	,000
	N	25	25	25	25	25	25
Question 4	Pearson Correlation	,594[**]	,594[**]	,238	1	,445[*]	,743[**]
	Sig. (2-tailed)	,002	,002	,252		,026	,000
	N	25	25	25	25	25	25
Question 5	Pearson Correlation	,200	,269	,416[*]	,445[*]	1	,615[**]
	Sig. (2-tailed)	,337	,194	,039	,026		,001
	N	25	25	25	25	25	25
Total Score	Pearson Correlation	,809[**]	,888[**]	,702[**]	,743[**]	,615[**]	1
	Sig. (2-tailed)	,000	,000	,000	,000	,001	
	N	25	25	25	25	25	25

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Appendix 4

Validity of Post test in Control Class (XII MIPA-2)

Correlations

		Question 1	Question 2	Question 3	Question 4	Question 5	Total Score
Question 1	Pearson Correlation	1	,834**	,269	,409*	,173	,747**
	Sig. (2-tailed)		,000	,194	,042	,408	,000
	N	25	25	25	25	25	25
Question 2	Pearson Correlation	,834**	1	,194	,526**	,283	,810**
	Sig. (2-tailed)	,000		,354	,007	,170	,000
	N	25	25	25	25	25	25
Question 3	Pearson Correlation	,269	,194	1	,263	,481*	,631**
	Sig. (2-tailed)	,194	,354		,203	,015	,001
	N	25	25	25	25	25	25
Question 4	Pearson Correlation	,409*	,526**	,263	1	,024	,632**
	Sig. (2-tailed)	,042	,007	,203		,910	,001
	N	25	25	25	25	25	25
Question 5	Pearson Correlation	,173	,283	,481*	,024	1	,622**
	Sig. (2-tailed)	,408	,170	,015	,910		,001
	N	25	25	25	25	25	25
Total Score	Pearson Correlation	,747**	,810**	,631**	,632**	,622**	1
	Sig. (2-tailed)	,000	,000	,001	,001	,001	
	N	25	25	25	25	25	25

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Appendix 5

Reliability of Pre-Test in Experimental Class(XII MIPA-1)

Case Processing Summary

		N	%
Cases	Valid	25	100,0
	Excluded[a]	0	,0
	Total	25	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,724	5

Item Statistics

	Mean	Std. Deviation	N
Question 1	14,40	4,163	25
Question2	14,00	4,082	25
Question3	15,00	4,082	25
Question 4	15,40	3,512	25
Question5	13,80	3,894	25

Item-Total Statistics

	Scale of Mean if Item Deleted	Scale of Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Question 1	58,20	131,000	,392	,714
Question 2	58,60	128,167	,442	,694
Question 3	57,60	125,250	,479	,679
Question 4	57,20	118,917	,710	,595
Question 5	58,80	131,833	,432	,696

Appendix 6

Reliability of Pre-Test in Control Class(XII MIPA-2)

Case Processing Summary

		N	%
Cases	Valid	25	100,0
	Excluded[a]	0	,0
	Total	25	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,709	5

Item Statistics

	Mean	Std. Deviation	N
Question 1	14,80	3,674	25
Question 2	15,20	3,379	25
Question 3	12,40	2,550	25
Question 4	14,60	3,512	25
Question 5	13,80	3,317	25

Item-Total Statistics

	Scale of Mean if Item Deleted	Scale of Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Question 1	56,00	75,000	,596	,600
Question 2	55,60	79,833	,582	,610
Question 3	58,40	107,750	,230	,736
Question 4	56,20	79,750	,547	,624
Question 5	57,00	91,667	,374	,697

Appendix 7

Reliability of Posttest in Experimental Class (XII MIPA–1)

Case Processing Summary

		N	%
Cases	Valid	25	100,0
	Excluded[a]	0	,0
	Total	25	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,804	5

Item Statistics

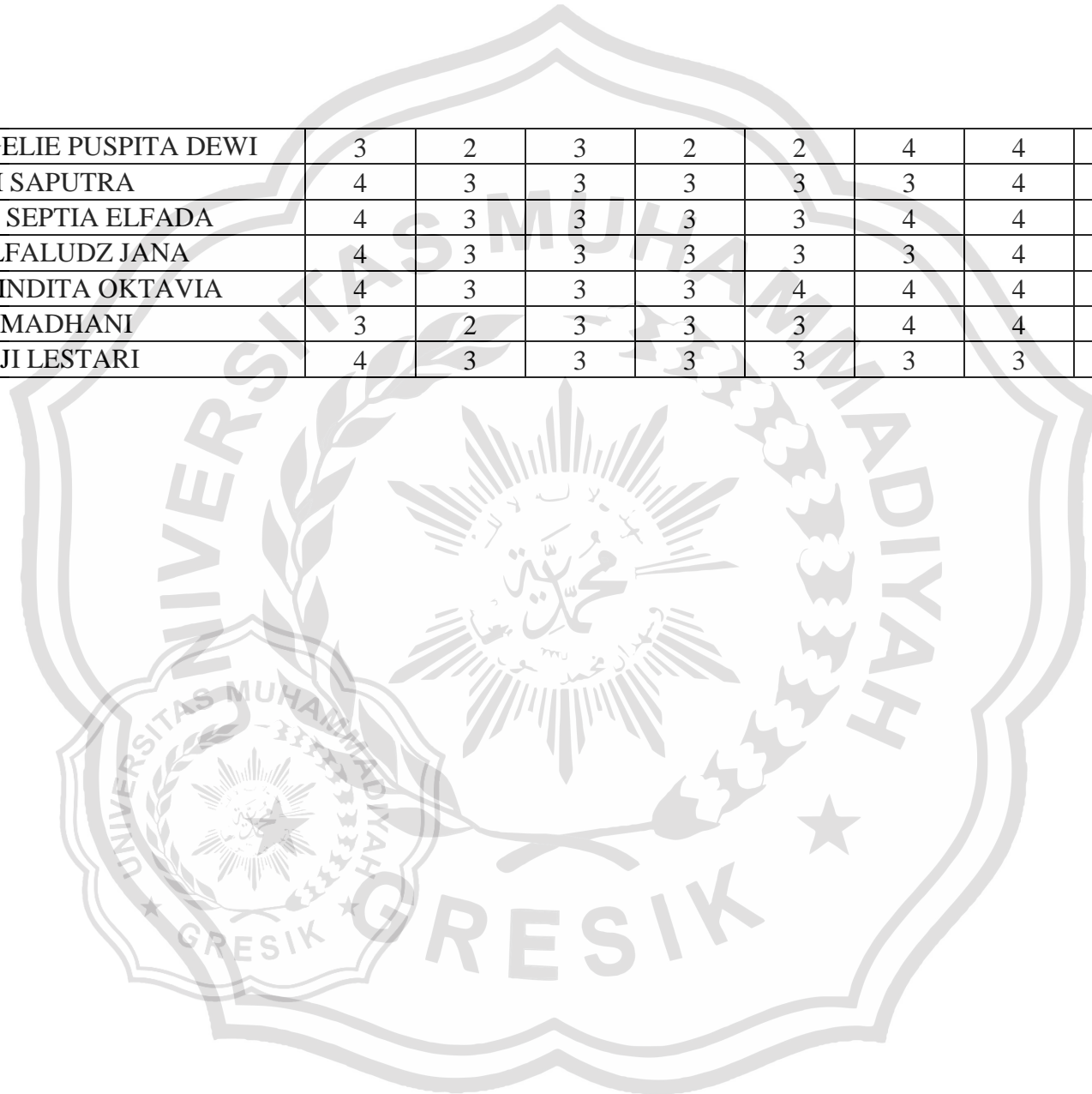|	Mean	Std. Deviation	N
Question 1	17,40	3,571	25
Question 2	17,40	3,571	25
Question 3	15,60	4,406	25
Question 4	16,60	4,010	25
Question 5	14,20	4,252	25

Item-Total Statistics

	Scale of Mean if Item Deleted	Scale of Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Question 1	63,80	150,583	,663	,746
Question 2	63,80	142,250	,780	,712
Question 3	65,60	144,417	,544	,782
Question 4	64,60	147,750	,591	,765
Question 5	67,00	158,333	,420	,820

Appendix 8

Reliability of Posttest in Control Class (XII MIPA–2)

Case Processing Summary

		N	%
Cases	Valid	25	100,0
	Excluded[a]	0	,0
	Total	25	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,704	5

Item Statistics

	Mean	Std. Deviation	N
Question 1	17,60	3,571	25
Question 2	17,40	4,113	25
Question 3	12,20	3,559	25
Question 4	14,60	4,311	25
Question 5	13,80	5,260	25

Item-Total Statistics

	Scale of Mean if Item Deleted	Scale of Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Question 1	58,00	139,583	,598	,609
Question 2	58,20	124,750	,665	,567
Question 3	63,40	151,500	,440	,665
Question 4	61,00	143,750	,391	,684
Question 5	61,80	137,250	,307	,742

Appendix 9

Score of Questionnaire in Experimental Class

No	Name	The Answer of Questionnaire Statements									
		item1	item2	item3	item4	item5	item6	item7	item8	item9	item10
		1	2	3	4	5	6	7	8	9	10
1	ADITYA DWI APRILIYANTO	4	3	4	4	4	4	4	3	4	3
2	AYUNDA FATMA SHOLIKHA	4	3	3	3	3	3	3	3	3	3
3	DINI SUHARYATI ISKANDAR	4	3	3	3	3	3	4	3	4	3
4	ERIKA AMALIA NUR WIJAYANTI	4	3	3	3	4	4	4	3	4	2
5	FAJAR JAYA ROSADI	4	3	3	3	3	3	4	3	3	3
6	GHEA SINTA WIDYANA	3	3	3	3	3	3	4	3	4	2
7	IMAM UTOMO	4	3	3	3	3	3	4	3	3	3
8	IVAN DWI FIRMANSYAH	4	3	3	3	4	4	4	3	4	3
9	LUVITA AGOESTINA RUMOKOY	4	3	3	3	4	4	4	3	4	3
10	MEIA NUR CAHYANTI	3	3	3	2	2	3	4	3	4	2
11	MUHAMMAD ZAINUL	3	2	2	2	2	3	2	2	2	2
12	NATANIA HARLISA	4	3	3	3	3	3	3	3	3	3
13	NIKEN MEI LIA SARI	4	3	3	3	3	3	3	3	3	3
14	RENDI CAHYA SAPUTRA	3	3	3	4	2	4	4	3	2	2
15	RISKA MEI AFIFAH	4	3	3	3	4	4	4	3	3	2
16	RIZKY OKTAVIAN	4	3	4	4	4	4	4	4	4	3
17	RYO DAVA BERLIAN	4	3	3	3	3	4	4	3	4	2
18	SUKMANAWATI	4	3	3	3	3	4	4	3	3	3

19	SYIFA ANGELIE PUSPITA DEWI	3	2	3	2	2	4	4	2	2	2
20	TEGAR ADI SAPUTRA	4	3	3	3	3	3	4	3	3	3
21	VERNANDI SEPTIA ELFADA	4	3	3	3	3	4	4	3	3	3
22	WAHYU ALFALUDZ JANA	4	3	3	3	3	3	4	3	4	2
23	WINDA ANINDITA OKTAVIA	4	3	3	3	4	4	4	3	4	3
24	YAHYA RAMADHANI	3	2	3	3	3	4	4	3	4	3
25	YENITA PUJI LESTARI	4	3	3	3	3	3	3	3	3	3

No	Name	The Answer of Questionnaire Statements										Total
		item11	item12	item13	item14	item15	item16	item17	item18	item19	item20	
		11	12	13	14	15	16	17	18	19	20	
1	ADITYA DWI APRILIYANTO	4	2	2	2	2	2	2	2	2	2	22
2	AYUNDA FATMA SHOLIKHA	3	2	2	2	2	2	2	2	2	2	21
3	DINI SUHARYATI ISKANDAR	4	2	2	2	2	2	2	2	2	2	22
4	ERIKA AMALIA NUR WIJAYANTI	2	2	2	2	2	2	2	2	2	2	20
5	FAJAR JAYA ROSADI	3	2	2	2	2	2	2	2	2	2	21
6	GHEA SINTA WIDYANA	2	2	2	2	2	3	2	3	2	2	22
7	IMAM UTOMO	3	2	2	2	2	2	2	2	2	2	21
8	IVAN DWI FIRMANSYAH	4	2	2	2	2	2	2	2	2	2	22
9	LUVITA AGOESTINA RUMOKOY	2	2	2	2	2	2	2	2	2	2	20
10	MEIA NUR CAHYANTI	2	2	2	2	2	3	2	3	2	2	22
11	MUHAMMAD ZAINUL	2	3	3	3	3	3	3	3	3	3	29
12	NATANIA HARLISA	3	2	2	2	2	2	2	3	2	2	22
13	NIKEN MEI LIA SARI	2	2	2	2	2	2	1	2	2	2	19
14	RENDI CAHYA SAPUTRA	2	2	2	3	3	3	2	3	2	2	24
15	RISKA MEI AFIFAH	2	2	2	2	2	3	2	3	3	2	23
16	RIZKY OKTAVIAN	2	2	2	2	2	2	1	1	1	2	17
17	RYO DAVA BERLIAN	2	2	2	2	2	3	1	3	1	2	20
18	SUKMANAWATI	3	2	2	2	2	2	2	2	2	2	21
19	SYIFA ANGELIE PUSPITA DEWI	2	2	2	2	2	2	2	2	2	2	20
20	TEGAR ADI SAPUTRA	3	2	2	2	2	2	2	2	2	2	21
21	VERNANDI SEPTIA ELFADA	3	2	2	2	2	2	2	2	2	2	21
22	WAHYU ALFALUDZ JANA	2	2	2	2	2	2	2	2	2	2	20

No	Name	The Answer of Questionnaire Statements										Total
		item11	item12	item13	item14	item15	item16	item17	item18	item19	item20	
		11	12	13	14	15	16	17	18	19	20	
23	WINDA ANINDITA OKTAVIA	3	2	2	2	2	3	2	3	3	2	24
24	YAHYA RAMADHANI	3	2	2	2	2	2	2	2	2	2	21
25	YENITA PUJI LESTARI	3	2	2	2	2	2	2	2	2	2	21
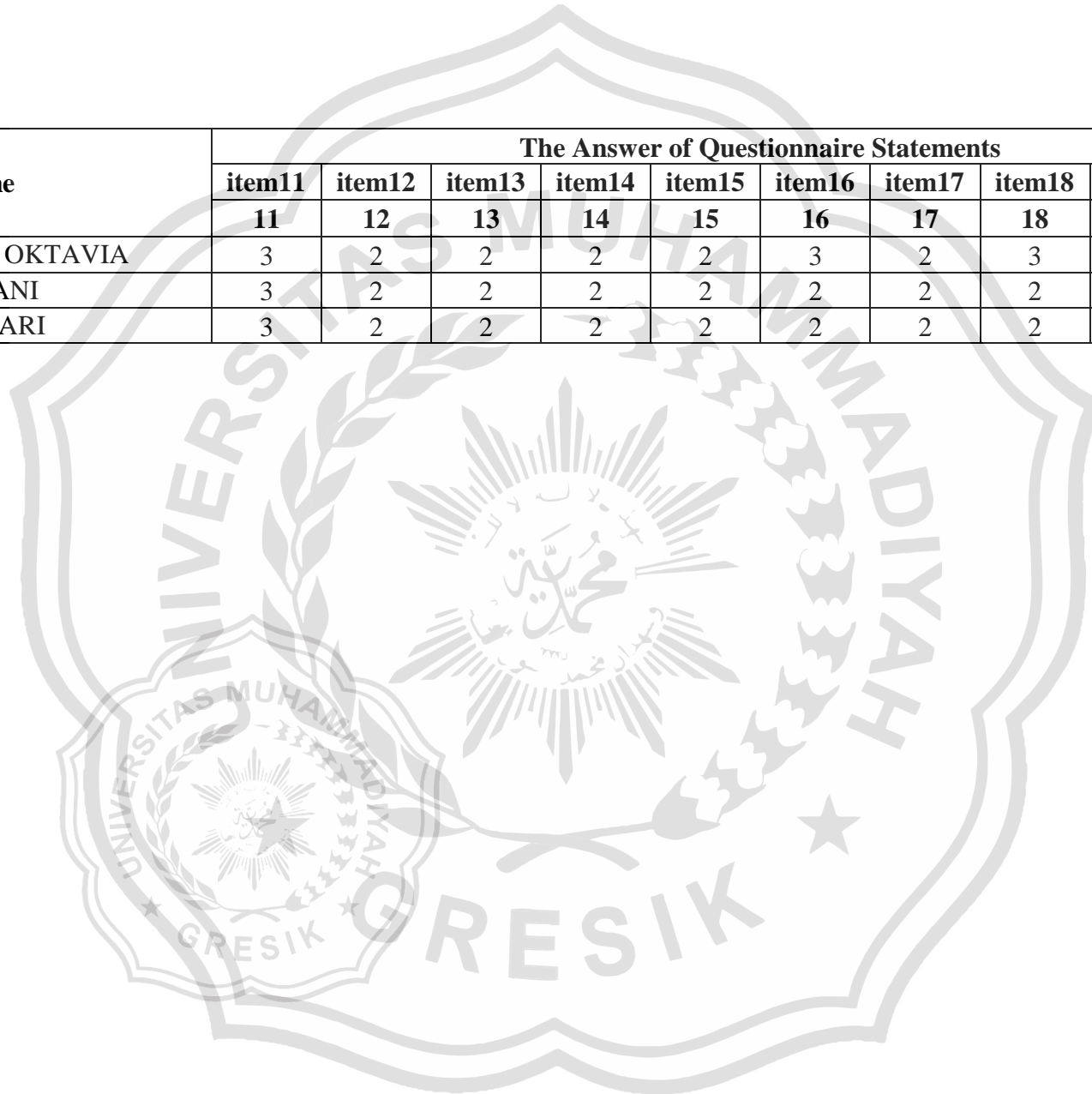
Appendix 10

The Validity of Motivation Questionnaire in Experimentall Class

Correlations

		item1	item2	item3	item4	item5	item6	item7
item1	Pearson Correlation	1	,657[**]	,338	,382	,678[**]	,165	,233
	Sig. (2-tailed)		,000	,099	,059	,000	,431	,262
	N	25	25	25	25	25	25	25
item2	Pearson Correlation	,657[**]	1	,401[*]	,503[*]	,445[*]	,108	,501[*]
	Sig. (2-tailed)	,000		,047	,010	,026	,606	,011
	N	25	25	25	25	25	25	25
item3	Pearson Correlation	,338	,401[*]	1	,712[**]	,513[**]	,354	,499[*]
	Sig. (2-tailed)	,099	,047		,000	,009	,083	,011
	N	25	25	25	25	25	25	25
item4	Pearson Correlation	,382	,503[*]	,712[**]	1	,501[*]	,490[*]	,462[*]
	Sig. (2-tailed)	,059	,010	,000		,011	,013	,020
	N	25	25	25	25	25	25	25
item5	Pearson Correlation	,678[**]	,445[*]	,513[**]	,501[*]	1	,560[**]	,444[*]
	Sig. (2-tailed)	,000	,026	,009	,011		,004	,026
	N	25	25	25	25	25	25	25
item6	Pearson Correlation	,165	,108	,354	,490[*]	,560[**]	1	,507[**]
	Sig. (2-tailed)	,431	,606	,083	,013	,004		,010
	N	25	25	25	25	25	25	25
item7	Pearson Correlation	,233	,501[*]	,499[*]	,462[*]	,444[*]	,507[**]	1
	Sig. (2-tailed)	,262	,011	,011	,020	,026	,010	
	N	25	25	25	25	25	25	25
item8	Pearson Correlation	,479[*]	,673[**]	,689[**]	,712[**]	,556[**]	,344	,596[**]
	Sig. (2-tailed)	,015	,000	,000	,000	,004	,092	,002
	N	25	25	25	25	25	25	25
item9	Pearson Correlation	,295	,373	,447[*]	,238	,619[**]	,313	,607[**]
	Sig. (2-tailed)	,152	,066	,025	,252	,001	,128	,001
	N	25	25	25	25	25	25	25
item10	Pearson Correlation	,554[**]	,236	,329	,340	,393	,053	,075
	Sig. (2-tailed)	,004	,256	,108	,096	,052	,800	,720

	N	25	25	25	25	25	25	25
item11	Pearson Correlation	,388	,165	,231	,238	,275	,037	,163
	Sig. (2-tailed)	,055	,430	,268	,252	,183	,859	,437
	N	25	25	25	25	25	25	25
item12	Pearson Correlation	,363	,553**	,617**	,417*	,350	,196	,662**
	Sig. (2-tailed)	,074	,004	,001	,038	,086	,347	,000
	N	25	25	25	25	25	25	25
item13	Pearson Correlation	,363	,553**	,617**	,417*	,350	,196	,662**
	Sig. (2-tailed)	,074	,004	,001	,038	,086	,347	,000
	N	25	25	25	25	25	25	25
item14	Pearson Correlation	,525**	,345	,463*	0,000	,506**	-,012	,400*
	Sig. (2-tailed)	,007	,091	,020	1,000	,010	,955	,048
	N	25	25	25	25	25	25	25
item15	Pearson Correlation	,525**	,345	,463*	0,000	,506**	-,012	,400*
	Sig. (2-tailed)	,007	,091	,020	1,000	,010	,955	,048
	N	25	25	25	25	25	25	25
item16	Pearson Correlation	,484*	,044	,331	,182	,251	-,114	,007
	Sig. (2-tailed)	,014	,835	,106	,384	,226	,587	,975
	N	25	25	25	25	25	25	25
item17	Pearson Correlation	,354	,389	,569**	,417*	,275	,212	,300
	Sig. (2-tailed)	,083	,054	,003	,038	,183	,308	,145
	N	25	25	25	25	25	25	25
item18	Pearson Correlation	,409*	,037	,499*	,308	,328	,054	,148
	Sig. (2-tailed)	,042	,860	,011	,135	,109	,797	,481
	N	25	25	25	25	25	25	25
item19	Pearson Correlation	,160	,243	,532**	,367	,017	,086	,291
	Sig. (2-tailed)	,445	,241	,006	,071	,938	,682	,158
	N	25	25	25	25	25	25	25
item20	Pearson Correlation	,363	,553**	,617**	,417*	,350	,196	,662**
	Sig. (2-tailed)	,074	,004	,001	,038	,086	,347	,000
	N	25	25	25	25	25	25	25
Total Score	Pearson Correlation	,692**	,595**	,779**	,653**	,742**	,418*	,654**
	Sig. (2-tailed)	,000	,002	,000	,000	,000	,038	,000
	N	25	25	25	25	25	25	25

Correlations

		item8	item9	item10	item11	item12	item13	item14
item1	Pearson Correlation	,479[*]	,295	,554[**]	,388	,363	,363	,525[**]
	Sig. (2-tailed)	,015	,152	,004	,055	,074	,074	,007
	N	25	25	25	25	25	25	25
item2	Pearson Correlation	,673[**]	,373	,236	,165	,553[**]	,553[**]	,345
	Sig. (2-tailed)	,000	,066	,256	,430	,004	,004	,091
	N	25	25	25	25	25	25	25
item3	Pearson Correlation	,689[**]	,447[*]	,329	,231	,617[**]	,617[**]	,463[*]
	Sig. (2-tailed)	,000	,025	,108	,268	,001	,001	,020
	N	25	25	25	25	25	25	25
item4	Pearson Correlation	,712[**]	,238	,340	,238	,417[*]	,417[*]	0,000
	Sig. (2-tailed)	,000	,252	,096	,252	,038	,038	1,000
	N	25	25	25	25	25	25	25
item5	Pearson Correlation	,556[**]	,619[**]	,393	,275	,350	,350	,506[**]
	Sig. (2-tailed)	,004	,001	,052	,183	,086	,086	,010
	N	25	25	25	25	25	25	25
item6	Pearson Correlation	,344	,313	,053	,037	,196	,196	-,012
	Sig. (2-tailed)	,092	,128	,800	,859	,347	,347	,955
	N	25	25	25	25	25	25	25
item7	Pearson Correlation	,596[**]	,607[**]	,075	,163	,662[**]	,662[**]	,400[*]
	Sig. (2-tailed)	,002	,001	,720	,437	,000	,000	,048
	N	25	25	25	25	25	25	25
item8	Pearson Correlation	1	,569[**]	,397[*]	,108	,569[**]	,569[**]	,394
	Sig. (2-tailed)		,003	,049	,606	,003	,003	,051
	N	25	25	25	25	25	25	25
item9	Pearson Correlation	,569[**]	1	,151	,190	,405[*]	,405[*]	,585[**]
	Sig. (2-tailed)	,003		,472	,362	,045	,045	,002
	N	25	25	25	25	25	25	25
item10	Pearson Correlation	,397[*]	,151	1	,700[**]	,272	,272	,393
	Sig. (2-tailed)	,049	,472		,000	,188	,188	,052
	N	25	25	25	25	25	25	25
item11	Pearson Correlation	,108	,190	,700[**]	1	,190	,190	,275

	Sig. (2-tailed)	,606	,362	,000		,362	,362	,183
	N	25	25	25	25	25	25	25
item12	Pearson Correlation	,569**	,405*	,272	,190	1	1,000**	,692**
	Sig. (2-tailed)	,003	,045	,188	,362		0,000	,000
	N	25	25	25	25	25	25	25
item13	Pearson Correlation	,569**	,405*	,272	,190	1,000**	1	,692**
	Sig. (2-tailed)	,003	,045	,188	,362	0,000		,000
	N	25	25	25	25	25	25	25
item14	Pearson Correlation	,394	,585**	,393	,275	,692**	,692**	1
	Sig. (2-tailed)	,051	,002	,052	,183	,000	,000	
	N	25	25	25	25	25	25	25
item15	Pearson Correlation	,394	,585**	,393	,275	,692**	,692**	1,000**
	Sig. (2-tailed)	,051	,002	,052	,183	,000	,000	0,000
	N	25	25	25	25	25	25	25
item16	Pearson Correlation	,186	,068	,646**	,452*	,327	,327	,473*
	Sig. (2-tailed)	,372	,748	,000	,023	,110	,110	,017
	N	25	25	25	25	25	25	25
item17	Pearson Correlation	,617**	,339	,153	-,190	,562**	,562**	,436*
	Sig. (2-tailed)	,001	,097	,465	,362	,003	,003	,029
	N	25	25	25	25	25	25	25
item18	Pearson Correlation	,377	,167	,546**	,273	,277	,277	,400*
	Sig. (2-tailed)	,063	,425	,005	,187	,180	,180	,048
	N	25	25	25	25	25	25	25
item19	Pearson Correlation	,512**	,309	,120	-,047	,440*	,440*	,305
	Sig. (2-tailed)	,009	,133	,569	,823	,028	,028	,139
	N	25	25	25	25	25	25	25
item20	Pearson Correlation	,569**	,405*	,272	,190	1,000**	1,000**	,692**
	Sig. (2-tailed)	,003	,045	,188	,362	0,000	0,000	,000
	N	25	25	25	25	25	25	25
Total Score	Pearson Correlation	,792**	,653**	,606**	,457*	,730**	,730**	,690**
	Sig. (2-tailed)	,000	,000	,001	,022	,000	,000	,000
	N	25	25	25	25	25	25	25

Correlations

		item15	item16	item17	item18	item19	item20	Total Score
item1	Pearson Correlation	,525**	,484*	,354	,409*	,160	,363	,692**
	Sig. (2-tailed)	,007	,014	,083	,042	,445	,074	,000
	N	25	25	25	25	25	25	25
item2	Pearson Correlation	,345	,044	,389	,037	,243	,553**	,595**
	Sig. (2-tailed)	,091	,835	,054	,860	,241	,004	,002
	N	25	25	25	25	25	25	25
item3	Pearson Correlation	,463*	,331	,569**	,499*	,532**	,617**	,779**
	Sig. (2-tailed)	,020	,106	,003	,011	,006	,001	,000
	N	25	25	25	25	25	25	25
item4	Pearson Correlation	0,000	,182	,417*	,308	,367	,417*	,653**
	Sig. (2-tailed)	1,000	,384	,038	,135	,071	,038	,000
	N	25	25	25	25	25	25	25
item5	Pearson Correlation	,506**	,251	,275	,328	,017	,350	,742**
	Sig. (2-tailed)	,010	,226	,183	,109	,938	,086	,000
	N	25	25	25	25	25	25	25
item6	Pearson Correlation	-,012	-,114	,212	,054	,086	,196	,418*
	Sig. (2-tailed)	,955	,587	,308	,797	,682	,347	,038
	N	25	25	25	25	25	25	25
item7	Pearson Correlation	,400*	,007	,300	,148	,291	,662**	,654**
	Sig. (2-tailed)	,048	,975	,145	,481	,158	,000	,000
	N	25	25	25	25	25	25	25
item8	Pearson Correlation	,394	,186	,617**	,377	,512**	,569**	,792**
	Sig. (2-tailed)	,051	,372	,001	,063	,009	,003	,000
	N	25	25	25	25	25	25	25
item9	Pearson Correlation	,585**	,068	,339	,167	,309	,405*	,653**
	Sig. (2-tailed)	,002	,748	,097	,425	,133	,045	,000
	N	25	25	25	25	25	25	25
item10	Pearson Correlation	,393	,646**	,153	,546**	,120	,272	,606**
	Sig. (2-tailed)	,052	,000	,465	,005	,569	,188	,001
	N	25	25	25	25	25	25	25
item11	Pearson Correlation	,275	,452*	-,190	,273	-,047	,190	,457*

	Sig. (2-tailed)	,183	,023	,362	,187	,823	,362	,022
	N	25	25	25	25	25	25	25
item12	Pearson Correlation	,692**	,327	,562**	,277	,440*	1,000**	,730**
	Sig. (2-tailed)	,000	,110	,003	,180	,028	0,000	,000
	N	25	25	25	25	25	25	25
item13	Pearson Correlation	,692**	,327	,562**	,277	,440*	1,000**	,730**
	Sig. (2-tailed)	,000	,110	,003	,180	,028	0,000	,000
	N	25	25	25	25	25	25	25
item14	Pearson Correlation	1,000**	,473*	,436*	,400*	,305	,692**	,690**
	Sig. (2-tailed)	0,000	,017	,029	,048	,139	,000	,000
	N	25	25	25	25	25	25	25
item15	Pearson Correlation	1	,473*	,436*	,400*	,305	,692**	,690**
	Sig. (2-tailed)		,017	,029	,048	,139	,000	,000
	N	25	25	25	25	25	25	25
item16	Pearson Correlation	,473*	1	,127	,846**	,344	,327	,536**
	Sig. (2-tailed)	,017		,544	,000	,092	,110	,006
	N	25	25	25	25	25	25	25
item17	Pearson Correlation	,436*	,127	1	,300	,706**	,562**	,571**
	Sig. (2-tailed)	,029	,544		,145	,000	,003	,003
	N	25	25	25	25	25	25	25
item18	Pearson Correlation	,400*	,846**	,300	1	,460*	,277	,597**
	Sig. (2-tailed)	,048	,000	,145		,021	,180	,002
	N	25	25	25	25	25	25	25
item19	Pearson Correlation	,305	,344	,706**	,460*	1	,440*	,509**
	Sig. (2-tailed)	,139	,092	,000	,021		,028	,009
	N	25	25	25	25	25	25	25
item20	Pearson Correlation	,692**	,327	,562**	,277	,440*	1	,730**
	Sig. (2-tailed)	,000	,110	,003	,180	,028		,000
	N	25	25	25	25	25	25	25
Total Score	Pearson Correlation	,690**	,536**	,571**	,597**	,509**	,730**	1
	Sig. (2-tailed)	,000	,006	,003	,002	,009	,000	
	N	25	25	25	25	25	25	25

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Appendix 11

The Reliability of Motivation Questionnaire in Experimental Class

Case Processing Summary

		N	%
Cases	Valid	25	100,0
	Excluded[a]	0	,0
	Total	25	100,0

a. Listwise deletion based on all variables in
the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,900	20

Item Statistics

	Mean	Std. Deviation	N
item1	3,76	,436	25
item2	2,88	,332	25
item3	3,04	,351	25
item4	3,00	,500	25
item5	3,12	,666	25
item6	3,48	,510	25
item7	3,72	,542	25
item8	2,96	,351	25
item9	3,36	,700	25
item10	2,64	,490	25
item11	2,64	,700	25
item12	2,96	,200	25
item13	2,96	,200	25
item14	2,92	,277	25
item15	2,92	,277	25
item16	2,72	,458	25
item17	3,08	,400	25
item18	2,72	,542	25
item19	2,96	,455	25
item20	2,96	,200	25

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item1	57,04	25,707	,646	,893
item2	57,92	26,743	,553	,896
item3	57,76	25,940	,751	,891
item4	57,80	25,500	,594	,894
item5	57,68	23,893	,678	,892
item6	57,32	26,727	,334	,902
item7	57,08	25,243	,590	,894
item8	57,84	25,890	,766	,891
item9	57,44	24,340	,568	,897
item10	58,16	25,807	,543	,895
item11	58,16	25,807	,345	,906
item12	57,84	27,223	,712	,896
item13	57,84	27,223	,712	,896
item14	57,88	26,777	,662	,895
item15	57,88	26,777	,662	,895
item16	58,08	26,327	,471	,897
item17	57,72	26,460	,518	,896
item18	58,08	25,577	,526	,896
item19	57,84	26,473	,442	,898
item20	57,84	27,223	,712	,896

Appendix 12

The Normality of Pretest-Posttest in Experimental Class andControl Class

One-Sample Kolmogorov-Smirnov Test

		Pretest of Experimental Class	Pretest of Control Class	Posttest of Experimental Class	Posttest of Control Class
N		25	25	25	25
Poisson Parameter[a,b]	Mean	75,60	76,20	83,80	79,20
Most Extreme Differences	Absolute	,257	,224	,244	,263
	Positive	,242	,186	,230	,237
	Negative	-,257	-,224	-,244	-,263
Kolmogorov-Smirnov Z		1,286	1,118	1,222	1,317
Asymp. Sig. (2-tailed)		,073	,164	,101	,062

a. Test distribution is Poisson.

b. Calculated from data.

Appendix 13

The Normality of Questionnaire in Experimental Class

One-Sample Kolmogorov-Smirnov Test

		Using cooperative-instructional video
N		25
Poisson Parameter[a,b]	Mean	53,48
Most Extreme Differences	Absolute	,269
	Positive	,223
	Negative	-,269
Kolmogorov-Smirnov Z		1,344
Asymp. Sig. (2-tailed)		,054

a. Test distribution is Poisson.
b. Calculated from data.

Appendix 14

Homogeneity of Pre-test between Experimental Class and Control Class

Descriptives

Pretest Value

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Experimental Class	25	75,60	3,905	,781	73,99	77,21	70	85
Control Class	25	76,20	4,848	,970	74,20	78,20	70	85
Total	50	75,90	4,367	,618	74,66	77,14	70	85

Test of Homogeneity of Variances

Pretest Value

Levene Statistic	df1	df2	Sig.
2,042	1	48	,159

ANOVA

Pretest Value

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4,500	1	4,500	,232	,632
Within Groups	930,000	48	19,375		
Total	934,500	49			

Appendix 15

Homogeneity ofPosttest between Experimental Class and Control Class

Descriptives

Posttest Value

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Experimental Class	25	83,80	5,058	1,012	81,71	85,89	75	90
Control Class	25	79,20	4,252	,850	77,44	80,96	70	85
Total	50	81,50	5,175	,732	80,03	82,97	70	90

Test of Homogeneity of Variances

Posttest Value

Levene Statistic	df1	df2	Sig.
2,417	1	48	,127

ANOVA

Posttest Value

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	264,500	1	264,500	12,115	,001
Within Groups	1048,000	48	21,833		
Total	1312,500	49			

Appendix 16

Homogeneity ofPre test and Post test in Experimental Class

Descriptives

Experimental Class

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Posttest Value	25	83,80	5,058	1,012	81,71	85,89	75	90
Pretest Value	25	75,60	3,905	,781	73,99	77,21	70	85
Total	50	79,70	6,095	,862	77,97	81,43	70	90

Test of Homogeneity of Variances

Experimental Class

Levene Statistic	df1	df2	Sig.
5,370	1	48	,125

ANOVA

Experimental Class

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	840,500	1	840,500	41,167	,000
Within Groups	980,000	48	20,417		
Total	1820,500	49			

Appendix 17

Homogeneity ofPre test and Post test in Control Class

Descriptives

Control Class

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minim um	Maxim um
					Lower Bound	Upper Bound		
Posttest Value	25	79,20	4,252	,850	77,44	80,96	70	85
Pretest Value	25	76,20	4,848	,970	74,20	78,20	70	85
Total	50	77,70	4,761	,673	76,35	79,05	70	85

Test of Homogeneity of Variances

Control Class

Levene Statistic	df1	df2	Sig.
,495	1	48	,485

ANOVA

Control Class

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	112,500	1	112,500	5,411	,024
Within Groups	998,000	48	20,792		
Total	1110,500	49			

Appendix 18

PRE TEST

KD 3.1-4.1

A. Look at these pictures and answer the questions!

B. According to the picture 1, how does the student win the competition and get the medal?

Picture 1
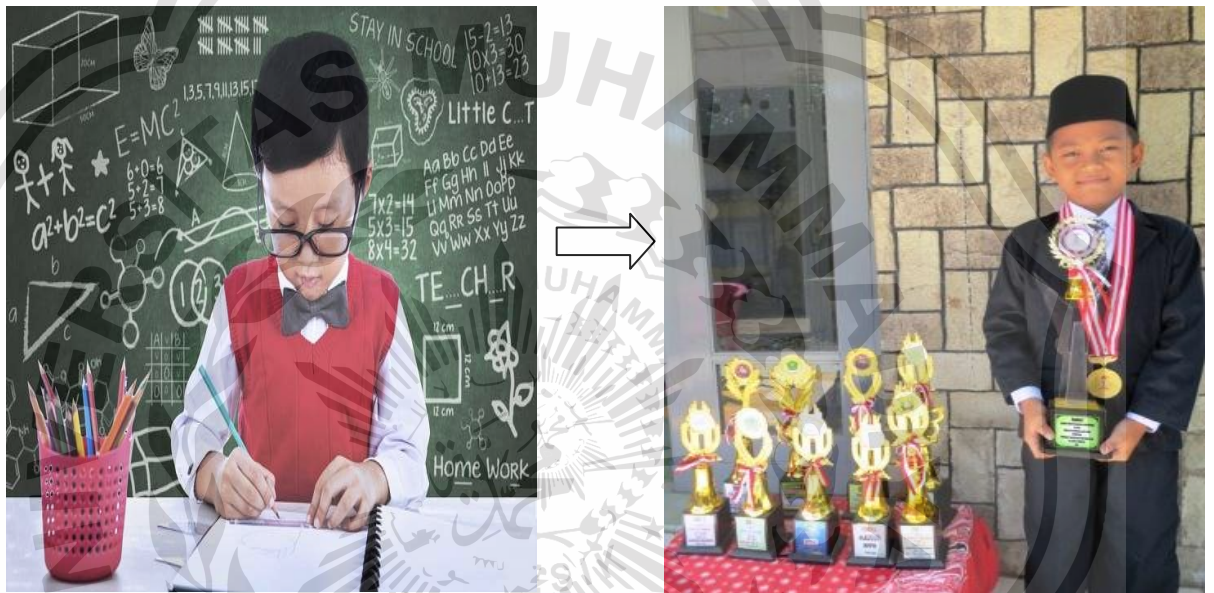
C. According to the picture 2, how does the student get a bad score?

Picture 2

KD 3.2-4.2

A. Look at these pictures and answer the questions!

B. Where is the position of the book?
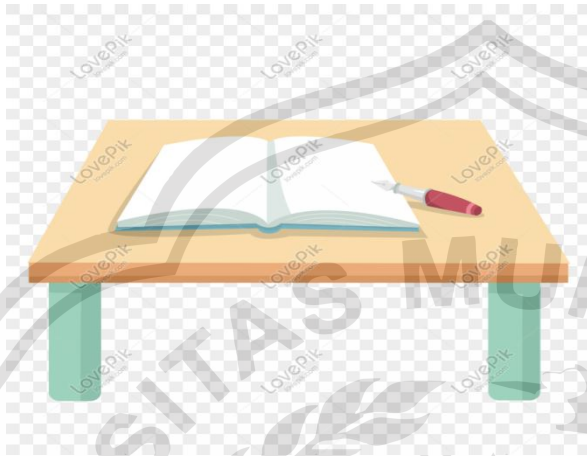
C. Where is the position of the cat?
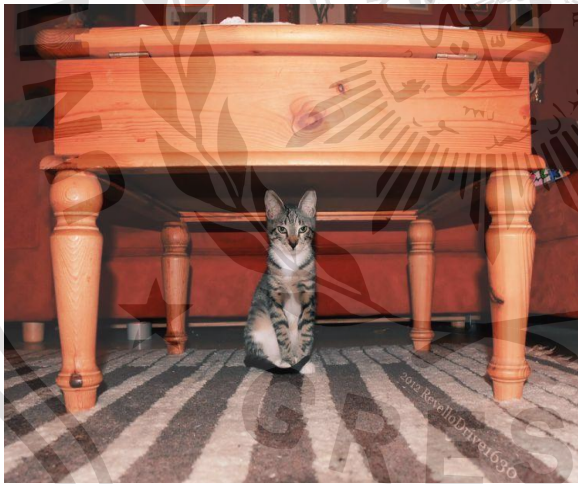
KD 3.3-4.3

A. Look at these pictures and answer the questions!

B. According to the picture 1, what is the girl doing?

Picture 1

C. According to picture 2, what is the girl doing?

Picture 2

KD 3.4-4.4

A. Look at these pictures and answer the questions!

B. According to the picture 1.What would you do, if you were hungry?

Picture 1

C. According to picture 2. What would you have done, if you had been thirsty?

Picture 2

KD 3.5-4.5

A. Look at these pictures and answer the question!

B. Say a sentence according to the picture using contrastive conjunction correctly!

Pictures

Appendix 19

POST TEST

KD 3.1-4.1

A. Look at these pictures and answer the questions!

B. According to the picture 1. How does this businessman be success?

Picture 1
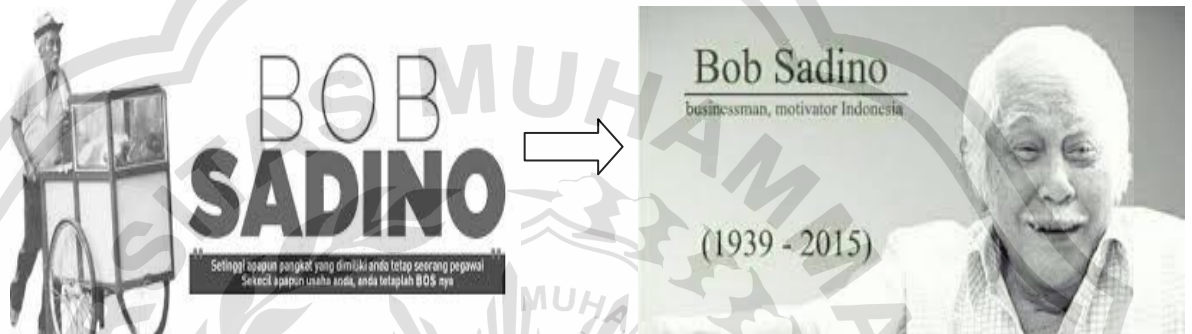
C. According to the picture 2, why do the parents scold their son?

Picture 2

KD 3.2-4.2

A. Look at these pictures and answer the questions!

B. Where is the position of the bag?

C. Where is the position of Doraemon?

KD 3.3-4.3

A. Look at these pictures and answer the questions!

Picture 1

- **Adi and Nina always say good-bye to their parents before going anywhere.**
- According to the sentence, find out the finite and non finite clause!

Picture 2

- **We must maintain harmony in order to create unity.**
- According to the sentence, find out the finite and non finite clause!

KD 3.4-4.4

A. Look at these pictures and answer the questions!

B. According to the picture 1.What would you do, if you had a lot of money?

Picture 1

- According to picture 2. What would you have done, if you had been sick?

KD 3.5-4.5

A. Look at the picture and answer the question!

B. Say a sentence according to the picture using contrastive conjunction correctly!

Picture

Appendix 20

STUDENT MOTIVATION QUESTIONNAIRE
(ANGKET MOTIVASI SISWA)

A. **Identitas Siswa**

   1. Nama :

   2. Kelas :

B. **Petunjuk Pengisian:**

   1. Berikut disajikan pernyataan-pernyataan tentang motivasi siswa dalam belajar berbicara bahasa Inggris. Bacalah secara cermat pernyataan yang telah tersedia.

   2. Silahkan memberikan tanda (√) pada kotak isian yang tersedia. Isilah sesuai dengan kenyataan yang ada pada diri Saudara, karena semua jawaban adalah benar.

   3. Jangan takut dengan jawaban yang Saudara berikan, **karena jawaban tidak berpengaruh terhadap nilai belajar Saudara.**

   4. Pilihan jawaban yang tersedia adalah sebagai berikut:

     1. Sangat Tidak Setuju

     2. Tidak Setuju

     3. Setuju

     4. Sangat Setuju

C. **Daftar Pernyataan dan Isian**

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka saat guru menayangkan video pembelajaran secara berkelompok pada pelajaran bahasa Inggris khususnya keahlian berbicara bahasa Inggris.				
2.	Saya suka berbicara Bahasa Inggris di kelas setelah melihat video pembelajaran secara berkelompok				
3.	Setelah menyaksikan video pembelajaran secara berkelompok, saya merasa lebih mudah dalam memahami materi bahasa Inggris khususnya berbicara bahasa				

	Inggris.				
4.	Setelah menyaksikan video pembelajaran secara berkelompok, saya semangat untuk mengerjakan tugas bahasa Inggris khususnya keahlian berbicara bahasa Inggris.				
5.	Setelah menyaksikan video pembelajaran secara berkelompok, saya lebih percaya diri dan berani dalam berbicara bahasa Inggris di depan guru dan teman-teman.				
6.	Saya lebih suka guru menggunakan video pembelajaran secara berkelompok daripada menggunakan buku saja saat mengajar bahasa Inggris khususnya keahlian berbicara bahasa Inggris.				
7.	Video pembelajaran yang ditayangkan secara berkelompok membuat saya tertantang untuk bisa berbicara bahasa Inggris dengan lancar.				
8.	Saya akan berdiskusi dengan teman kelompok jika ada materi yang tidak saya pahami dari video pembelajaran				
9.	Materi berbicara bahasa Inggris yang sulit akan lebih mudah dipahami dengan berdiskusi setelah melihat video pembelajaran secara berkelompok.				
10.	Saya merasa ada kemajuan (progress) pada kemampuan berbicara bahasa Inggris setelah menyaksikan beberapa kali video pembelajaran secara berkelompok.				
11.	Saya merasa gugup ketika berbicara bahasa Inggris setelah menyaksikan video pembelajaran secara berkelompok.				
12.	Saya merasa bosan saat guru menayangkan video pembelajaran secara berkelompok pada pelajaran bahasa Inggris.				
13.	Pada saat guru menayangkan video				

	pembelajaran secara berkelompok, saya lebih suka bermain dan mengobrol dengan teman.				
14.	Saya merasa bingung dan kesulitan memahami materi bahasa Inggris khususnya keahlian berbicara saat menyaksikan video pembelajaran secara berkelompok.				
15.	Saya merasa menyaksikan video pembelajaran secara berkelompok hanya membuang-buang waktu saja.				
16.	Saya tidak tertarik menyaksikan video pembelajaran secara berkelompok khususnya materi berbicara bahasa Inggris				
17.	Materi bahasa Inggris yang disampaikan menggunakan video pembelajaran tidak bermanfaat pada kemampuan berbicara bahasa Inggris.				
18.	Video pembelajaran yang ditayangkan secara berkelompok membuat suasana kelas menjadi tidak menyenangkan.				
19.	Saya menjadi malas mengikuti pelajaran bahasa Inggris sejak ditayangkan video pembelajaran secara berkelompok.				
20.	Teman-teman di kelas menjadi tidak fokus pada materi yang diajarkan saat guru menayangkan video pembelajaran secara berkelompok.				

"SEKIAN DAN TERIMA KASIH ATAS KERJA SAMA SAUDARA"

Appendix 21

LESSON PLANS OF EXPERIMENTAL CLASS
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan	: SMA Negeri 5 Tuban
Mata Pelajaran	: English Language and Literature
Kelas/ Semester	: XII/ 1
Materi Pokok	:So...that / Such...that
Aspek / Skill	: Speaking
Alokasi Waktu	: 2 meetings

A. Kompetensi Dasar

3.1 Applying the social function, text structure, and the linguistic elements of the interaction and transactional text in orally and writing involves the act of giving and asking for information related to the causal relationship, in accordance with the context of its use. (Pay attention to the linguistic elements such ... that; so ... that)

4.1 Composing the interaction and transactional text in orally and writing involves the act of giving and asking for information related to the causal relationship, with attention to the social function, text structure, and the linguistic elements and the context

B. Indikator Pencapaian Kompetensi

1. Identify the social function, text structure and the linguistic elements to reveal 'such...that/so...that...'

2. Using the phrase 'such/so...that...' to ask for and give a response.

3. Using the phrase 'such/so...that...'in a variety of activities during the learning process in the classroom.

4. Using the phrase 'such/so...that...' in the conversation/dialog of everyday life.

C. Tujuan Pembelajaran

Through the process of observing, asking, exploring, associating and communicating, the students are able to:

1. Identify the social function, text structure and the linguistic elements to reveal 'such...that/so...that...'
2. Using the phrase 'such/so...that...' to ask for and give a response.
3. Using the phrase 'such/so...that...'in a variety of activities during the learning process in the classroom.
4. Using the phrase 'such/so...that...' in the conversation/dialog of everyday life.

D. Materi Pembelajaran

Social Function:

Explain and give information related to the causal relationship using the phrase 'such/so...that...'

The Structure of the text:

Such...That

It expresses a cause and effect.

Grammar:

such + (adjective) + NOUN + that

Examples:

Cause: It was a great movie.

Effect: I watched it several times.

It was such a great movie that I watched it several times.

(great-adjective, movie-noun)

Cause: She is a very charming woman.

Effect: Everybody stares at her.

She is such a charming woman that everybody stares at her.

(charming-adjective, woman-noun)

So...That

It expresses a cause and effect.

Grammar:

So + adjective/adverb + that

Examples:

Cause: It was too windy.

Effect: We couldn't go sailing.

It was so windy that we couldn't go sailing.

(windy- adjective)

Cause: My sister is very shy.

Effect: She hides behind my mother when there are strangers around.

My sister is so shy that she hides behind my mother when there are strangers

around.

(shy- adjective)

Cause: The dress was wonderfully designed.

Effect: I couldn't take my eyes off it.

The dress was so wonderfully designed that I couldn't take my eyes off it.

(wonderfully- adverb)

The Linguistic Elements

(1) Words which express the relationship between two state objects with his

influence:

*So beautiful (*adjective*) **that** ...; **Such** a good boy* (noun phrase) **that** ....

(2) Greeting, the pressure of words, intonation.

E. Metode Pembelajaran

Scientific   approach   (observing,   asking,   exploring,   associating,

communicating).

F. Sumber Pembelajaran

Instructional video of "so…that or such…that"

www.youtube.com

Handout

G. Langkah-langkah Kegiatan Pembelajaran

Meeting- 1

Pre Teaching (10 minutes)

1. Teacher give salam (greeting);
2. Teacher check student attendance;
3. Teacher prepare students psychologically and physically to follow the learning process;
4. Teacher describes the learning objectives or basic competencies to be achieved;
5. Teacher divides the students into 5 groups

Whilst Teaching (70 minutes)

Observing

The studentsobserve an instructional video of "so…that or such…that" in groups

Asking

Students and teachers ask each other for the use of "so…that or such…that" based on the video that has been watched.

Exploring

Students together with her group complete the sentences that have been provided by the teacher with the use of *so* atau *such*.

Associating

Students with their group combine a few sentences which provided the teacher using conjunctions'so...that or such...that'

Post Teaching (10 minutes)

1) Students and the teacher do a reflection on the learning activities and the benefits.

2) Students and the teacher give feedback on the process and results of learning.

3) Students pay attention to the information about the plans of the learning activities for the next meeting.

4) Students and the teacher say goodbye.

Meeting-2

Pre Teaching (10 minutes)

1. Teacher give salam (greeting);

2. Teacher check student attendance;

3. Teacher prepare students psychologically and physically to follow the learning process;

4. Teacher describes the learning objectives or basic competencies to be achieved;

5. Teacher asked the students to group in accordance with the previous meeting.

Whilst Teaching (70 minutes)

Communicating

1. Students with their groups create a dialog using'*so...that...*' dan '*such...that...*'

2. Students presented a dialog that has been created with the group.

Post Teaching (10 minutes)

1) Students and the teacher do a reflection on the learning activities and the benefits.

2) Students and the teacher give feedback on the process and results of learning.

3) Students pay attention to the information about the plans of the learning activities for the next meeting.

4) Students and the teacher say goodbye.

H. Penilaian

Teknik Penilaian   :Performance

Bentuk Instrumen : Speaking test

Speaking Test Rubric

Categories	1	2	3	4
Task Completion	Minimal attempt to complete the task and/or responses frequently inappropriate	Partial completion of the task, responses mostly appropriate yet undeveloped	Completion of the task, responses appropriately and adequately developed	Superior completion of the task, responds with elaboration
Comprehensibility	Responses barely comprehensible	Responses mostly comprehensible, requiring interpretation by the listener	Responses comprehensible, requiring minimal interpretation by the listener	Responses readily comprehensible, requiring no interpretation by the listener
Fluency	Speech halting and uneven with long pauses or incomplete thoughts	Speech slow and/ or with frequent pauses; few or no incomplete thoughts	Some hesitation but manages to continue and complete thoughts	Speech continuous with few pauses or stumbling
Pronunciation	Major pronunciation errors	Frequent errors, little or no communication	Occasional pronunciation problems with communication	No or almost no pronunciation errors

Vocabulary	Inadequate and inaccurate use of vocabulary	Somewhat inadequate and inaccurate use of vocabulary and too basic for this level	Adequate and accurate use of vocabulary for this level	Rich use of vocabulary with frequent attempts at elaboration

Score: $= \frac{SkorPerolehan}{SkorMaksimal} X 4$

Mengetahui,   Tuban , 25 Juli 2019
Kepala Sekolah,   Guru Mapel

Drs. Nanang Moedjianto   **Dian Kristin Ningrum, S.Pd**
NIP. 19630720 198803 1 010

Kegiatan mengeksplorasi (meeting-1)

Complete the sentences with so or such.

1. It was _____dark that I couldn't see her face.

2. The day was _____hot that everybody went to the beach.

3. Most TV programmes are _____ boring that nobody watches them.

4. We had _____horrible day that we felt depressed.

5. The earthquake caused _____ damage that most people lost their homes.

6. I'm having _____a wonderful time in Taghit that I don't want to go home.

7. This test was _____ easy that I didn't need to check my answers.

8. The party was _____well organized that everybody had a great time.

9. We had _____long and tiring trip that we just wanted to go home.

10. He has _____beautiful voice that he should try to become a professional
    singer.

Kegiatan mengasosiasi (meeting-1)

Combine the following sentences using conjunction 'so...that or such...that'!

1. The classroom has comfortable chairs. The students find it easy to fall asleep.

2. Ted couldn't get to sleep last night. He was worried about the exam.

3. Jerry got angry. He put his fist through the wall.

4. I have many problems. I can use all the help you can give me.

5. The tornado struck with great force. It lifted automobiles off the ground.

6. During the summer, we had hot and humid weather. It was uncomfortable just
   sitting in a chair doing nothing.

7. I can't figure out what this sentence says. His handwriting is illegible.

8. Angel has too many girlfriends. He can't remember all of their names.

9. It took us only ten minutes to get there. There was little traffic.

10. Few people bought tickets to the concert. They had to cancel it.

Kegiatan mengkomunikasikan (meeting-2)

1. Make a dialogue in group which used 'so…that and such …that'!

2. Perform the dialogue in front of the class!

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMA Negeri 5 Tuban
Mata Pelajaran	: English Language and Literature
Kelas/semester	: XII/1
Materi Pokok	:Prepositional Phrases
Aspek / Skill	: Speaking
Alokasi Waktu	: 2 meetings

A. Kompetensi Dasar

3.2 Applying the social function, text structure, and the linguistic elements of the interaction and transactional text in orally and writing involves the act of giving and asking for information related to the objects accordance with the context of its use. (Pay attention to the linguistic elements "prepositional phrase").

4.2 Composing the interaction and transactional text in orally and writing involves the act of giving and asking for information related to the objects with attention to the social function, text structure, the linguistic elements and the context.

B. Indikator Pencapaian Kompetensi

1. Analyze the sentence using a prepositional phrase.
2. Identify the pattern of the prepositional phrase and its function in the sentence.
3. Complete the sentence using a prepositional phrase.
4. Role play by using prepositional phrases.

C. Tujuan Pembelajaran

Through the process of observing, asking, exploring, associating and communicating, the students are able to:

1. Analyze the sentence using a prepositional phrase.

2. Identify the pattern of the prepositional phrase and its function in the sentence.

3. Complete the sentence using a prepositional phrase.

4. Role play by using prepositional phrases.

D. Materi Pembelajaran

Social Function:

Explain/ provide additional information effectively using prepositional phrases.

The Structure of The Text:

Example:

He went <u>to the living room</u> to find his car key.

       Prepositional phrase

Have you ever met the lady   <u>with a scaron her right hand</u>?

        Prepositional phrase   prepositional phrase

The Linguistic Elements

1. The statements using prepositional phrases.

2. Utterances, the pressure of words, intonation, and proper spelling.

E. Metode Pembelajaran

Scientific approach (observing, asking, exploring, associating, communicating).

F. Sumber Pembelajaran

Instructional video of prepositional phrase

www.youtube.com

Handout

G. Langkah-langkah Kegiatan Pembelajaran

Meeting – 1

Pre Teaching (10 minutes)

1. Teacher give salam (greeting);

2. Teacher check student attendance;

3. Teacher prepare students psychologically and physically to follow the learning process;

4. Teacher describes the learning objectives or basic competencies to be achieved;

5. Teacher divides the students into 5 groups

Whilst Teaching (70 minutes)

Observing

The students observe an instructional video of "Prepositional Phrase" in groups

Asking

Students and teachers ask each other for the use of "Prepositional Phrase" based on the video that has been watched.

Exploring

Students with their friends in group identify the prepositional phrases contained in few sentences given by the teachers.

Associating

1. The students in group complete the sentences using the proper prepositional phrases.

2. The students in group make a text conversation / dialog which the sentence using the prepositional phrases

Post Teaching (10 minutes)

1) Students and the teacher do a reflection on the learning activities and the benefits.

2) Students and the teacher give feedback on the process and results of learning.

3) Students pay attention to the information about the plans of the learning activities for the next meeting.

4) Students and the teacher say goodbye.

Meeting-2

Pre Teaching (10 minutes)

1. Teacher give salam (greeting);
2. Teacher check student attendance;
3. Teacher prepare students psychologically and physically to follow the learning process;
4. Teacher describes the learning objectives or basic competencies to be achieved;
5. Teacher asked the students to group in accordance with the previous meeting.

Whilst Teaching (70 minutes)
Communicating

The students presented a dialog that has been created with the group

Post Teaching (10 minutes)

1. Students and the teacher do a reflection on the learning activities and the benefits.
2. Students and the teacher give feedback on the process and results of learning.
3. Students pay attention to the information about the plans of the learning activities for the next meeting.
4. Students and the teacher say goodbye.

H. Penilaian

Teknik Penilaian   :Performance

Bentuk Instrumen   : Speaking test

 Speaking Test Rubric:

Categories	1	2	3	4
Task Completion	Minimal attempt to complete the task and/or responses frequently inappropriate	Partial completion of the task, responses mostly appropriate yet undeveloped	Completion of the task, responses appropriately and adequately developed	Superior completion of the task, responds with elaboration
Comprehensibility	Responses barely comprehensible	Responses mostly comprehensible, requiring interpretation by the listener	Responses comprehensible, requiring minimal interpretation by the listener	Responses readily comprehensible, requiring no interpretation by the listener
Fluency	Speech halting and uneven with long pauses or incomplete thoughts	Speech slow and/ or with frequent pauses; few or no incomplete thoughts	Some hesitation but manages to continue and complete thoughts	Speech continuous with few pauses or stumbling
Pronunciation	Major pronunciation errors	Frequent errors, little or no communication	Occasional pronunciation problems with communication	No or almost no pronunciation errors
Vocabulary	Inadequate and inaccurate use of vocabulary	Somewhat inadequate and inaccurate use of vocabulary and	Adequate and accurate use of vocabulary for this level	Rich use of vocabulary with frequent attempts at

		too basic for this level		elaboration

The score= $\dfrac{SkorPerolehan}{SkorMaksimal}$ X 4

Mengetahui,   Tuban , 25 Juli 2019

Kepala Sekolah,   Guru Mapel

Drs. Nanang Moedjianto   **Dian Kristin Ningrum, S.Pd**

NIP. 19630720 198803 1 010
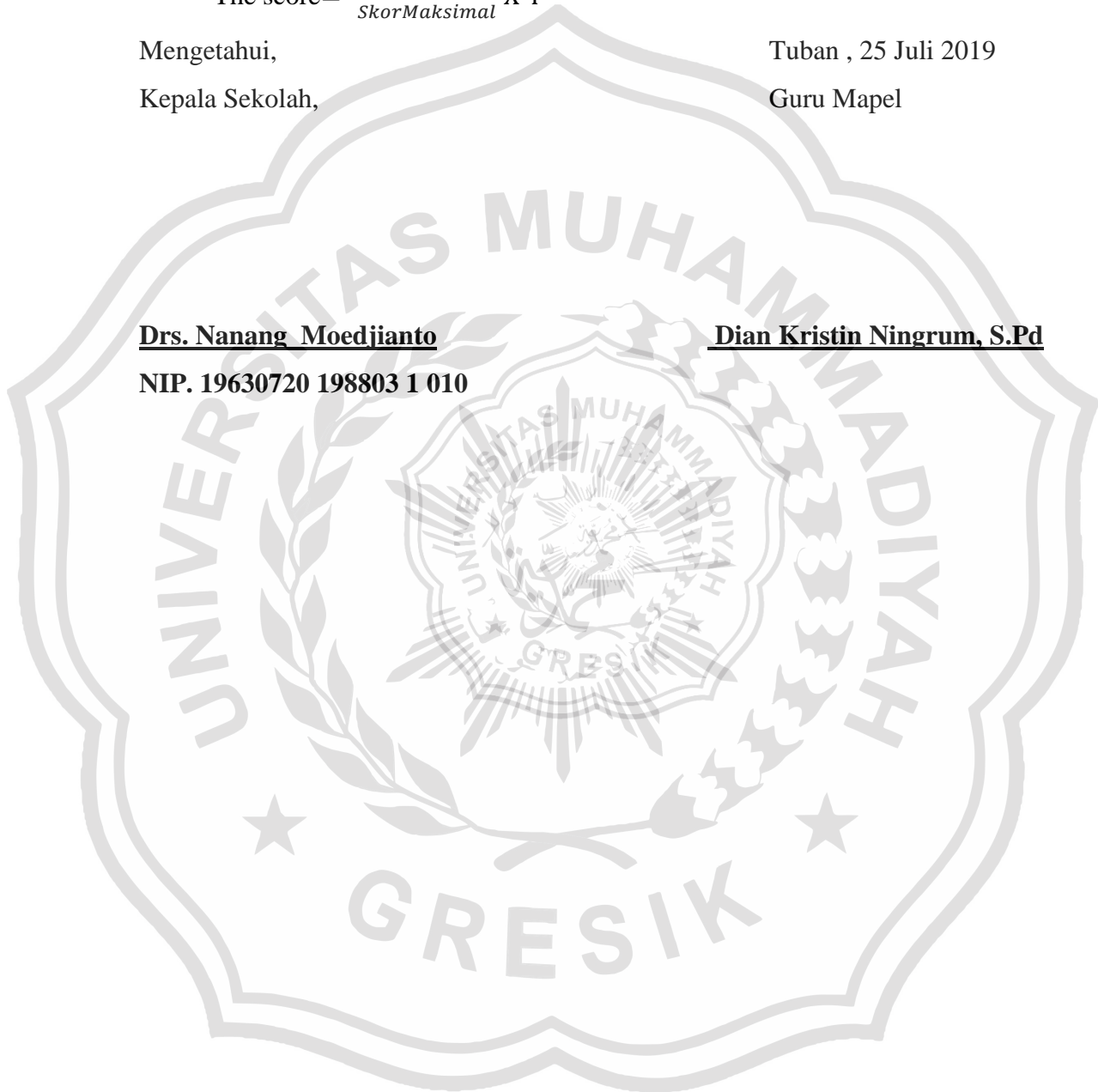
Kegiatan Mengeksplorasi (meeting-1)

Identify with your group which one the prepositional phrase in the sentences!

1. The boy with him is his son.

2. There are lots of birds nesting under the eaves

3. You can use the broom behind you to sweep the floor.

4. The bracelet in the store front window is the one I want.

5. The store at the corner sells sandwiches.

6. I adopted a black cat with white paws.

7. When you get to the sign, take a left.

8. Rega looked under the bed to see if she could find his Mobile phone.

9. I'll meet you after school.

10. The sun rose over the mountain.

Kegiatan mengasosiasi (meeting-1)

A. Complete the sentences below using the right prepositional phrase in the box! (in group)

1. I am standing …

2. We will coming back …

3. I am …

4. My girlfriend is the girl …

5. My mother is cooking …

6. I got new car …

7. Finka got her new dress …

8. Sepvy got a new car …

9. Andini is the manager …

10. The supermarket is …

11. The library is ….

12. The bromo mountain is …

13. The book is …

14. The cat is ….

15. Tina is waiting ….

16. Budi goes to Bali …

17. The meeting was presented …

18. All of the students is wearing an uniform …

19. Tina is sitting ….

20. This song is dedicate …

A. under the chair	**K.** except Budi
B. beside Ani	**L.** inside of the bag
C. by manager via videocam	**M.** with Andre
D. for Budi	**N.** in the light
E. in a red dress	**O.** from my father
F. about 3000 mdpl	**P.** in the carport
G. between the supermarket and the school	**Q.** next to the library
H. with a boombastic audio	**R.** from her bestfriend
I. in the kitchen	**S.** for three month
J. in quality control department	**T.** from New Zealand

B. Make a dialogue in group which used prepositional phrases in it!

Kegiatan Mengkomunikasikan (meeting-2)

Perform the dialogue in front of the class!

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan	: SMA Negeri 5 Tuban
Mata Pelajaran	: English Language and Literature
Kelas/semester	: XII/1
Materi Pokok	:Finite and Non-finite Clause
Aspek / Skill	: Speaking
Alokasi Waktu	: 2 meetings

A. Kompetensi Dasar

3.3 Applying the social function, text structure, and the linguistic elements of the interaction and transactional text in orally and writing involves the act of giving and asking for information related to the description (circumstance), in accordance with the context of its use. (Pay attention to the linguistic elements "Finite and Non-finite Clause")

4.3 Composing the interaction and transactional text in orally and writing involves the act of giving and asking for information related to the objects with attention to the social function, text structure, the linguistic elements "Finite and Non-finite Clause" and the context.

B. Indikator Pencapaian Kompetensi

1. Identify the difference of *finite* and*non-finite clause*
2. Analyze the clauses which use finite and non-finite
3. Make a sentence containing finite and non-finite clause
4. Role play with the use finite and non-finite clause

C. Tujuan Pembelajaran

Through the process of observing, asking, exploring, associating and communicating, the students are able to:

1. Identify the difference of *finite* and *non-finite clause*
2. Analyze the clauses which use finite and non-finite

3. Make a sentence containing finite and non-finite clause

4. Role play with the use finite and non-finite clause

D. Materi Pembelajaran

Social Function:

Explain/ provide additional information effectively using finite and non-finite clause

The Structure of the Text:

Example:

Finite clauses

Finite clauses must contain a verb which shows tense. They can be main clauses or subordinate clauses:

Is it *raining?* (main: present)

I spoke to Joanne last night. (main: past)

We didn't get any food because we *didn't* have enough time. (main: past; subordinate: past)

Non-finite clauses

Non-finite clauses contain a verb which does not show tense. We usually use non-finite verbs only in subordinate clauses. We usually understand the time referred to from the context of the main clause. We often use a non-finite clause when the subject is the same as the subject in the main clause:

I had something to eat before leaving. (I had something to eat before I left.)

After having spent six hours at the hospital, they eventually came home.

Helped by local volunteers, staff at the museum have spent many years sorting and cataloguing more than 100,000 photographs.

He left the party and went home, not having anyone to talk to.

The person to ask about going to New Zealand is Beck.

You have to look at the picture really carefully in order to see all the detail.

E. Metode Pembelajaran

Scientific approach (observing, asking, exploring, associating, communicating).

F. Sumber Pembelajaran

1. Instructional video of finite and non finite clause.
2. www.youtube.com
3. Handout

G. Langkah-langkah Kegiatan Pembelajaran

Meeting - 1

Pre Teaching (10 minutes)

1. Teacher give salam (greeting);
2. Teacher check student attendance;
3. Teacher prepare students psychologically and physically to follow the learning process;
4. Teacher describes the learning objectives or basic competencies to be achieved;
5. Teacher divides the students into 5 groups

Whilst teaching (70 minutes)

Observing

The students observe an instructional video of "finite and non finite clause" in groups

Asking

Students and teachers ask each other for the use of "finite and non finite clause" based on the video that has been watched.

Exploring

Students with their friends in group identify the finite and non finite clause contained in few sentences given by the teachers.

Associating

1. The teacher asks the students in group to conclude the difference between finite and non finite clause
2. The students in group make sentences containing finite and non finite clause.

Post Teaching (10 minutes)

1. Students and the teacher do a reflection on the learning activities and the benefits.
2. Students and the teacher give feedback on the process and results of learning.
3. Students pay attention to the information about the plans of the learning activities for the next meeting.
4. Students and the teacher say goodbye.

Meeting-2

Pre Teaching (10 minutes)

1. Teacher give salam (greeting);
2. Teacher check student attendance;
3. Teacher prepare students psychologically and physically to follow the learning process;
4. Teacher describes the learning objectives or basic competencies to be achieved;
5. Teacher asked the students to group in accordance with the previous meeting.

Whilst Teaching (70 minutes)

Communicating

1. The students with their friends in group make a text conversation / dialog that use finite and non finite clause.
2. Students presented a dialog that has been created with the group

Post Teaching (10 minutes)

1. Students and the teacher do a reflection on the learning activities and the benefits.
2. Students and the teacher give feedback on the process and results of learning.

3. Students pay attention to the information about the plans of the learning activities for the next meeting.

4. Students and the teacher say goodbye.

H. Penilaian

Teknik Penilaian   : Performance

Bentuk Instrumen   : Speaking test

Speaking Test Rubric

Categories	1	2	3	4
Task Completion	Minimal attempt to complete the task and/or responses frequently inappropriate	Partial completion of the task, responses mostly appropriate yet undeveloped	Completion of the task, responses appropriately and adequately developed	Superior completion of the task, responds with elaboration
Comprehensibility	Responses barely comprehensible	Responses mostly comprehensible, requiring interpretation by the listener	Responses comprehensible, requiring minimal interpretation by the listener	Responses readily comprehensible, requiring no interpretation by the listener
Fluency	Speech halting and uneven with long pauses or incomplete thoughts	Speech slow and/ or with frequent pauses; few or no incomplete thoughts	Some hesitation but manages to continue and complete thoughts	Speech continuous with few pauses or stumbling

Pronunciation	Major pronunciation errors	Frequent errors, little or no communication	Occasional pronunciation problems with communication	No or almost no pronunciation errors
Vocabulary	Inadequate and inaccurate use of vocabulary	Somewhat inadequate and inaccurate use of vocabulary and too basic for this level	Adequate and accurate use of vocabulary for this level	Rich use of vocabulary with frequent attempts at elaboration

Score= $\frac{SkorPerolehan}{SkorMaksimal}$ X 4

Mengetahui,   Tuban , 25 Juli 2019
Kepala Sekolah,   Guru Mapel

Drs. Nanang Moedjianto   **Dian Kristin Ningrum, S.Pd**
NIP. 19630720 198803 1 010

Kegiatan Mengeksplorasi (Meeting-1)

1. **Identify the finite and non finite clauses in the sentences below! (in group)**

    A. After locking the door, I left for the house.

    B. Last night, though tired, I didn't sleep at all.

    C. If helped by her brother, Vera will finish doing the homework soon.

    D. Intan, if given money by her parents, will buy new dress.

    E. Hanung always talks about visiting Eiffel Tower.

    F. Milka kept doing diet though starving.

    G. Indah is feeling hungry, not having anything to eat.

    H. You must ask for permission to your mother before leaving.

    I. Although invited, Mila wouldn't come to your party.

    J. Risa always washes the dishes after cooking.

KegiatanMengasosiasi. (Meeting-1)

1. Find in group the differences between finite clause and non finite clause according to the dialogue above!

2. Make 10 sentences using finite clause and non finite clause! (in group)

Kegiatan Mengkomunikasikan (Meeting-2)

3. Make a dialogue in group which used finite and non finite clause in it!

4. Perform the dialogue in front of the class!

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMA Negeri 5 Tuban
Mata Pelajaran	: English Language and Literature
Kelas/semester	: XII/1
Materi Pokok	: Conditional Sentence (type 2 and 3)
Aspek / Skill	: Speaking
Alokasi Waktu	: 4 meetings

A.   Kompetensi Dasar

3.4   Applying the social function, text structure, and the linguistic elements of the interaction and transactional text in orally and writing involves the act of giving and asking for information related to a supposition of the occurrence/ something that is not real at this time and past time, in accordance with the context of its use. (Pay attention to the linguistic elements of conditional sentence in past and past perfect)

4.4   Composing the interaction and transactional text in orally and writing involves the act of giving and asking for information related to a supposition of the occurrence/ something that is not real at this time and past time, with attention to the social function, text structure, the linguistic elements and the context.

B.   Indikator Pencapaian Kompetensi

1. Identify the type, meaning, patterns, and social functions of conditional sentence.

2. Identify the sentences and group them according to the type of conditional sentence.

3. Complete the sentence using conditional if.

4. Make a sentence or a dialogue using conditional if.

5. Express dialogue using conditional sentence.

C. Tujuan Pembelajaran

Through the process of observing, asking, exploring, associating and communicating, the students are able to:

1. Identify the type, meaning, patterns, and social functions of conditional sentence.
2. Identify the sentences and group them according to the type of conditional sentence.
3. Complete the sentence using conditional if.
4. Make a sentence or a dialogue using conditional if.
5. Express dialogue using conditional sentence.

D. Materi Pembelajaran

Social Function:

Stated terms of the occurrence/doing something, expressed remorse, stating and asking suppositions occurrence/ doing something that is not real in the past.

The Structure of the text:

Conditional Sentence Type 2 (Present Unreal)

a) It is to state something that is contrary with a present real fact.

b) Pattern : If + Subject + Past tense , Subject + Would + Verb 1

c) Examples :

o If I were hungry, I would eat

o If I felt tired, I would take a rest.

o I would help you if I were not busy.

Conditional Sentence Type 3 (Past Unreal)

a) It is to state something that is contrary with a past real fact.

b) Pattern : If + Subject + Had + Verb 3 , Subject + Would have + Verb 3

c) Examples :

o If I had been hungry, I would have eaten

o If I had felt tired, I would have taken a rest.

o I would have helped you if I had not been busy.

The Linguistic Elements

- The statements and questions related to the modalities of occurrence/ doing something that is not real at this time and in the past.

- The utterances, the pressure of words, intonation, spelling.

E. Metode Pembelajaran

Scientific approach (observing, asking, exploring, associating, communicating).

F. Sumber Pembelajaran

1. Instructional video of finite and non finite clause.
2. www.youtube.com
3. Handout

G. Langkah-langkah Kegiatan Pembelajaran

Meeting - 1

Pre Teaching (10 minutes)

1. Teacher give salam (greeting);
2. Teacher check student attendance;
3. Teacher prepare students psychologically and physically to follow the learning process;
4. Teacher describes the learning objectives or basic competencies to be achieved;
5. Teacher divides the students into 5 groups

WhilstTeaching (70 minutes)

Observing

The studentsobserve an instructional video of "Conditional Sentence" in groups

Asking

Students and teachers ask each other about the video that has been watched.

Exploring

1. The teacher shows an example of the dialog that contains conditional sentences type 2 and 3.

2. The students in group identify conditional sentence contained in the dialog.

3. The students in group identify the type of conditional sentence in the dialog.

4. The students in group analyze the pattern used in the conditional sentence are found (Conditional Sentence type 2 and 3).

5. The students in group analyze the facts of the conditional sentence type 2 and 3

Post Teaching (10 minutes)

1) Students and the teacher do a reflection on the learning activities and the benefits.

2) Studentsand the teacher give feedback on the process and results of learning.

3) Students pay attention to the information about the plans of the learning activities for the next meeting.

4) Studentsand the teacher say goodbye.

Meeting-2

Pre Teaching (10 minutes)

1. Teacher give salam (greeting);

2. Teacher check student attendance;

3. Teacher prepare students psychologically and physically to follow the learning process;

4. Teacher describes the learning objectives or basic competencies to be achieved;

5. Teacher asked the students to group in accordance with the previous meeting.

WhilstTeaching (70 minutes)

Associating

1. The students in group complete the sentences with the verb that is appropriate to the conditional sentence type 2 or 3.

2. The teacher asks the studentsin group to make conditional sentencestype 2 and 3 based on the image.

3. The teacher asks the studentsin group to changeconditional sentencestype 2 and 3 become a fact.

Post Teaching (10 minutes)

1. Students and the teacher do a reflection on the learning activities and the benefits.

2. Studentsand the teacher give feedback on the process and results of learning.

3. Students pay attention to the information about the plans of the learning activities for the next meeting.

4. Studentsand the teacher say goodbye.

Meeting-3

Pre Teaching (10 minutes)

1. Teacher give salam (greeting);

2. Teacher check student attendance;

3. Teacher prepare students psychologically and physically to follow the learning process;

4. Teacher describes the learning objectives or basic competencies to be achieved;

5. Teacher asked the students to group in accordance with the previous meeting.

WhilstTeaching (70 minutes)

Communicating

1. The students in group make a dialog that use the conditional sentence type 2.

2. The students presented a dialog that has been created with the group

Post Teaching (10 minutes)

1) Students and the teacher do a reflection on the learning activities and the benefits.

2) Studentsand the teacher give feedback on the process and results of learning.

3) Students pay attention to the information about the plans of the learning activities for the next meeting.

4) Studentsand the teacher say goodbye.

Meeting-4

Pre Teaching (10 minutes)

1. Teacher give salam (greeting);

2. Teacher check student attendance;

3. Teacher prepare students psychologically and physically to follow the learning process;

4. Teacher describes the learning objectives or basic competencies to be achieved;

5. Teacher asked the students to group in accordance with the previous meeting

WhilstTeaching (70 minutes)

Communicating

1. The students in group make a dialog that use the conditional sentence type 3.

2. The students presented a dialog that has been created with the group

Post Teaching (10 minutes)

1. Students and the teacher do a reflection on the learning activities and the benefits.
2. Students and the teacher give feedback on the process and results of learning.
3. Students pay attention to the information about the plans of the learning activities for the next meeting.
4. Students and the teacher say goodbye.

H. Penilaian

Teknik Penilaian   :Performance

Bentuk Instrumen   : Speaking test

Speaking test Rubric

Categories	1	2	3	4
Task Completion	Minimal attempt to complete the task and/or responses frequently inappropriate	Partial completion of the task, responses mostly appropriate yet undeveloped	Completion of the task, responses appropriately and adequately developed	Superior completion of the task, responds with elaboration
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Fluency	Speech halting and uneven with long pauses or incomplete thoughts	Speech slow and/ or with frequent pauses; few or no incomplete thoughts	Some hesitation but manages to continue and complete thoughts	Speech continuous with few pauses or stumbling
Pronunciation	Major pronunciation errors	Frequent errors, little or no communication	Occasional pronunciation problems with communication	No or almost no pronunciation errors
Vocabulary	Inadequate and inaccurate use of vocabulary	Somewhat inadequate and inaccurate use of vocabulary and too basic for this level	Adequate and accurate use of vocabulary for this level	Rich use of vocabulary with frequent attempts at elaboration

Score= $\frac{SkorPerolehan}{SkorMaksimal}$ X 4

Mengetahui,   Tuban , 25 Juli 2019

Kepala Sekolah,   Guru Mapel

Drs. Nanang Moedjianto   **Dian Kristin Ningrum, S.Pd**

NIP. 19630720 198803 1 010

Kegiatan Mengamati (Meeting-1)

Observe and learn this dialogue in group!

Dialogue 1

At School

Susan: Good morning Marta.

Marta: Good morning, Susan.

Susan: Finally, this day is our final exam. Did you have a good sleep last night?

Marta: That's a good question, I can't stop thinking about this day, what if i fail…

Susan: Don't worry, everything is going to be alright.

Marta: I hope so. Did you study last night?

Susan: Of course.

Marta: That's good, **it would be a problem if you were not.**

Susan: Let's go to the class, the final exam will be started soon.

Marta: Okay, let's go!

Dialogue 2

Failing the Exam

Afika: Hai Blina!

Blina: Oh hai, what's up? You look like a panda with the swelled eye.

Afika: I have been crying, actually my mother was angry because I don't pass the exam

Blina: Oh honey, I see. **If you had studied well, you would have passed the exam**

Afika: Yeah, I regretted.

Blina: How about you talk to your teacher and ask her to give you a second chance?

Afika: That's sounds good.

Blina: So let's go

Kegiatan Mengeksplorasi (Meeting-1)

1. Find the conditional sentences in dialogue above in group!

2. Identify the conditional sentences in dialogue above based on the type in group!

3. Analize the pattern of conditional sentences that you have found in group!

4. Analize the fact of conditional sentences that you have found in group!

Kegiatan Mengasosiasi (Meeting-2)

1. **Fill in the blanks by correcting the verbs in the brackets into the correct verb form! (in group)**

   a. Dina would be happy if you (visit) … her.

   b. Marina wouldn't have attended the party if it (rain) …

   c. Mr. Edward would have sent his son to study abroad if his son (graduate) … with the highest score.

   d. If Nila slept, she (not reply) … my chat.

   e. If Ardian had gone home late, his father (berate) … him.

   f. Diana would have accepted you if you (tell) … the truth.

   g. Angga would be disappointed you if we (lie) … to him.

   h. If Mega is sick, she (meet) … a doctor.

   i. If you brought a camera, you (take) … some pictures.

   j. I would contact you if I (know) … your number.

2. **Write conditional sentences type 2 and 3 based on the pictures below! (in group)**

3. Change the sentences below into facts! (in group)

   a. If father didn't have the sudden meeting, we could visit grandparents in the village.

   b. Ganindra would have cooked soup if he had got some meat.

   c. If I were a good singer, I would sing on the stage.

   d. If Rere had not joined the speech contest, she could not have won the prize.

   e. Mother would make some pudding if it were weekend.

   f. Had Tania brought a lot of money, she might have bought the dresses.

   g. Keke would be angry if she knew the truth.

   h. If the students had not had the experiments in the laboratory, they would have got a quiz.

   i. Bara might have sent the package if he had known your address.

   j. If Cintya were here with me, I wouldn't be so lonely.

Kegiatan Mengkomunikasikan (Meeting-3)

1. Make a dialogue in group which used conditional sentences type 2!
2. Perform the dialogue in front of the class!

Kegiatan Mengkomunikasikan (Meeting-4)

1.Make a dialogue in group which used conditional sentences type 3!

2.Perform the dialogue in front of the class!

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	:	SMA Negeri 5 Tuban
Mata Pelajaran	:	English Language and Literature
Kelas/semester	:	XII/1 (Ganjil)
Materi Pokok	:	Contrastive Conjuction
Aspek / Skill	:	Speaking
Alokasi Waktu	:	2 meetings

A. Kompetensi Dasar

3.5 Applying the social function, text structure, and the linguistic elements ofthe interaction and transactional textin orally and writinginvolves giving and asking for information related to the opposition and the oppositein accordance with the context of its use. (Pay attention to the linguistic elements "Contrastive Conjuction")

4.5 Composing the interaction and transactional text in orally and writing involves giving and asking for information related to the opposition and the oppositewith attention to the social function, text structure, and the linguistic elements and the context.

B. Indikator Pencapaian Kompetensi

1. Understand the social function, text structure, and the linguistic elements related to the opposite relationship using the contrastive conjuctions.

2. Using contrastive conjuctions appropriately

3. Make the sentences or dialogues using the contrastive conjuctions appropriately

4. Express the dialog using the contrastive conjuctions appropriately.

C. Tujuan Pembelajaran

Through the process of observing, asking, exploring, associating and communicating, the students are able to:

1. Understand the social function, text structure, and the linguistic elements related to the opposite relationship using the contrastive conjuctions.
2. Using contrastive conjuctions appropriately
3. Make the sentences or dialogues using the contrastive conjuctions appropriately
4. Express the dialog using the contrastive conjuctions appropriately.

D. Materi Pembelajaran

Social Function:

Expressed the relationship between the opposition and the opposite.

Adversative or Contrastive Conjunction

Adversative conjunctions (sometimes known as contrasting conjunctions) are coordinating conjunctions used to express comparisons or contrasts. The element introduced by the adversative conjunction usually qualifies or expresses a caveat with regard to the main clause of the sentence. The most common adversative clauses are *but* and *yet*, but *still*, *however*, *albeit*, *although*, and others are also sometimes adversative. Here are the examples.

- The boy was thin **but** he was strong.
- Mr. Tanto is poor **but** he is happy.
- He is hard working **whereas** his brother is quite the reverse.
- She wants to finish it on time, **however**, she still has to do some other things.

The words or phrases showing difference are below.

• But	• Though
• Yet	• Although
• However	• Despite
• Nevertheless	• In spite of
• Conversely	• Though
• On the other hand	• Despite the fact that
• On the contrary	• In spite of the fact that

E. Metode Pembelajaran

Scientific approach (observing, asking, exploring, associating, communicating).

F. Sumber Pembelajaran

1. Instructional video of contrastive conjunction.

2. www.youtube.com

3. Handout

G. Langkah-langkah Kegiatan Pembelajaran

Meeting - 1

Pre Teaching (10 minutes)

1. Teacher give salam (greeting);

2. Teacher check student attendance;

3. Teacher prepare students psychologically and physically to follow the learning process;

4. Teacher describes the learning objectives or basic competencies to be achieved;

5. Teacher divides the students into 5 groups

WhilstTeaching (70 minutes)

Observing

The studentsobserve an instructional video of "contrastive conjunction" in groups

Asking

Students and teachers ask each other for the use of "contrastive conjunction" based on the video that has been watched.

Exploring

1. The teacher gives some sentences that use contrastive conjunction in it.

2. The students discuss and work together in group to identify contrastive conjunction contained in the sentence.

3. The students in group analyze patterns of contrastive conjunction that has been found.

Associating

1. Students in groups complete the sentence with the right contrastive conjunction

2. Students in groups make sentences based on the picture using the right contrastive conjunction

Post Teaching (10 minutes)

1. Students and the teacher do a reflection on the learning activities and the benefits.
2. Studentsand the teacher give feedback on the process and results of learning.
3. Students pay attention to the information about the plans of the learning activities for the next meeting.
4. Studentsand the teacher say goodbye.

Meeting-2

Pre Teaching (10 minutes)

1.Teacher give salam (greeting);
2. Teacher check student attendance;
3. Teacher prepare students psychologically and physically to follow the learning process;
4. Teacher describes the learning objectives or basic competencies to be achieved;
5. Teacher asked the students to group in accordance with the previous meeting.

WhilstTeaching (70 minutes)

Communicating

1. Students with their groups create a dialog using contrastive conjunction
2. Students presented a dialog that has been created with the group.

Post Teaching (10 minutes)

1) Students and the teacher do a reflection on the learning activities and the benefits.
2) Studentsand the teacher give feedback on the process and results of learning.
3) Students pay attention to the information about the plans of the learning activities for the next meeting.

4) Studentsand the teacher say goodbye.

H. Penilaian

Teknik Penilaian   :Performance

Bentuk Instrumen   : Speaking test

Speaking test rubric

Categories	1	2	3	4
Task Completion	Minimal attempt to complete the task and/or responses frequently inappropriate	Partial completion of the task, responses mostly appropriate yet undeveloped	Completion of the task, responses appropriately and adequately developed	Superior completion of the task, responds with elaboration
Comprehensibility	Responses barely comprehensible	Responses mostly comprehensible, requiring interpretation by the listener	Responses comprehensible, requiring minimal interpretation by the listener	Responses readily comprehensible, requiring no interpretation by the listener
Fluency	Speech halting and uneven with long pauses or incomplete thoughts	Speech slow and/ or with frequent pauses; few or no incomplete thoughts	Some hesitation but manages to continue and complete thoughts	Speech continuous with few pauses or stumbling
Pronunciation	Major pronunciation errors	Frequent errors, little or no	Occasional pronunciation problems with	No or almost no pronunciation

		communication	communication	errors
Vocabulary	Inadequate and inaccurate use of vocabulary	Somewhat inadequate and inaccurate use of vocabulary and too basic for this level	Adequate and accurate use of vocabulary for this level	Rich use of vocabulary with frequent attempts at elaboration

Score$= \frac{SkorPerolehan}{SkorMaksimal} X 4$

Mengetahui,   Tuban , 25 Juli 2019
Kepala Sekolah,   Guru Mapel

Drs. Nanang Moedjianto   **Dian Kristin Ningrum, S.Pd**
NIP. 19630720 198803 1 010

Kegiatan Mengeksplorasi (Meeting-1)

1. **Discuss in group to identify contrastive conjunction that used in the sentences!**

   a. She went to school though she felt unwell

   b. Although that coat is nice, I don't like the price.

   c. I still didn't eat the pizza even though it looked delicious.

   d. I couldn't sleep well despite being in a comfortable room.

   e. Diana is still doing her homework in spite of being very tired.

   f. In spite of the fact that he was totally unwell, Arif came earlier than his friends to the football training.

   g. Her grandfather is 73 years old, but he still runs 5 kilometers everyday.

   h. It rained a lot yesterday, yet we enjoyed our holiday.

   i. You cannot enter this room unless you have a member card.

   j. Even if Susan earned a big salary, she wouldn't buy a new house.

2. **Analize the pattern of contrasting conjunction that you have found!**

Kegiatan Mengasosiasi (Meeting-1)

1. **Complete the sentences below with the correct conjunction! (in group)**

   1. Dias still wants to eat (despite / though) ... she has just eaten two plates of beef steak.
   2. Mother ordered pizza (even though / in spite of) ... making cake.
   3. I've called her many times (but / though) ... she doesn't reply me.
   4. She insisted to watch the movie (despite / despite the fact that) ... everyone said that the movie is boring.
   5. This town has a lot of interesting places (unlike / despite) ... my town.
   6. Practicing swimming every day will help me to win the competition (in spite of / although) ... I'll be so tired.
   7. (While / despite) ... I refuse your idea, I'm not angry at you.
   8. You need some people to help you to push this car (but / even though) ... you're a strong man.
   9. I have read the materials for the test tomorrow many times (nevertheless / though) ... I can't memorize them.
   10. Aunt loves flowers and plants (however / despite) ... she doesn't like gardening.

2. **Write the sentences based on the pictures below using contrastive**
   conjunction! (in group)
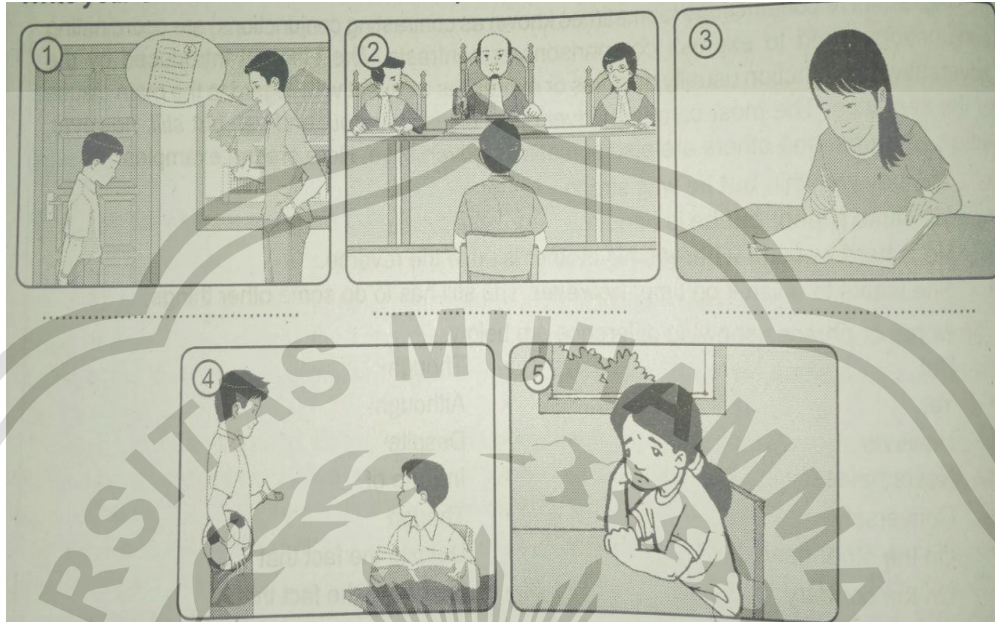
Kegiatan Mengkomunikasikan (Meeting-2)

1. Make a dialogue in group which used contrastive conjunction in it!

2. Perform the dialogue in front of the class!

Appendix 22

LESSON PLANS OF CONTROL CLASS
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan	: SMA Negeri 5 Tuban
Mata Pelajaran	: English Language and Literature
Kelas/ Semester	: XII/ 1
Materi Pokok	**:** So...that / Such...that
Aspek / Skill	**:** Speaking
Alokasi Waktu	**:** 2 meetings

A. **Kompetensi Dasar**

3.1 Applying the social function, text structure, and the linguistic elements of the interaction and transactional text in orally and writing involves the act of giving and asking for information related to the causal relationship, in accordance with the context of its use. (Pay attention to the linguistic elements such ... that; so ... that)

4.1 Composing the interaction and transactional text in orally and writing involves the act of giving and asking for information related to the causal relationship, with attention to the social function, text structure, and the linguistic elements and the context

B. **Indikator Pencapaian Kompetensi**

1. Identify the social function, text structure and the linguistic elements to reveal 'such...that/so...that...'

2. Using the phrase 'such/so...that...' to ask for and give a response.

3. Using the phrase 'such/so...that...'in a variety of activities during the learning process in the classroom.

4. Using the phrase 'such/so...that...' in the conversation/dialog of everyday life.

C. **Tujuan Pembelajaran**

Through the process of observing, asking, exploring, associating and communicating, the students are able to:

1. Identify the social function, text structure and the linguistic elements to reveal 'such...that/so...that...'
2. Using the phrase 'such/so...that...' to ask for and give a response.
3. Using the phrase 'such/so...that...'in a variety of activities during the learning process in the classroom.
4. Using the phrase 'such/so...that...' in the conversation/dialog of everyday life.

D. **Materi Pembelajaran**

Social Function:

Explain and give information related to the causal relationship using the phrase 'such/so...that...'

The Structure of the text:

Contoh:

*Corruption is **such** an interesting topic **that** more than ten participants raised their hands to give their comments.*

*Handi is **so** nice and helpful **that** everyone loves him,* dan semacamnya.

The Linguistic Elements

1. Words which express the relationship between two state objects with his influence: ***So** beautiful (*adjective*) **that** ...; **Such** a good boy* (noun phrase) **that** ....
2. Utterances, the pressure of words, intonation.

E. **Metode Pembelajaran**

Scientific approach (observing, asking, exploring, associating, communicating).

F. Sumber Pembelajaran

   Sudarwati and Grace*: Pathway to English 3*. Jakarta: Penerbit Erlangga. Hal. 3-14.

G. Langkah-langkah Kegiatan Pembelajaran

 Meeting - 1

Pre Teaching (10 minutes)

  1. Teacher give salam (greeting);

  2. Teacher check student attendance;

  3. Teacher prepare students psychologically and physically to follow the learning process;

  4. Teacher describes the learning objectives or basic competencies to be achieved;

Whilst Teaching (70 minutes)

Observing

1) The students listen and repeat some words that are conveyed through the recording.

2) The students listen to recordings that are on the textbookactivity 2 (p. 3) and guess who is being talked about in the monologue.

Asking

Students and teacher ask each other for the use of "so…that or such…that"

Exploring

1. The students complete the text on the textbook using so or such.

2. The students complete the sentence to consider the 'cause and effect'

Associating

1. The students study the patterns of sentences using 'so...that...' and 'such...that...'

2. The students categorize the sentences into the right category.

Post Teaching (10 minutes)

1. Students and the teacher do a reflection on the learning activities and the benefits.
2. Students and the teacher give feedback on the process and results of learning.
3. Students pay attention to the information about the plans of the learning activities for the next meeting.
4. Students and the teacher say goodbye.

Meeting-2

Pre Teaching (10 minutes)

1. Teacher give salam (greeting);
2. Teacher check student attendance;
3. Teacher prepare students psychologically and physically to follow the learning process;
4. Teacher describes the learning objectives or basic competencies to be achieved;

Whilst Teaching (70 minutes)

Communicating

1. Students with their groups create a dialog using'*so...that..or such...that...'*
2. Students presented a dialog that has been created with the group.

Post Teaching (10 minutes)

1. Students and the teacher do a reflection on the learning activities and the benefits.
2. Students and the teacher give feedback on the process and results of learning.
3. Students pay attention to the information about the plans of the learning activities for the next meeting.
4. Students and the teacher say goodbye.

H. Penilaian

Teknik Penilaian   :Performance

Bentuk Instrumen   : Speaking test

Speaking Test Rubric

Categories	1	2	3	4
Task Completion	Minimal attempt to complete the task and/or responses frequently inappropriate	Partial completion of the task, responses mostly appropriate yet undeveloped	Completion of the task, responses appropriately and adequately developed	Superior completion of the task, responds with elaboration
Fluency	Speech halting and uneven with long pauses or incomplete thoughts	Speech slow and/ or with frequent pauses; few or no incomplete thoughts	Some hesitation but manages to continue and complete thoughts	Speech continuous with few pauses or stumbling
Pronunciation	Major pronunciation errors	Frequent errors, little or no communication	Occasional pronunciation problems with communication	No or almost no pronunciation errors
Vocabulary	Inadequate and inaccurate use of vocabulary	Somewhat inadequate and inaccurate use of vocabulary and too basic for	Adequate and accurate use of vocabulary for this level	Rich use of vocabulary with frequent attempts at elaboration

		this level		

Score= $\frac{SkorPerolehan}{SkorMaksimal}$ X 4

Mengetahui,   Tuban , 25 Juli 2019

Kepala Sekolah,   Guru Mapel

Drs. Nanang Moedjianto   **Dian Kristin Ningrum, S.Pd**

NIP. 19630720 198803 1 010
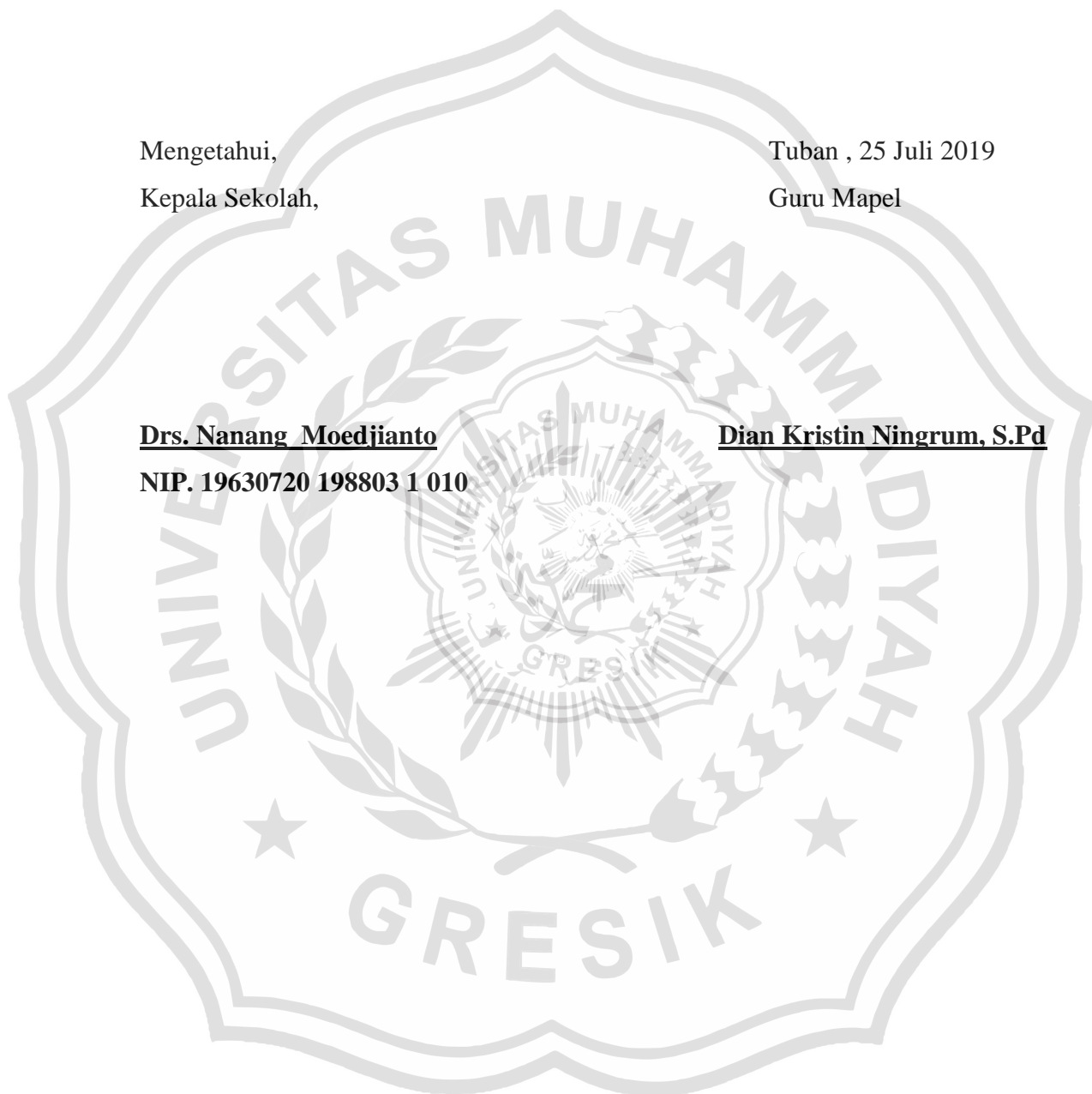
Kegiatan Mengamati, teks yang diperdengarkan: (Meeting 1)

1. **Listen and repeat.**

   such a hard-working animator   so famous

   such a well-known culinary expert   so brilliant

   such a talented fashion designer   so popular

   such a talented painter   so interested in every subject

2. **The following persons are very famous in creative industries. Listen to the following statements and guess who the speakers are talking about.**

   1) She is such a hard-working animator that she never gives up improving her skills and always asks for critiques.

   2) He is so talented that he has become a presenter, movie actor, and fashion designer.

   3) He is such a well-known culinary expert in Indonesia that many chefs want to learn the art of European and Asian cuisine from him.

   4) He is so brilliant that he received a Fulbright Scholarship to further his study in Sequential Art at the Savannah College of Art and Design.

   5) This Indonesian artist was so popular that his work continues to inspire thousands of people all over the world.

   6) He is such a talented fashion designer that he won the annual Wonders of Indonesian Fashion Design Competition in 2012.

   7) He was such a talented painter that he once won the prestigious Silver Medal at the International Colonial Art Exposition in Paris in 1937.

Kegiatan mengeksplorasi, melengkapi teks rumpang. (Meeting 1)

1. The students complete the text on the textbook using so or such.

Complete the following email with *so* or *such*.

Tiara ★ ↩ ⋮

⌄

I am sorry for not emailing you for a while. I am 1) _____ busy that I can't take a break nowadays. But I motivated myself to go to Indonesian Fashion Week 2013. You know this is a rare chance. I should thank some good friends for it.

So let me share what I saw at the 2013 Indonesian Fashion Week. Do you still remember the first time we were at a fashion show? The first show we went to was the 2010 Pekalongan Fashion. It was 2) _____ a great show that I will never forget it.

When I arrived at the Jakarta Convention Center, the venue for the 2013 Indonesia Fashion Week, dresses displayed at the front welcomed me. It was 3) _____ a fantastic display that I spent almost half an hour enjoying it.

There were several fashion shows and the designers did their best. I was glad when someone invited me to see a collection of one of the best Indonesian designers, Ivan Gunawan. You know he is my favorite. His collection is 4) _____ amazing that I couldn't stop admiring it.

When the show ended, I walked to the hall. Guess what! I met Miss Indonesia. I couldn't miss her huge tiara. She is 5) _____ beautiful and elegant that guests took photos with her.

I've attached some pictures of the 2013 Indonesian Fashion Week for you. Have a nice weekend!

(Kaho, 2013)

2.The students complete the sentence to consider the 'cause and effect'

12. **Work in groups. Based on each picture provided, complete each sentence with 'so...that....' or 'such...that....' See the example.**

1)

The latest collection is so _amazing_ that _all of them are sold out before the show_.

It was such _____ that _____.

Novra A./Wikimedia

2)
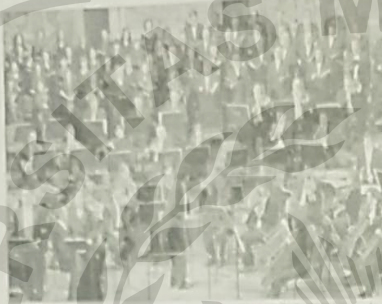
The classical music concert is so _____ that _____

It's such a(n) _____ that _____

3)

Upin and Ipin are so _____

It's such _____ that _____

4)
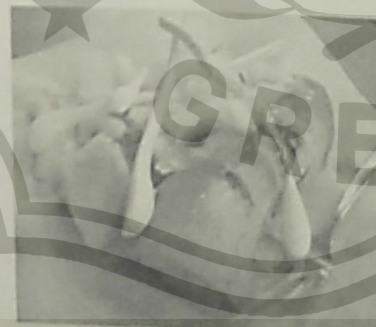
Lumpia is so _____ that _____

It's such a(n) _____ that _____

Midori/Wikimedia

13. Do the f...

Kegiatan mengomunikasikan. (Pertemuan 2)

1) Create a dialogue with your friends in a group using the connective 'so….*that...'* dan *'such...that...'!*

2) Perform the dialogue in front of the class!

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMA Negeri 5 Tuban
Mata Pelajaran	: English Language and Literature
Kelas/semester	: XII/1
Materi Pokok	:Prepositional Phrases
Aspek / Skill	: Speaking
Alokasi Waktu	: 2 meetings

A. Kompetensi Dasar

3.2 Applying the social function, text structure, and the linguistic elements of the interaction and transactional text in orally and writing involves the act of giving and asking for information related to the objects accordance with the context of its use. (Pay attention to the linguistic elements "prepositional phrase").

4.2 Composing the interaction and transactional text in orally and writing involves the act of giving and asking for information related to the objects with attention to the social function, text structure, the linguistic elements and the context.

B. Indikator Pencapaian Kompetensi

1. Analyze the sentence using a prepositional phrase.
2. Identify the pattern of the prepositional phrase and its function in the sentence.
3. Complete the sentence using a prepositional phrase.
4. Role play by using prepositional phrases.

C. Tujuan Pembelajaran

Through the process of observing, asking, exploring, associating and communicating, the students are able to:

1. Analyze the sentence using a prepositional phrase.
2. Identify the pattern of the prepositional phrase and its function in the sentence.
3. Complete the sentence using a prepositional phrase.
4. Role play by using prepositional phrases.

D. Materi Pembelajaran

Social Function:

Explain/ provide additional information effectively using prepositional phrases.

The Structure of The Text:

Example:

He went <u>to the living room</u> to find his car key.

   Prepositional phrase

Have you ever met the lady <u>with a scaron her right hand</u>?

     Prepositional phrase prepositional phrase

The Linguistic Elements

1. The statements using prepositional phrases.

2. Utterances, the pressure of words, intonation, and proper spelling.

E. Metode Pembelajaran

Scientific approach (observing, asking, exploring, associating, communicating).

F. Sumber Pembelajaran

Sudarwati and Grace*: Pathway to English 3*. Jakarta: Penerbit Erlangga.

G. Langkah-langkah Kegiatan Pembelajaran

Meeting – 1

Pre Teaching (10 minutes)

1. Teacher give salam (greeting);

2. Teacher check student attendance;

3. Teacher prepare students psychologically and physically to follow the learning process;

4. Teacher describes the learning objectives or basic competencies to be achieved;

Whilst Teaching (70 minutes)

Observing

1. The students observe the pictures available on the textbook.

2. The students mention names of people in the pictures and their position among one person to another.

Asking

Students and teacher ask each other for the use of "Prepositional Phrase" based on the pictures that have been seen.

Explore

1. The teacher gives some sentences that contain prepositional phrases.

2. Students identify the prepositional phrases contained in the sentences.

Associating

The students with their friends in group make a text conversation / dialog using the prepositional phrases

Post Teaching (10 minutes)

1. Students and the teacher do a reflection on the learning activities and the benefits.

2. Students and the teacher give feedback on the process and results of learning.

3. Students pay attention to the information about the plans of the learning activities for the next meeting.

4. Students and the teacher say goodbye.

Meeting – 2

Pre Teaching (10 minutes)

1. Teacher give salam (greeting);

2. Teacher check student attendance;

3. Teacher prepare students psychologically and physically to follow the learning process;

4. Teacher describes the learning objectives or basic competencies to be achieved;

Whilst Teaching (70 minutes)

Communicating

The students present a dialog that have been created with the group

Post Teaching (10 minutes)

1. Students and the teacher do a reflection on the learning activities and the benefits.

2. Students and the teacher give feedback on the process and results of learning.

3. Students pay attention to the information about the plans of the learning activities for the next meeting.

4. Students and the teacher say goodbye.

H.Penilaian

　　Teknik Penilaian　　:Performance

　　Bentuk Instrumen　: Speaking test

　　Speaking Test Rubric

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Task Completion	Minimal attempt to complete the task and/or responses frequently inappropriate	Partial completion of the task, responses mostly appropriate yet undeveloped	Completion of the task, responses appropriately and adequately developed	Superior completion of the task, responds with elaboration
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Mengetahui,   Tuban , 25 Juli 2019

Kepala Sekolah,   Guru Mapel

Drs. Nanang Moedjianto   **Dian Kristin Ningrum, S.Pd**

NIP. 19630720 198803 1 010

Kegiatan Mengamati (Meeting 1)

Observe this picture carefully and mention their names!

a. _____ is sitting behind Richard.

b. _____ is posing between Anne and Brian.

c. _____ is sitting beside Mona.

d. _____ is standing behind Richard.

e. _____ is sitting on the left side of Jen.

f. _____ is posing on the right side of Brian.

g. _____ is sitting beside Anne.

h. _____ is sitting in front of Mona.

i. _____ is standing on the right side of Anne.

Kegiatan Mengeksplorasi. (Meeting 1)

Identify the prepositional phrases in the sentences!

1. The river outside the boundary is dangerous to cross.

2. All the passengers aboard the bullet train were frightened when they heard the explosion.

3. My shopping list needs to be put into my purse, so that I won't forget it.

4. We will order pizza during the break.

5. Put the fresh flowers in the Chinese ceramic vase.

6. The clues within the first few chapters will lead to the murderer.

7. Before the first period, Josh borrowed a pencil from his classmates.

8. The sweet potatoes in the vegetable bin are green with mold.

9. Feeling brave, we tried the Devil Chili paste at the Primadona Restaurant.

10. After school, the children play volleyball at the park near the river.

Kegiatan Mengasosiasi. (Meeting 1)

Peserta didik dengan teman kelompoknya membuat teks percakapan / dialog yang di dalamnya terdapat kalimat yang menggunakan prepositional phrases

Kegiatan Mengkomunikasikan (Meeting 2)

Perform the dialogue that you made in front of the class!

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMA Negeri 5 Tuban
Mata Pelajaran	: English Language and Literature
Kelas/semester	: XII/1
Materi Pokok	:Finite and Non-finite Clause
Aspek / Skill	: Speaking
Alokasi Waktu	: 2 meetings

A. **Kompetensi Dasar**

3.3 Applying the social function, text structure, and the linguistic elements of the interaction and transactional text in orally and writing involves the act of giving and asking for information related to the description (circumstance), in accordance with the context of its use. (Pay attention to the linguistic elements "Finite and Non-finite Clause")

4.3 Composing the interaction and transactional text in orally and writing involves the act of giving and asking for information related to the objects with attention to the social function, text structure, the linguistic elements "Finite and Non-finite Clause" and the context.

B. **Indikator Pencapaian Kompetensi**

1. Identify the difference of *finite* and *non-finite clause*
2. Analyze the clauses which use finite and non-finite
3. Make a sentence containing finite and non-finite clause
4. Role play with the use finite and non-finite clause

C. **Tujuan Pembelajaran**

Through the process of observing, asking, exploring, associating and communicating, the students are able to:

1. Identify the difference of *finite* and *non-finite clause*
2. Analyze the clauses which use finite and non-finite
3. Make a sentence containing finite and non-finite clause
4. Role play with the use finite and non-finite clause

D. **Materi Pembelajaran**

Social Function:

Explain/ provide additional information effectively using finite and non-finite clause

The Structure of the Text:

Example:

Finite clauses

Finite clauses must contain a verb which shows tense. They can be main clauses or subordinate clauses:

Is *it* **raining***?* (main: present)

I **spoke** *to Joanne last night.* (main: past)

We **didn't** *get any food because we* **didn't** *have enough time.* (main: past; subordinate: past)

Non-finite clauses

Non-finite clauses contain a verb which does not show tense. We usually use non-finite verbs only in subordinate clauses. We usually understand the time referred to from the context of the main clause. We often use a non-finite clause when the subject is the same as the subject in the main clause:

I had something to eat **before leaving***.* (I had something to eat before I left.)

After having spent *six hours at the hospital, they eventually came home.*

Helped by local volunteers*, staff at the museum have spent many years sorting and cataloguing more than 100,000 photographs.*

He left the party and went home, **not having anyone to talk to***.*

The person to ask **about going to New Zealand** *is Beck.*

You have to look at the picture really carefully **in order to see all the detail***.*

E. **Metode Pembelajaran**

Scientific approach (observing, asking, exploring, associating, communicating).

F. **Sumber Pembelajaran**

Widjaja, R: *Bahasa dan Sastra Inggris (Peminatan)*. Surakarta: Putra Nugraha.

G. **Langkah-langkah Kegiatan Pembelajaran**

Meeting - 1

Pre Teaching (10 minutes)

1. Teacher give salam (greeting);

2. Teacher check student attendance;

3. Teacher prepare students psychologically and physically to follow the learning process;

4. Teacher describes the learning objectives or basic competencies to be achieved;

Whilst teaching (70 minutes)

Observing

The students read the dialog that use finite and non-finite clause contained in the textbook on page 30

Asking

Students and the teacher ask each other for the contents of the dialog that have been read.

Exploring

1) The students answer questions related to the dialogue on the text book

2) The students identify finite and non-finite clause in the dialogue.

Associating

1. The teacher asks the students to conclude the differences between finite and non-finite clause

2. The studentscreate sentences that containfinite and non-finite clause

Post Teaching (10 minutes)

1. Students and the teacher do a reflection on the learning activities and the benefits.

2. Students and the teacher give feedback on the process and results of learning.

3. Students pay attention to the information about the plans of the learning activities for the next meeting.

4. Students and the teacher say goodbye.

Meeting-2

Pre Teaching (10 minutes)

1. Teacher give salam (greeting);

2. Teacher check student attendance;

3. Teacher prepare students psychologically and physically to follow the learning process;

4. Teacher describes the learning objectives or basic competencies to be achieved;

Whilst Teaching (70 minutes)

Communicating

1. The students with their friends in group make a text conversation / dialog that use finite and non finite clause.

2. Students presented a dialog that has been created with the group

Post Teaching (10 minutes)

1. Students and the teacher do a reflection on the learning activities and the benefits.

2. Students and the teacher give feedback on the process and results of learning.

3. Students pay attention to the information about the plans of the learning activities for the next meeting.

4. Students and the teacher say goodbye.

H. Penilaian

Teknik Penilaian   :Performance

Bentuk Instrumen : Speaking test

Speaking Test Rubric

Categories	1	2	3	4
Task Completion	Minimal attempt to complete the task and/or responses frequently inappropriate	Partial completion of the task, responses mostly appropriate yet undeveloped	Completion of the task, responses appropriately and adequately developed	Superior completion of the task, responds with elaboration
Comprehensibility	Responses barely comprehensible	Responses mostly comprehensible, requiring interpretation by the listener	Responses comprehensible, requiring minimal interpretation by the listener	Responses readily comprehensible, requiring no interpretation by the listener
Fluency	Speech halting and uneven with long pauses or incomplete thoughts	Speech slow and/ or with frequent pauses; few or no incomplete thoughts	Some hesitation but manages to continue and complete thoughts	Speech continuous with few pauses or stumbling
Pronunciation	Major pronunciation errors	Frequent errors, little or no communication	Occasional pronunciation problems with communication	No or almost no pronunciation errors
Vocabulary	Inadequate and	Somewhat	Adequate and	Rich use of

	inaccurate use of vocabulary	inadequate and inaccurate use of vocabulary and too basic for this level	accurate use of vocabulary for this level	vocabulary with frequent attempts at elaboration

Konversi keterampilan berbicara: NA $= \frac{SkorPerolehan}{SkorMaksimal}$ X 4

Mengetahui,   Tuban , 25 Juli 2019
Kepala Sekolah,   Guru Mapel

Drs. Nanang Moedjianto   **Dian Kristin Ningrum, S.Pd**
NIP. 19630720 198803 1 010
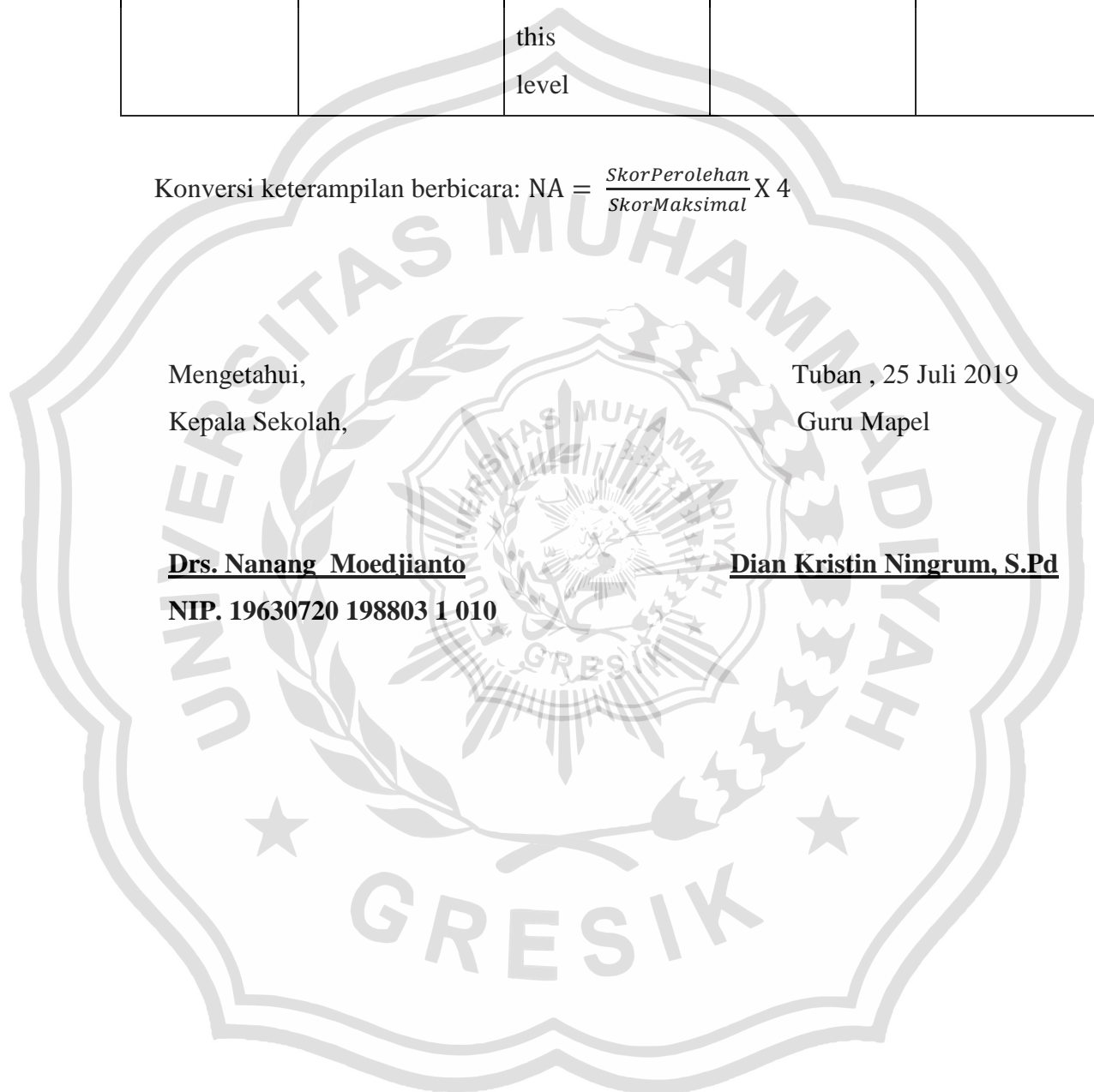
Kegiatan Mengamati (Meeting 1)

Observe the dialogue!

Andre : Your garden is clean.

Edi : Thanks a lot. I clean the garden every day.

Andre : Though having a lot of activities, you still have time to take care of the plants.

Edi : Having dry season, I must water the plants twice a day.

Andre : In the morning and afternoon?

Edi : Yes. I water them before taking a bath.

Andre : Do you also sweep the falling leaves too?

Edi : No, that's my mother's job.

Andre : Do you also cut the grass?

Edi : If permitted, I will cut the grass.

Andre : Then who cuts the grass?

Edi : My father does. He's so excited about cutting the grass.

Andre : I see.

Kegiatan Mengeksplorasi (Meeting 1)

1. Answer the questions based on the dialog above!

    a. Where does the dialogue possibly take place?

    b. Is Edi's garden clean?

    c. How often does Edi water the plants?

    d. Who sweeps the falling leaves?

    e. Does Edi's father cut the grass?

2. Identify the finite and non finite clauses in the dialog above?

KegiatanMengasosiasi. (Meeting 1)

1. Find the differences between finite clause and non finite clause according to the dialogue above!

2. Make 10 sentences using finite clause and non finite clause!

Kegiatan Mengkomunikasikan (Pertemuan 2)

1.Make a dialogue in group which used finite and non finite clause in it!

2.Perform the dialogue in front of the class!

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan	: SMA Negeri 5 Tuban
Mata Pelajaran	: English Language and Literature
Kelas/semester	: XII/1
Materi Pokok	:Conditional Sentence (type 2 and 3)
Aspek / Skill	: Speaking
Alokasi Waktu	: 4 meetings

A. Kompetensi Dasar

3.4 Applying the social function, text structure, and the linguistic elements of the interaction and transactional text in orally and writing involves the act of giving and asking for information related to a supposition of the occurrence/ something that is not real at this time and past time, in accordance with the context of its use. (Pay attention to the linguistic elements of conditional sentence in past and past perfect)

4.4 Composing the interaction and transactional text in orally and writing involves the act of giving and asking for information related to a supposition of the occurrence/ something that is not real at this time and past time, with attention to the social function, text structure, the linguistic elements and the context.

B. Indikator Pencapaian Kompetensi

1. Identify the type, meaning, patterns, and social functions of conditional sentence.
2. Identify the sentences and group them according to the type of conditional sentence.
3. Complete the sentence using conditional if.
4. Make a sentence or a dialogue using conditional if.
5. Express dialogue using conditional sentence.

C. **Tujuan Pembelajaran**

Through the process of observing, asking, exploring, associating and communicating, the students are able to:

1. Identify the type, meaning, patterns, and social functions of conditional sentence.

2. Identify the sentences and group them according to the type of conditional sentence.

3. Complete the sentence using conditional if.

4. Make a sentence or a dialogue using conditional if.

5. Express dialogue using conditional sentence.

D. **Materi Pembelajaran**

Social Function:

Stated terms of the occurrence/doing something, expressed remorse, stating and asking suppositions occurrence/ doing something that is not real in the past.

The Structure of the text:

Conditional Sentence Type 2 (Present Unreal)

a. It is to state something that is contrary with a present real fact.

b. Pattern : If + Subject + Past tense , Subject + Would + Verb 1

c. Examples :

   o If I were hungry, I would eat

   o If I felt tired, I would take a rest.

   o I would help you if I were not busy.

Conditional Sentence Type 3 (Past Unreal)

a. It is to state something that is contrary with a past real fact.

b. Pattern : If + Subject + Had + Verb 3 , Subject + Would have + Verb 3

c. Examples :

   o If I had been hungry, I would have eaten

   o If I had felt tired, I would have taken a rest.

   o I would have helped you if I had not been busy.

The Linguistic Elements

- The statements and questions related to the modalities of occurrence/ doing something that is not real at this time and in the past.

- The utterances, the pressure of words, intonation, spelling.

E. Metode Pembelajaran

Scientific approach (observing, asking, exploring, associating, communicating).

F. Sumber Pembelajaran

1. Sudarwati and Grace: *Pathway to English 3*. Jakarta: Penerbit Erlangga.
2. Widjaja, R: *Bahasa dan Sastra Inggris (Peminatan)*. Surakarta: Putra Nugraha.

G. Langkah-langkah Kegiatan Pembelajaran

Meeting - 1

Pre Teaching (10 minutes)

1. Teacher give salam (greeting);
2. Teacher check student attendance;
3. Teacher prepare students psychologically and physically to follow the learning process;
4. Teacher describes the learning objectives or basic competencies to be achieved;

WhilstTeaching (70 minutes)

Observing

The students read the dialog that uses conditional sentences in the text book.

Asking

Students and the teacher ask each other for the contents of the dialog that have been read.

Exploring

1. The students answer the questions based on the dialog.

2. The studentsidentify conditional sentences contained in the dialog.

3. The students identify the type of conditional sentences in the dialog.

4. The students analyze the pattern of conditional sentences are found (Conditional Sentence type 2 or 3).

5. The students analyze the facts of conditional sentences type 2 and 3

Post Teaching (10 minutes)

1. Students and the teacher do a reflection on the learning activities and the benefits.

2. Students and the teacher give feedback on the process and results of learning.

3. Students pay attention to the information about the plans of the learning activities for the next meeting.

4. Students and the teacher say goodbye.

Meeting-2

Pre Teaching (10 minutes)

1. Teacher give salam (greeting);

2. Teacher check student attendance;

3. Teacher prepare students psychologically and physically to follow the learning process;

4. Teacher describes the learning objectives or basic competencies to be achieved;

WhilstTeaching (70 minutes)

Associating

1. The students complete the sentences with the appropriate verbin the conditional sentence type 2 or 3.

2. The teacher asksthe students to make conditional sentences type 2 and 3 based on the picture.

3. The teacher asks the students to change conditional sentences type 2 and 3 become the facts.

Post Teaching (10 minutes)

1. Students and the teacher do a reflection on the learning activities and the benefits.
2. Students and the teacher give feedback on the process and results of learning.
3. Students pay attention to the information about the plans of the learning activities for the next meeting.
4. Students and the teacher say goodbye.

Meeting-3

Pre Teaching (10 minutes)

1. Teacher give salam (greeting);
2. Teacher check student attendance;
3. Teacher prepare students psychologically and physically to follow the learning process;
4. Teacher describes the learning objectives or basic competencies to be achieved;

WhilstTeaching (70 minutes)

Communicating

1. The students in group make a dialog that use the conditional sentence type 2.
2. The students presented a dialog that has been created with the group

Post Teaching (10 minutes)

1. Students and the teacher do a reflection on the learning activities and the benefits.
2. Students and the teacher give feedback on the process and results of learning.
3. Students pay attention to the information about the plans of the learning activities for the next meeting.
4. Students and the teacher say goodbye.

Meeting-4

Pre Teaching (10 minutes)

1. Teacher give salam (greeting);
2. Teacher check student attendance;
3. Teacher prepare students psychologically and physically to follow the learning process;
4. Teacher describes the learning objectives or basic competencies to be achieved;

WhilstTeaching (70 minutes)

Communicating

1. The students in group make a dialog that use the conditional sentence type 3.
2. The students presented a dialog that has been created with the group

Post Teaching (10 minutes)

1) Students and the teacher do a reflection on the learning activities and the benefits.
2) Students and the teacher give feedback on the process and results of learning.
3) Students pay attention to the information about the plans of the learning activities for the next meeting.
4) Students and the teacher say goodbye.

H. Penilaian

Teknik Penilaian   :Performance

Bentuk Instrumen : Speaking test

Rubrik Tes Ketrampilan Lisan

Categories	1	2	3	4
Task Completion	Minimal attempt to complete the task and/or responses frequently inappropriate	Partial completion of the task, responses mostly appropriate yet undeveloped	Completion of the task, responses appropriately and adequately developed	Superior completion of the task, responds with elaboration
Comprehensibility	Responses barely comprehensible	Responses mostly comprehensible, requiring interpretation by the listener	Responses comprehensible, requiring minimal interpretation by the listener	Responses readily comprehensible, requiring no interpretation by the listener
Fluency	Speech halting and uneven with long pauses or incomplete thoughts	Speech slow and/ or with frequent pauses; few or no incomplete thoughts	Some hesitation but manages to continue and complete thoughts	Speech continuous with few pauses or stumbling
Pronunciation	Major pronunciation errors	Frequent errors, little or no communication	Occasional pronunciation problems with communication	No or almost no pronunciation errors
Vocabulary	Inadequate and inaccurate use of vocabulary	Somewhat inadequate and inaccurate use of vocabulary and	Adequate and accurate use of vocabulary for this level	Rich use of vocabulary with frequent attempts at

		too basic for this level		elaboration

Score= $\frac{SkorPerolehan}{SkorMaksimal}$ X 4

Mengetahui,   Tuban , 25 Juli 2019
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Kegiatan Mengamati (Meeting 1)

Observe and learn this dialogue!

Olive : You just drink. Why don't you eat Diana?

Diana : If I were hungry, I would order some meal.

Olive : By the way, did you answer all questions of the math test?

Diana : I only did four of ten questions. And, I'm not sure they're correct.

Olive : It was difficult test tough. At least I've tried my best.

Diana : If I had studied, I would have done it well.

Olive : I believe you will improve yourself after this.

Diana : Thanks, Olive.

Kegiatan Mengeksplorasi (Meeting 1)

1. Answer the questions based on the dialogue above!

   a. Who are they in the conversation?

   b. Where are they?

   c. When does the conversation possibly take place?

   d. Does Diana have some meal?

   e. What test did they just have?

   f. How many questions could Diana answer?

   g. Did Diana study for the test?

2. Find the conditional sentences in dialogue above!

3. Identify the conditional sentences in dialogue above based on the type!

4. Analize the pattern of conditional sentences that you have found!

5. Analize the fact of conditional sentences that you have found!

Kegiatan Mengasosiasi (Meeting 2)

1. Fill in the blanks by correcting the verbs in the brackets into the correct verb form!

   a. Dina would be happy if you (visit) … her.

   b. Marina wouldn't have attended the party if it (rain) …

   c. Mr. Edward would have sent his son to study abroad if his son (graduate) … with the highest score.

d. If Nila slept, she (not reply) … my chat.

e. If Ardian had gone home late, his father (berate) … him.

f. Diana would have accepted you if you (tell) … the truth.

g. Angga would be disappointed you if we (lie) … to him.

h. If Mega is sick, she (meet) … a doctor.

i. If you brought a camera, you (take) … some pictures.

j. I would contact you if I (know) … your number.

2. Write conditional sentences type 2 and 3 based on the pictures below!

3. Change the sentences below into facts!

1) If father didn't have the sudden meeting, we could visit grandparents in the village.

2) Ganindra would have cooked soup if he had got some meat.

3) If I were a good singer, I would sing on the stage.

4) If Rere had not joined the speech contest, she could not have won the prize.

5) Mother would make some pudding if it were weekend.

6) Had Tania brought a lot of money, she might have bought the dresses.

7) Keke would be angry if she knew the truth.

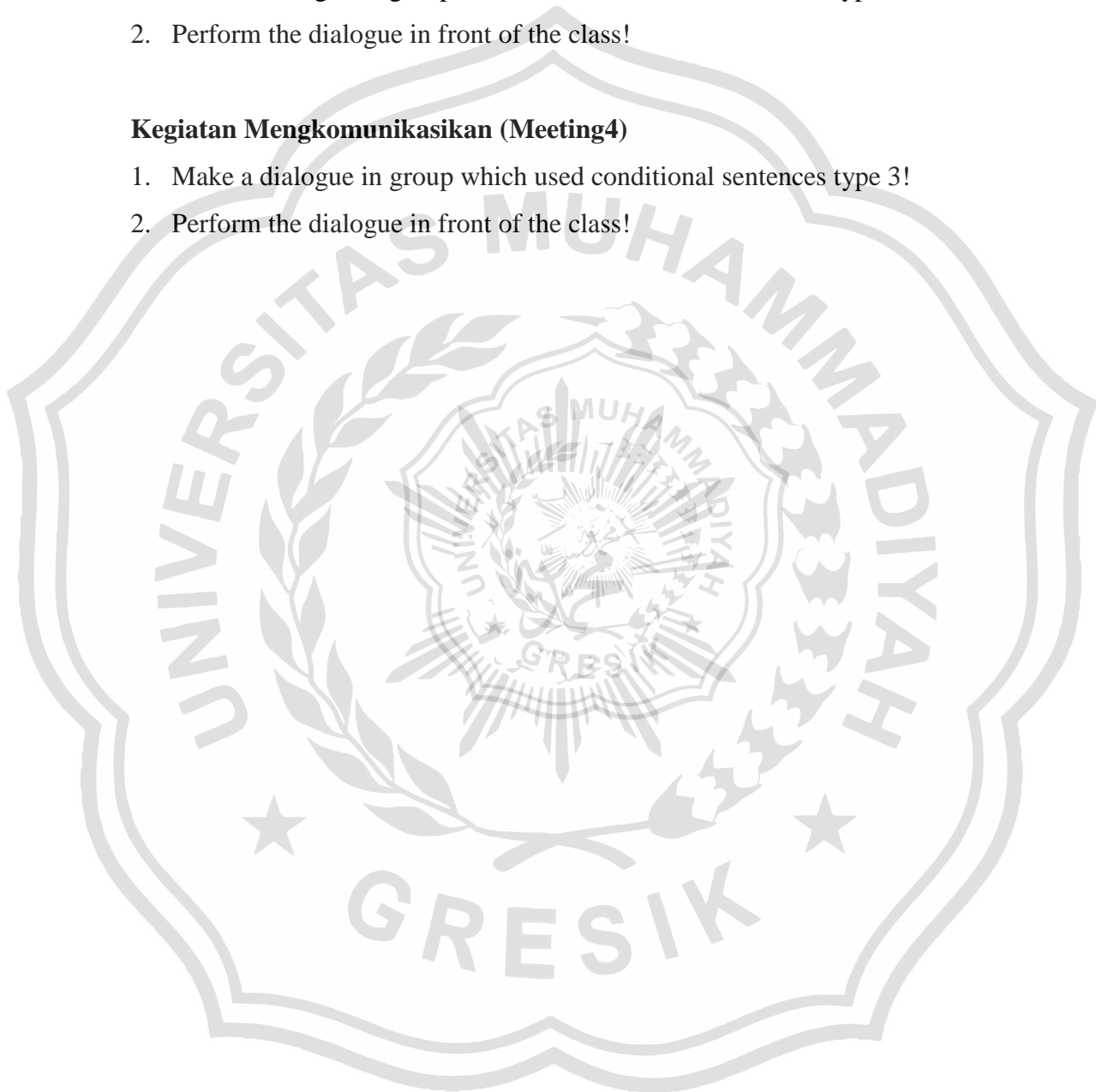8) If the students had not had the experiments in the laboratory, they would have got a quiz.

9) Bara might have sent the package if he had known your address.

10) If Cintya were here with me, I wouldn't be so lonely.

Kegiatan Mengkomunikasikan (Meeting 3)

1. Make a dialogue in group which used conditional sentences type 2!

2. Perform the dialogue in front of the class!

Kegiatan Mengkomunikasikan (Meeting4)

1. Make a dialogue in group which used conditional sentences type 3!

2. Perform the dialogue in front of the class!

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan	:	SMA Negeri 5 Tuban
Mata Pelajaran	:	English Language and Literature
Kelas/semester	:	XII/1 (Ganjil)
Materi Pokok	:	Contrastive Conjuction
Aspek / Skill	:	Speaking
Alokasi Waktu	:	2 meetings

A. Kompetensi Dasar

3.5 Applying the social function, text structure, and the linguistic elements ofthe interaction and transactional textin orally and writinginvolves giving and asking for information related to the opposition and the oppositein accordance with the context of its use. (Pay attention to the linguistic elements "Contrastive Conjuction")

4.5 Composing the interaction and transactional text in orally and writing involves giving and asking for information related to the opposition and the oppositewith attention to the social function, text structure, and the linguistic elements and the context.

B. Indikator Pencapaian Kompetensi

1. Understand the social function, text structure, and the linguistic elements related to the opposite relationship using the contrastive conjuctions.

2. Using contrastive conjuctions appropriately

3. Make the sentences or dialogues using the contrastive conjuctions appropriately

4. Express the dialog using the contrastive conjuctions appropriately.
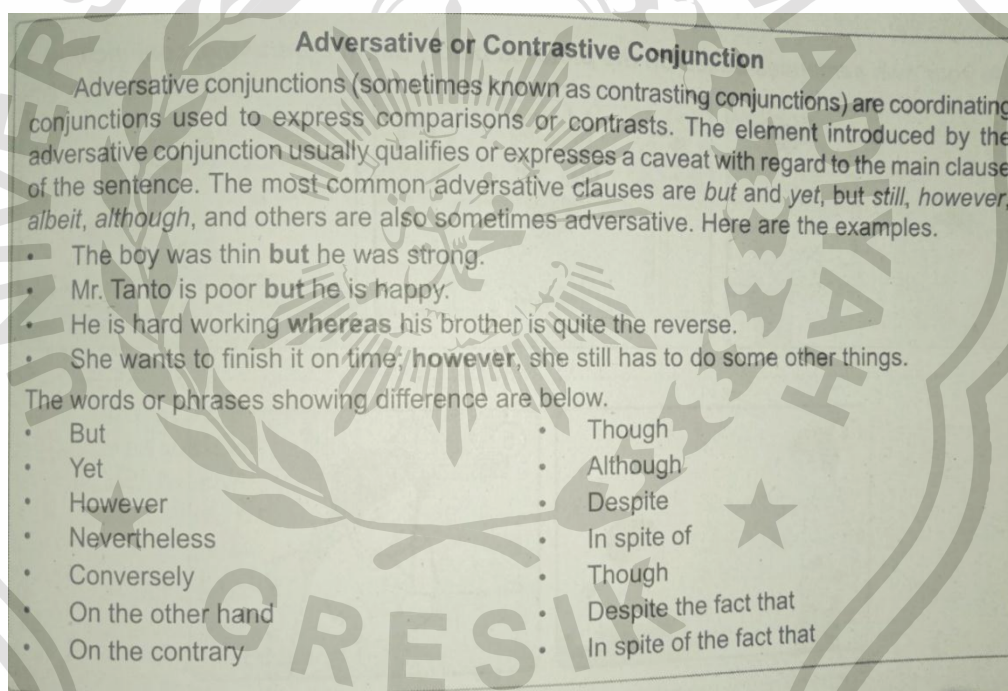
C. Tujuan Pembelajaran

Through the process of observing, asking, exploring, associating and communicating, the students are able to:

1. Understand the social function, text structure, and the linguistic elements related to the opposite relationship using the contrastive conjuctions.

2. Using contrastive conjuctions appropriately

3. Make the sentences or dialogues using the contrastive conjuctions appropriately

4. Express the dialog using the contrastive conjuctions appropriately.

D. Materi Pembelajaran

Social Function:

Expressed the relationship between the opposition and the opposite.

Adversative or Contrastive Conjunction

Adversative conjunctions (sometimes known as contrasting conjunctions) are coordinating conjunctions used to express comparisons or contrasts. The element introduced by the adversative conjunction usually qualifies or expresses a caveat with regard to the main clause of the sentence. The most common adversative clauses are *but* and *yet*, but *still, however, albeit, although*, and others are also sometimes adversative. Here are the examples.

- The boy was thin **but** he was strong.
- Mr. Tanto is poor **but** he is happy.
- He is hard working **whereas** his brother is quite the reverse.
- She wants to finish it on time, **however**, she still has to do some other things.

The words or phrases showing difference are below.

But	Though
Yet	Although
However	Despite
Nevertheless	In spite of
Conversely	Though
On the other hand	Despite the fact that
On the contrary	In spite of the fact that

E. Metode Pembelajaran

Scientific approach (observing, asking, exploring, associating, communicating).

F. Sumber Pembelajaran

1.Sudarwati and Grace: *Pathway to English 3*. Jakarta: Penerbit Erlangga.

2.Widjaja, R: *Bahasa dan Sastra Inggris (Peminatan)*. Surakarta: Putra Nugraha.

G. Langkah-langkah Kegiatan Pembelajaran

Meeting - 1

Pre Teaching (10 minutes)

1. Teacher give salam (greeting);

2. Teacher check student attendance;

3. Teacher prepare students psychologically and physically to follow the learning process;

4. Teacher describes the learning objectives or basic competencies to be achieved;

WhilstTeaching (70 minutes)

Observing

The students read the dialogue using contrastive conjuction on the text book.

Asking

Students and the teacher ask each other for the contents of the dialog that have been read.

Exploring

1. The students answer the questions based on the text dialog.

2. The students identify contrastive conjuction contained in the dialog.

3. The students analyze the usage patterns of contrastive conjuction that has been found.

Associating

1. Students complete the sentence with the right contrastive conjunction

2. Students make sentences based on the picture using the right contrastive conjunction

Post Teaching (10 minutes)

1. Students and the teacher do a reflection on the learning activities and the benefits.

2. Students and the teacher give feedback on the process and results of learning.

3. Students pay attention to the information about the plans of the learning activities for the next meeting.

4. Students and the teacher say goodbye.

Meeting-2

Pre Teaching (10 minutes)

1. Teacher gives salam (greeting);

2. Teacher checks student attendance;

3. Teacher prepares students psychologically and physically to follow the learning process;

4. Teacher describes the learning objectives or basic competencies to be achieved;

WhilstTeaching (70 minutes)

Communicating

1. Students with their groups create a dialog using contrastive conjunction

2. Students presented a dialog that has been created with the group.

Post Teaching (10 minutes)

1. Students and the teacher do a reflection on the learning activities and the benefits.

2. Students and the teacher give feedback on the process and results of learning.

3. Students pay attention to the information about the plans of the learning activities for the next meeting.

4. Studentsand the teacher say goodbye.

H. Penilaian

Teknik Penilaian   :Performance

Bentuk Instrumen : Speaking test

Speaking test rubric

Categories	1	2	3	4
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Vocabulary	Inadequate and inaccurate use of vocabulary	Somewhat inadequate and inaccurate use of	Adequate and accurate use of vocabulary for this level	Rich use of vocabulary with frequent

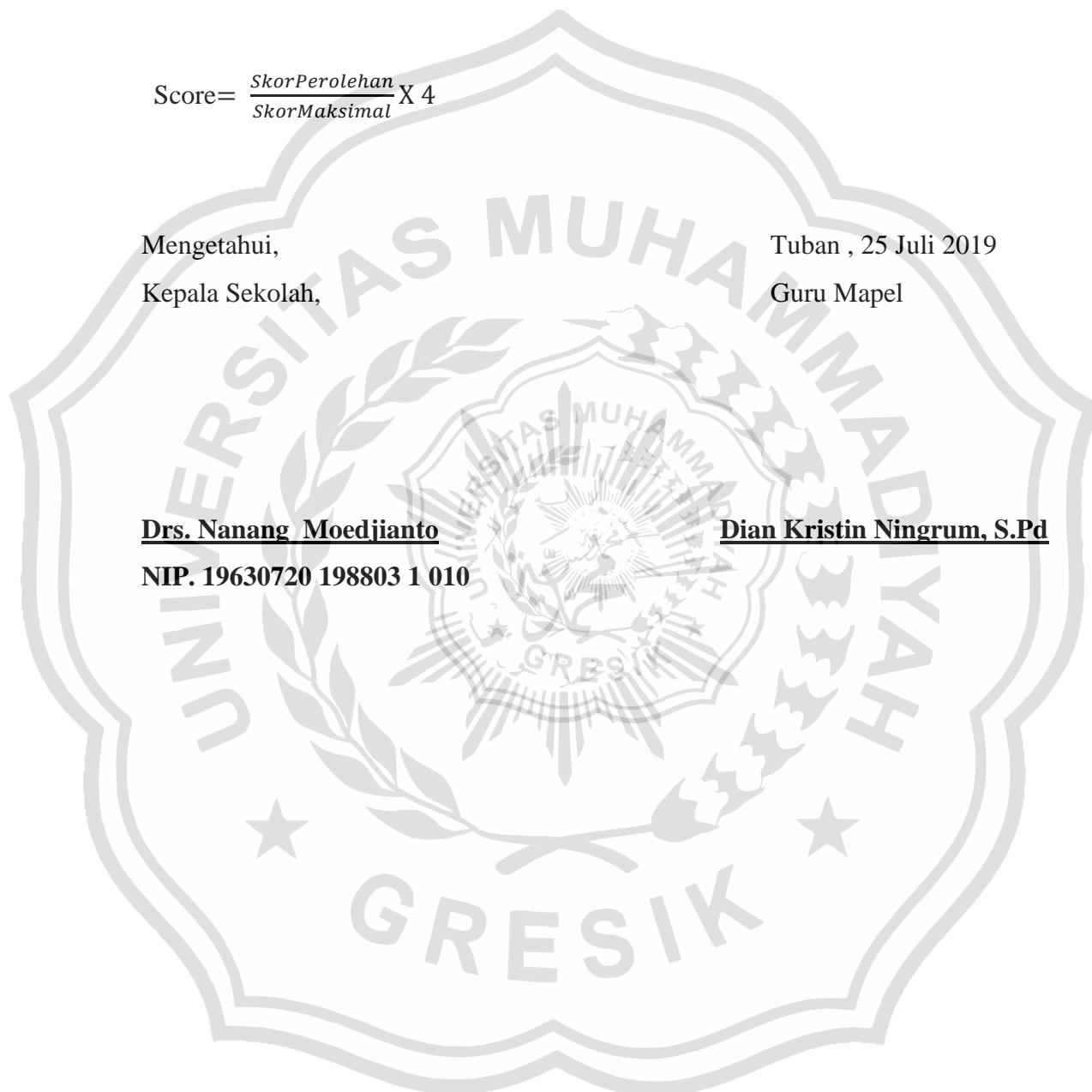|		vocabulary and too basic for this level		attempts at elaboration

Score= $\frac{SkorPerolehan}{SkorMaksimal}$ X 4

Mengetahui,   Tuban , 25 Juli 2019
Kepala Sekolah,   Guru Mapel

Drs. Nanang Moedjianto   **Dian Kristin Ningrum, S.Pd**
NIP. 19630720 198803 1 010

Kegiatan Mengamati (Meeting 1)

Observe and learn this dialogue!

Bintang	:	Where are you going, Sarah? Don't you know it's raining outside?
Sarah	:	I know it's raining heavily, however I have to attend the mathematics course. I'll have a test tomorrow morning.
Bintang	:	You can study at home. You'll get wet still even if you use the umbrella.
Sarah	:	I need the teacher to help me to master the material for the test. Honestly, I'm so weak at mathematics.
Bintang	:	You should wear a raincoat unless you wanna get cold because of getting wet.
Sarah	:	You're right. I will wear my raincoat and the umbrella.
Bintang	:	That's good. Take care on the way, okay?
Sarah	:	Don't worry. I go now, bye.

Kegiatan Mengeksplorasi (Meeting 1)
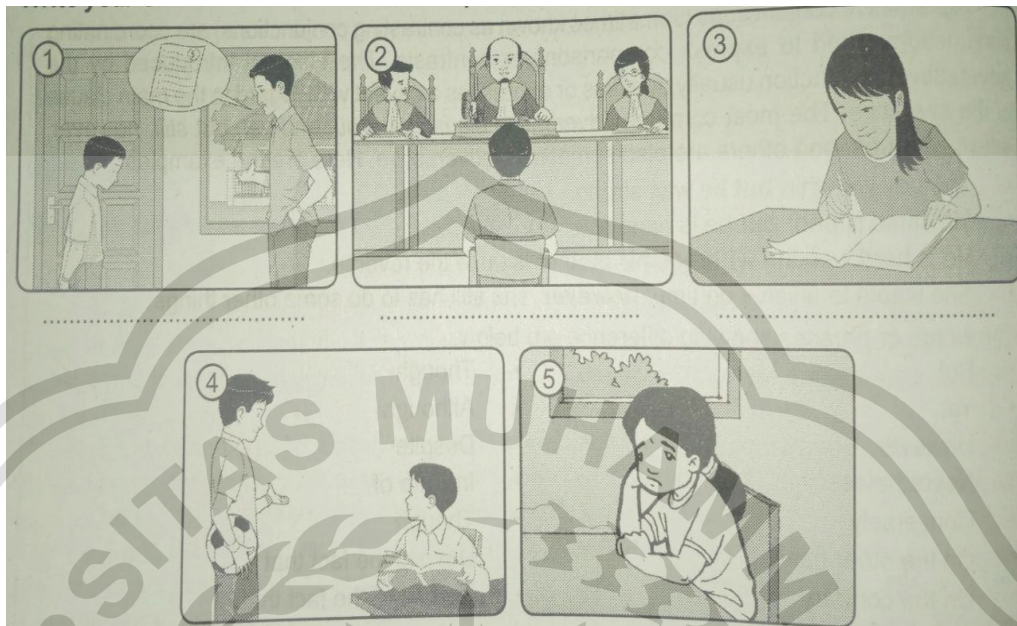
1. Answer the questions based on the dialogue above!

   a. Who wants to go?

   b. Where is she going?

   c. Why does she keep going though it's raining?

   d. What test will she have tomorrow?

   e. What does Bintang ask her to wear?

2. Find information showing contrastive relation in the dialogue! Show the contrasting conjunction!

3. Analize the pattern of contrasting conjunction that you have found!

Kegiatan Mengasosiasi (Meeting 1)

1. Complete the sentences below with the correct conjunction!

1. Dias still wants to eat (despite / though) ... she has just eaten two plates of beef steak.
2. Mother ordered pizza (even though / in spite of) ... making cake.
3. I've called her many times (but / though) ... she doesn't reply me.
4. She insisted to watch the movie (despite / despite the fact that) ... everyone said that the movie is boring.
5. This town has a lot of interesting places (unlike / despite) ... my town.
6. Practicing swimming every day will help me to win the competition (in spite of / although) ... I'll be so tired.
7. (While / despite) ... I refuse your idea, I'm not angry at you.
8. You need some people to help you to push this car (but / even though) ... you're a strong man.
9. I have read the materials for the test tomorrow many times (nevertheless / though) ... I can't memorize them.
10. Aunt loves flowers and plants (however / despite) ... she doesn't like gardening.

2. **Write your own sentences based on the pictures below using contrastive conjunction!**

Kegiatan Mengkomunikasikan (Meeting 2)

1. Make a dialogue in group which used contrastive conjunction in it!
2. Perform the dialogue in front of the class!