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APPENDIX 1

INTERVIEW RESULT

TEACHER'S INTERVIEW SHEET

1. Bagaiman pengajaran Bahasa Inggris secara umum di SMPM 1 Gresik?

Secara umum pengajaran bahasa Inggris menggunakan 1 kitab dari DIKNAS yaitu Scaffolding by Joko Priyono dan LKS Wajar yang di gunakana oleh sekolah.

2. Bagaimana dengan pengajaran Bahasa Inggris di kelas VII pada khususnya?

Pada awalnya pengajaran untuk semester 1 di kelas VII lebih di fokuskan pada aspek speaking dan listening, sedang pada semester 2 siswa mulai di perkenalkan dengan text yaitu descriptive text dan procedure text.

3. Berapa banyak jumlah siswa kelas VII?

Ada 80 siswa yang terdiri dari 27 murid di kelas VII A, 26 murid di kelas VII B dan 27 murid di kelas VII C.

4. Materi apa yang di ajarkan khususnya pada semester 2?

Descriptive text dan procedure text.

5. Media apa saja yang sudah di gunakan?

Media text yang terdapat dalam kitab dan LKS.

6. Metode pembelajaran apa yang sering ibu terapkan dalam pembelajaran reading text?

Read aloud kemudian siswa mengerjakan beberapa pertanyaan yang berkaitan dengan text yang terdapat dalam kitab maupun LKS.

7. Bagaimana aktivitas pembelajaran yang sering diterapkan dalam pengajaran reading text?

Menjawab pertanyaan berdasarkan text yang telah dibaca di dalam buku dan LKS.

8. Apakah siswa telah mampu membaca dan memahami text dengan baik?

Mengapa?

Belum, karena mereka sangat kurang dalam hal pemahaman akan text serta murid – murid banyak yang tidak mengerti beberapa kosakata yang ada di dalam text.

Hal ini terbukti dari nilai siswa yang kurang baik dalam aspek membaca. Siswa sering bosan membaca text yang ada di dalam kitab karena temanya yang kurang menarik dan tidak ada gambar – gambar yang menarik perhatian mereka untuk membaca.

9. Apakah ada media dan fasilitas seperti computer atau TV yang disediakan oleh sekolah?

Iya ada di lab. Bahasa dan lab. Computer

10. Seberapa sering anda menggunakan fasilitas tersebut?

Jika diperlukan

APPENDIX 2**QUESTIONNAIRE OF NEED ANALYSIS AND RESULT**

APPENDIX 3**QUESTIONNAIRE OF MATERIAL DEVELOPMENT AND RESULT**

APPENDIX 4**7TH GRADE SYLLABUS OF SMPM 1 GRESIK (COMPOSED BY THE
TEACHER)**

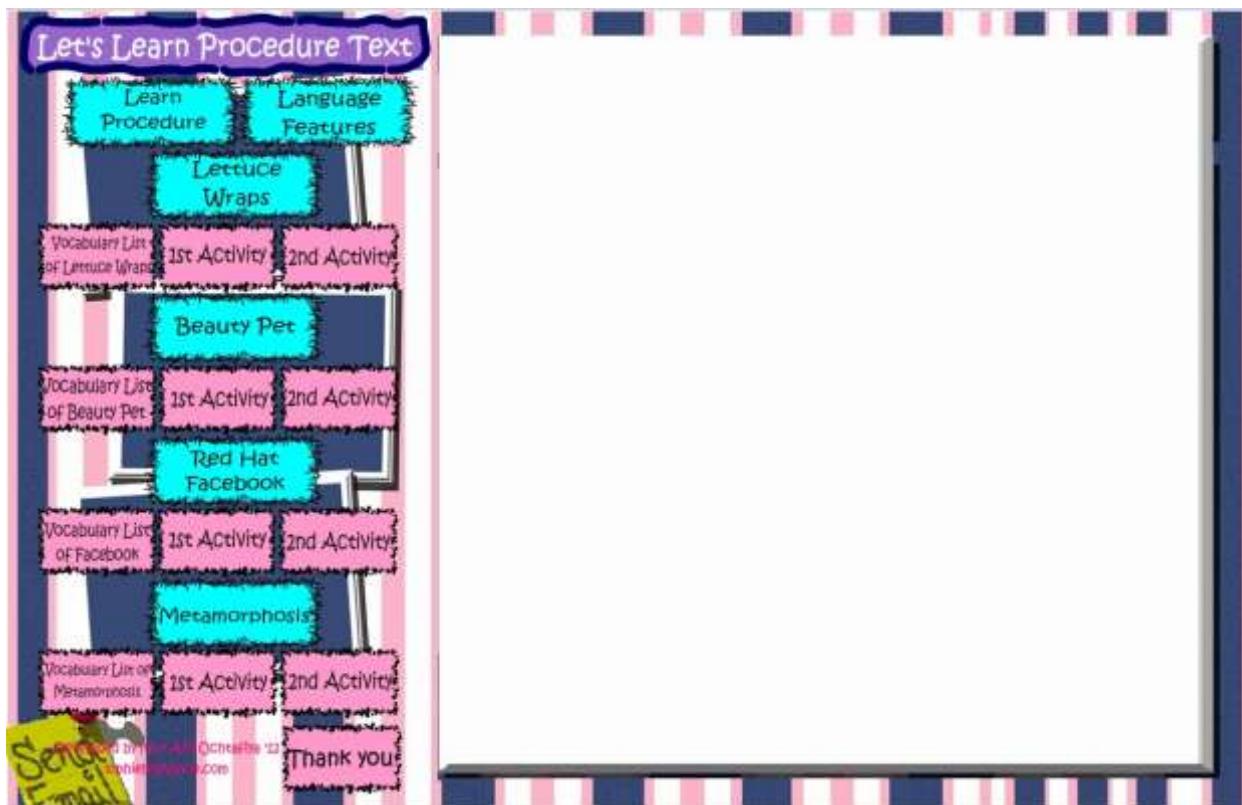
APPENDIX 5**CHECKLIST OF COURSEWARE AND THE RESULT OF CHECKLIST
OF COURSEWARE**

APPENDIX 6

PROTOMATERI READING PROCEDURE TEXT USING FLASH
ANIMATION FOR SEVENTH GRADE SMPM 1 GRESIK

APPENDIX 7**DEVELOPMENT (AFTER HAVING EXPERTS' VALIDATION)**

1. The E-Book



2. The Explanation of Procedure Text



3. The Explanation of Language Features



<ul style="list-style-type: none"> 1. Use Simple Present Tense 2. Use of imperatives (e.g.: cut, don't mix) 3. Use of action Verbs (e.g.: turn, put, mix) 4. Use of connectives (e.g.: first, then, finally, ...) 5. Use of adverbial phrases (e.g.: for five minutes, 2 centimeters from the top) 	<p><i>(to be : I am (she/he, it) is (you, they, we) are)</i></p> <p><i>Exception for subject 'She, he, It' the verb should be add s/es S + s/es</i></p>	<table border="1"> <tr> <td>every.....</td> <td>always</td> </tr> <tr> <td>once.....</td> <td>sometimes</td> </tr> <tr> <td>often....</td> <td>seldom</td> </tr> <tr> <td>usually</td> <td>rarely, etc</td> </tr> </table>	every.....	always	once.....	sometimes	often....	seldom	usually	rarely, etc
every.....	always									
once.....	sometimes									
often....	seldom									
usually	rarely, etc									
		<ul style="list-style-type: none"> We can use the imperative to give a direct order. 1. Take that chewing gum out of your mouth. Show us strength. Give me the details. We can use the imperative to give instructions. 1. Clean your teeth. 2. Take her tablets every morning. 3. Take a left road, then a right. We can use the imperative to make an invitation. 1. Come in and sit down. Make yourself at home! 2. Please stand without me. I'll be there shortly. 3. Have a piece of this cake. It's delicious. 								

The imperative

We can use the imperative at signs and notices.

- Push.
- Do not eat.
- Insert one dollar.

We can make the imperative more polite by adding 'please'.

- To be polite:
- Be come!
- Be all clean!

We can use the imperative to give friendly informal advice.

- Speak to him! Tell him how you feel!
- Have a quiet word with her about it!
- Tell him what he has done wrong or ask him sleep and recover.

Action Verb

The Example of Action Verb :

block	judge	switch
blow	jump	take
bump	kick	tap
catch	kidnap	tug
chase	kill	taste
choke	knife	teach
clap	lash	tear
climb	launch	telephone
clip	lead	test
clutch	lean	throw
flip	learn	tickle

Connectives

- Adding Connectives
- Sequencing Connectives
- Emphasising Connectives
- Above all
- In particular
- Especially
- Significantly
- Indeed
- Notably

- Next
- Then
- First, second, third
- Finally
- Meanwhile
- Eventually
- After
- Before

Connectives

- Comparing Connectives
- Cause and Effect Connectives
- Qualifying Connectives
- Illustrating Connectives
- Contrasting Connectives

Connectives

- Comparing Connectives
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Adverbial Phrases

Basic types of adverbs

In the section on adverbs, you learned about three basic types of adverb: manner, place and time adverbs. There are 12 types that are important: Frequency adverbs, adverbs that answer the question "How often?", adverbs of action, purpose adverbs, adverbs of manner, "Why?", Here are some examples:

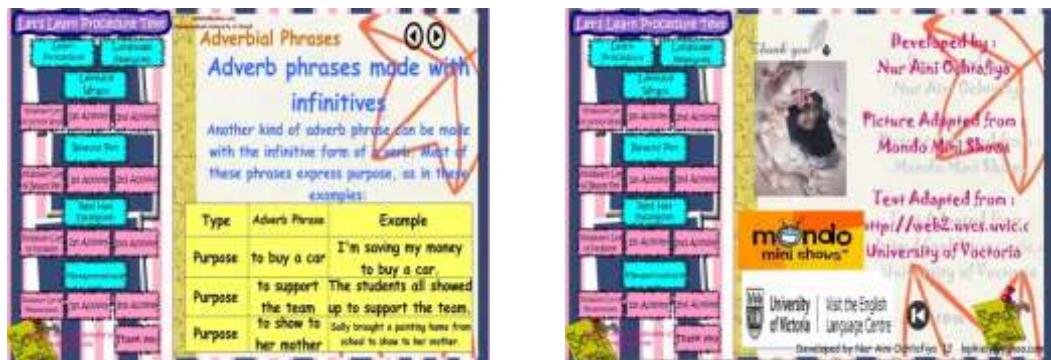
Type	Adverb	Example
Frequency	usually	Mike usually gets up very early.
Purpose	for fun	I write computer programs for fun.

While the first example, usually, is a single word, the second example (for fun) is a phrase consisting of a preposition and a noun. In other words, it is a prepositional phrase which functions as an adverb phrase.

Adverbial Phrases made with prepositions

Kinds of adverb phrases can be made with prepositions. Here are some examples:

Type	Adverb Phrase	Example
Manner	with a hammer	The carpenter hit the nail with a hammer.
Place	next door	The woman who lives next door is a doctor.
Time	before the holidays	We must finish our project before the holidays.
Frequency	every month	Jodie buys two CDs every month.
Purpose	for his mother	Jack bought the flowers for his mother.



4. 1st Text (How to Cook Lettuce Wraps)





Lets Learn Procedure Text

1. Lettuce Wraps
2. Lemongrass Pesto
3. Bacon Bits
4. Shredded Cheese
5. Shredded Mushroom
6. Garlic, Peanuts, and Green Onion

Take the lettuce wraps on pan and cook until the color turn into golden brown.

Lets Learn Procedure Text

After Lettuce Wraps is cooked then prepare a plate to put the cooked lettuce wraps.

Lets Learn Procedure Text

1. Lettuce Wraps
2. Lemongrass Pesto
3. Bacon Bits
4. Shredded Cheese
5. Shredded Mushroom
6. Garlic, Peanuts, and Green Onion

Tear the Lettuce Leaves as the cover for lettuce wraps!

Lets Learn Procedure Text

1. Lettuce Wraps
2. Lemongrass Pesto
3. Bacon Bits
4. Shredded Cheese
5. Shredded Mushroom
6. Garlic, Peanuts, and Green Onion

Put lettuce wraps into leaves and fold it.

Lets Learn Procedure Text

1. Lettuce Wraps
2. Lemongrass Pesto
3. Bacon Bits
4. Shredded Cheese
5. Shredded Mushroom
6. Garlic, Peanuts, and Green Onion

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Lets Learn Procedure Text

1. Lettuce Wraps
2. Lemongrass Pesto
3. Bacon Bits
4. Shredded Cheese
5. Shredded Mushroom
6. Garlic, Peanuts, and Green Onion

Lets Learn Procedure Text

1. Lettuce Wraps
2. Lemongrass Pesto
3. Bacon Bits
4. Shredded Cheese
5. Shredded Mushroom
6. Garlic, Peanuts, and Green Onion

Finally, the lettuce wraps is ready to be served

Lets Learn Procedure Text

1. Lettuce Wraps
2. Lemongrass Pesto
3. Bacon Bits
4. Shredded Cheese
5. Shredded Mushroom
6. Garlic, Peanuts, and Green Onion

Good Job :)



5. The Vocabulary of Lettuce Wraps

The image is a collage of 10 screenshots from a mobile application designed to teach Indonesian words through cooking and food-related concepts. The app features a pink-themed interface with various food items and their English equivalents.

- Screenshot 1:** A woman in a traditional Indonesian dress stands next to a tree. The text "PROCEDURE TEXT" and "VOCABULARY OF LETTUCE WRAPS" are displayed. A "play" button is present.
- Screenshot 2:** A section titled "Wrap / wrap/" shows words like "Selada" (lettuce), "Nembungkus" (wrap), "Bahan - Bahan" (ingredients), "Dica / dasi/" (dashi), and "Mematong" (matong).
- Screenshot 3:** A section titled "Roughly / halus/" shows words like "Secara Kasar" (roughly), "Tegak Lunas" (lunas), "Parutan" (shredded), "Grate / gret/", "Memarut" (grated), and "Mengenal / Meryentuh" (knowing/touching).
- Screenshot 4:** A section titled "Crack / kreak / G - Aloster" shows words like "Kresek" (crack), "Kresek = Break", "Kotek / Berantakan" (mess), "Kresek = Cut", and "Iris" (iris).
- Screenshot 5:** A section titled "Slick / slick/" shows words like "Secara Slick" (slick), "Slick = Table with sponge", "Mengambil", "Mengambil = Take", and "Menepuk" (slap).
- Screenshot 6:** A section titled "Add / tambah/" shows words like "Tambah", "Tiram", "Goreng", "Tumis", "Robek", and "Melepas".
- Screenshot 7:** A section titled "Mix / cuci / Tumbuk / Cincang" shows words like "Puluhan", "Puluhan = 1000 RIBU", "Nembungkus" (wrap), "Campurkan", "Leaves / daun /", "Berikut jemok dari Deun", and "Lezat" (tasty).
- Screenshot 8:** A section titled "Cooking Academy 2 Word Games" shows a game board with a pencil, a notepad with "Cooking Academy 2 Word Games", and a "Google Play" logo.

6. The 1st Activity of Lettuce Wraps



7. The 2nd Activity of Lettuce Wraps



8. 2nd Text (How to Make your Pet Beautiful and Healthy)





9. The Vocabulary of Beauty Pet

10. The 1st Activity of Beauty Pet

11. The 2nd Activity of Beauty Pet



12. 3rd Text (How to Protect your Facebook Account)



Facebook Privacy Settings

The screenshots show various steps and tips for adjusting privacy settings:

- Step 1:** Enter your email and password in the right boxes.
- Step 2:** Point the cursor to Account button and click on it. There will appear some choices.
- Step 3:** Choose the Privacy Settings and click it.
- Step 4:** There appear the text box like this then point the Customize Settings and click.
- Step 5:** Make sure every items are clicked Friends Only.
- Step 6:** So choose what you want to show the world adjust your privacy settings.
- Adapted from:** facemoods
- Developed by:** Nur Aini Ochiaiaya
- Picture & Text Adapted from:** Little Red Riding Hood Chapter 2
- Facemoods - Facebook**

13. The Vocabulary of Red Hat Facebook



14. The 1st Activity of Red Hat Facebook



15. The 2nd Activity of Red Hat Facebook



16. 4th Text (How is the Metamorphosis of Butterfly)

Procedure Text

Play at www.gutti.com

Butterfly LIFE CYCLE

How is the Metamorphosis of Butterfly

Procedure Text

7th Grade - 2nd Year

All butterflies have "complete metamorphosis". To grow into an adult they go through 4 stages: egg, larva, pupa and adult. In each of which looks completely different and serves a different purpose in the life of the insect.

1st Stage

The mother butterfly lays an egg that was fertilized by the male butterfly on a plant.

2nd Stage

Around 5 days later, a tiny wormlike creature will hatch, called larva (caterpillar).

3rd Stage

The caterpillar feeds on the plant and grows.

4th Stage

The caterpillar grows big and bigger.

5th Stage

When the larva is big enough, it stops eating and enters the transformation stage. During this stage, chrysalis are sometimes called pupa.

6th Stage

It makes a little silk pad on a leaf or twig and attaches itself to it. The caterpillar's skin splits for the last time.

7th Stage

Under the skin is the chrysalis. Many changes happen to the chrysalis. The wings, legs and rest of the butterfly are formed inside the chrysalis.

8th Stage

The last stage is the adult stage when the chrysalis splits and.....



17. The Vocabulary of Metamorphosis



18. The 1st Activity of Metamorphosis

The interface consists of two main sections. On the left, a vertical sidebar titled "Lect's Learn Procedure Test" lists various stages of metamorphosis: Egg, Larva, Pupa, and Imago. Each stage has a corresponding color-coded box. In the center, there is a colorful title card for "1st Activity Metamorphosis" featuring a butterfly and a caterpillar. Below the title card is a form for entering Name, ID Number, Class, and Date. At the bottom, a button says "Let's Check the 1st Activity!" On the right, there is another sidebar with the same "Lect's Learn Procedure Test" list. A large section titled "1st Activity" contains ten questions about butterflies. To the right of the questions is a "Push Red Button to Know your score" button, which is currently inactive. Below the button is a progress bar showing a score of 8 out of 10.

19. The 2nd Activity of Metamorphosis

The interface follows a similar structure to the first activity. On the left, a vertical sidebar titled "Lect's Learn Procedure Test" lists the stages of metamorphosis. In the center, there is a title card for "2nd Activity Metamorphosis" with a butterfly and caterpillar illustration. Below the title card is a form for Name, ID Number, Class, and Date. At the bottom, a button says "Let's Check the First activity!". On the right, there is another sidebar with the "Lect's Learn Procedure Test" list. A large section titled "2nd Activity Metamorphosis" contains ten questions about butterflies. To the right of the questions is a "Push Red Button to Know your score" button, which is currently inactive. Below the button is a progress bar showing a score of 10 out of 10.

APPENDIX 8

TRYOUT RESULT (STUDENTS SCORE)

DAFTAR NILAI KELAS VII (TUJUH) B
PRE – READING PROCEDURE TEXT (PREDICTION)
SMP MUHAMMADIYAH 1 GRESIK TERAKREDITASI A

Kompetensi	: Keterampilan Membaca
	11. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> yang berkaitan dengan lingkungan terdekat
Kompetensi Dasar	: 11.3. Membaca nyaring bermakna teks fungsional dan esei pendek dan sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar
Sub-kompetensi Dasar	: 11.3.2 Membaca nyaring bermakna teks fungsional dan esei pendek dan sangat sederhana berbentuk <i>procedure</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar
Indicator	: Membaca nyaring teks procedure

FORMAT PENILAIAN

Nama	:
Kelas/Semester	:	VII _ / 2
Kompetensi yang dinilai	:	Prediction

KRITERIA PENILAIAN

Butir soal: 4

Setiap butir soal terdapat 6 opinion prediction berdasarkan gambar

Setiap opinion prediction jawaban sesuai dengan gambar maka di beri score 2

Skor maksimal $48 \times 10 = 480$

Nilai maksimal 48

$\frac{48}{48} \times 100 = 100$

Nilai siswa= Skor perolehan $\times 100 = \text{score siswa}$

Skor maksimal

PREDICTION ACTIVITY

TOPIC 1: "HOW TO COOK LETTUCE WRAPS"

TOPIC 2: "HOW TO MAKE YOUR PET BEAUTIFUL AND HEALTHY"

TOPIC 3: "HOW TO PROTECT YOUR FACEBOOK ACCOUNT"

TOPIC 4: "HOW IS THE METAMORPHOSIS OF BUTTERFLY"

Activity: MY OPINION ABOUT THE PICTURE!

NO.	NAMA	L/P	SCORE
1	ADIYTA RIZKI NUGRAHA	L	79
2	ALFIN FEBRIAN WICAKSOSNO	L	75
3	ALYA FIRDAUS	P	100
4	ANDREANO PRABU	L	75
5	ANISA RAHMADINI	P	96
6	AYU MAGHFIRAH SARI ALAMSYAH	P	100
7	DENNY AULIA APRINIAZ	P	75
8	DESY RETNO ARIYANTY	P	88
9	DINI DWI MAULIDIYAH	P	100
10	DWI BIMO BUDI LUHUR WICAKSOSNO	L	83
11	ELGI NUANSA DHISTITSYA PUTRI BTA	P	100
12	HUSRIL BUSTHOMI PUTRA PAMUNGKAS	L	83
13	INDAH FEBRIANTI SUNDAWA	P	92
14	LUTFIYAH DWI NURUL KHUSNA	P	96
15	LYLA RIZKI AMANDA	P	92
16	MOHAMMAD FIKRI BAIHAQI	L	83
17	MUHAMMAD RIZAL ALFARISI	L	79
18	MUHAMMAD FAJAR BUDIMAN	L	96
19	MUHAMMAD RAFI MAULANA RAMADHAN	L	96
20	MUIZAH YULIA UMAMI	P	90
21	NAWAL ABDUL RACHMAN SMEER	P	92
22	NURUL HUSNIYYAH	P	96
23	RACHMAD BAHAUDDIN AZMI	L	83
24	ROJID YAMMAQ MACHFUD	L	75
25	TRI RAHAYU PUJI LESTARI	P	92
26	YAN UBAIDILLAH MUTTAQIN	L	83
AVERAGE			88.42

**DAFTAR NILAI KELAS VII (TUJUH) B
MAIN – READING PROCEDURE TEXT
SMP MUHAMMADIYAH 1 GRESIK TERAKREDITASI A**

Kompetensi	: Keterampilan Membaca
	11. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> yang berkaitan dengan lingkungan terdekat
Kompetensi Dasar	: 11.3. Membaca nyaring bermakna teks fungsional dan esei pendek dan sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar
Sub-kompetensi Dasar	: 11.3.2 Membaca nyaring bermakna teks fungsional dan esei pendek dan sangat sederhana berbentuk <i>procedure</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar
Indicator	: Membaca nyaring teks procedure

FORMAT PENILAIAN

Nama	:
Kelas/Semester	: VII _/ 2
Kompetensi yang dinilai	: 11.3.2 Membaca nyaring bermakna teks fungsional dan esei pendek dan sangat sederhana berbentuk <i>procedure</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

KRITERIA PENILAIAN

Aspek	Keterangan	Skor
1. Pronunciation	<ul style="list-style-type: none"> • Mudah dipahami dan memiliki aksen penutur asli • Mudah dipahami meskipun dengan aksen tertentu • Ada masalah pengucapan yang membuat pendengar harus konsentrasi penuh dan kadang – kadang ada kesalahanpahaman • Sulit dipahami karena ada masalah pengucapan sering diminta mengulang • Masalah pengucapan serius sehingga tidak bisa dipahami 	5 4 3 2 1
2. Kelancaran	<ul style="list-style-type: none"> • Membaca terputus – putus dan terhenti sehingga reading tidak mungkin terjadi • Sering ragu – ragu dan terhenti karena keterbatasan dalam mengucapkan vocabulary • Kelancaran agak banyak terganggu oleh masalah bahasa • Kelancaran tampak sedikit terganggu oleh masalah bahasa • Lancar seperti penutur asli 	5 4 3 2 1
3. Pressure	<ul style="list-style-type: none"> • Menggunakan tekanan dan intonasi seperti penutur asli • Kadang – kadang menggunakan tekanan dan intonasi kurang tepat • Sering menggunakan tekanan dan intonasi tidak tepat • Pemakaian tekanan dan intonasi salah dan terbatas sehingga sulit dipahami • Tekanan dan intonasi sangat kurang tepat sehingga reading tidak mungkin terjadi 	5 4 3 2 1
Jumlah		

Keterangan Skor:

Kriteria	Angka
Excellent	5
Very good	4
Good	3
Good enough	2
Enough	1

Setiap jawaban benar di beri skor 5
Skor maksimal $3 \times 5 = 15$
Nilai maksimal $\frac{15}{15 \times 100} = 100$
Nilai siswa= $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

MAIN – READING ACTIVITY

TOPIC 1: “HOW TO COOK LETTUCE WRAPS”

TOPIC 2: “HOW TO MAKE YOUR PET BEAUTIFUL AND HEALTHY”

TOPIC 3: “HOW TO PROTECT YOUR FACEBOOK ACCOUNT”

TOPIC 4: “HOW IS THE METAMORPHOSIS OF BUTTERFLY”

Activity: Read aloud the text!

NO.	NAMA	L/P	SCORE			
			Pronunciation	Fluency	Pressure	Score
1	ADIYTA RIZKI NUGRAHA	L	5	5	3	87
2	ALFIN FEBRIAN WICAKSOSNO	L	4	3	4	75
3	ALYA FIRDAUS	P	5	5	3	87
4	ANDREANO PRABU	L	5	5	3	87
5	ANISA RAHMADINI	P	4	5	3	80
6	AYU MAGHFIRAH SARI ALAMSYAH	P	5	5	4	93
7	DENNY AULIA APRINIAZ	P	5	5	4	93
8	DESY RETNO ARIYANTY	P	4	4	3	75
9	DINI DWI MAULIDIYAH	P	5	5	3	87
10	DWI BIMO BUDI LUHUR WICAKSOSNO	L	5	5	3	87
11	ELGI NUANSA DHISTITSYA PUTRI BTA	P	5	5	3	87
12	HUSRIL BUSTHOMI PUTRA PAMUNGKAS	L	4	5	3	80
13	INDAH FEBRIANTI SUNDAWA	P	5	5	3	87
14	LUTFIYAH DWI NURUL KHUSNA	P	5	5	3	87
15	LYLA RIZKI AMANDA	P	5	5	3	87
16	MOHAMMAD FIKRI BAIHAQI	L	5	5	3	87
17	MUHAMMAD RIZAL ALFARISI	L	3	5	3	75
18	MUHAMMAD FAJAR BUDIMAN	L	5	5	3	87
19	MUHAMMAD RAFI MAULANA R.	L	4	5	4	87
20	MUIZAH YULIA UMAMI	P	5	4	4	87
21	NAWAL ABDUL RACHMAN SMEER	P	5	5	3	87
22	NURUL HUSNIYYAH	P	5	5	4	93
23	RACHMAD BAHAUDDIN AZMI	L	5	5	3	87
24	ROJID YAMMAQ MACHFUD	L	5	5	3	87
25	TRI RAHAYU PUJI LESTARI	P	5	5	3	87
26	YAN UBAIDILLAH MUTTAQIN	L	4	4	3	75
AVERAGE						85.3

**DAFTAR NILAI KELAS VII (TUJUH) B
POST – READING PROCEDURE TEXT
SMP MUHAMMADIYAH 1 GRESIK TERAKREDITASI A**

Kompetensi	: Keterampilan Membaca 11. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> yang berkaitan dengan lingkungan terdekat : 11.2. Merespon makna dan langkah retorika secara lancar dan berterima dalam esei sangat sederhana berkaitan dengan lingkungan terdekat dalam teks <i>descriptive</i> dan <i>procedure</i> : 11.2.2 Merespon makna dan langkah retorika lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk <i>procedure</i> . : - Menyebutkan jenis teks - Menyebutkan <i>goal</i> dari teks. - Menyebutkan materials. - Menjelaskan langkah-langkah pembuatan barang yang disebutkan di dalam <i>goal</i> .
Kompetensi Dasar akurat, yang berbentuk	
Sub-kompetensi Dasar secara akurat,	
Indicators	

FORMAT PENILAIAN

Nama :

Kelas/Semester : VII / 2

Kompetensi yang dinilai : 11.2.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk procedure.

KRITERIA PENILAIAN

Butir soal: 10 Setiap jawaban benar di beri score 1

Skor maksimal 1 X 10 = 10

Nilai maksimal 10

$$\frac{10}{100} \times 100 = 100$$

Nilai siswa= Skor perolehan X 100 = 100

Skor maksimal

POST – READING ACTIVITY
TOPIC: “HOW TO COOK LETTUCE WRAPS”

Activity 1: Choose the best answer!

Activity 2: Match the picture with the sentence!

NO.	NAMA	L/P	SCORE	
			Activity 1	Activity 2
1	ADIYTA RIZKI NUGRAHA	L	90	100
2	ALFIN FEBRIAN WICAKSOSNO	L	100	100
3	ALYA FIRDAUS	P	90	100
4	ANDREANO PRABU	L	100	100
5	ANISA RAHMADINI	P	70	100
6	AYU MAGHFIRAH SARI ALAMSYAH	P	90	80
7	DENNY AULIA APRINIAZ	P	80	100
8	DESY RETNO ARIYANTY	P	70	70
9	DINI DWI MAULIDIYAH	P	70	90
10	DWI BIMO BUDI LUHUR WICAKSOSNO	L	100	80
11	ELGI NUANSA DHISTITSYA PUTRI BTA	P	90	80
12	HUSRIL BUSTHOMI PUTRA PAMUNGKAS	L	90	100
13	INDAH FEBRIANTI SUNDAWA	P	90	100
14	LUTFIYAH DWI NURUL KHUSNA	P	80	100
15	LYLA RIZKI AMANDA	P	70	70
16	MOHAMMAD FIKRI BAIHAQI	L	100	100
17	MUHAMMAD RIZAL ALFARISI	L	90	100
18	MUHAMMAD FAJAR BUDIMAN	L	90	80
19	MUHAMMAD RAFI MAULANA RAMADHAN	L	90	80
20	MUIZAH YULIA UMAMI	P	80	100
21	NAWAL ABDUL RACHMAN SMEER	P	70	100
22	NURUL HUSNIYYAH	P	80	100
23	RACHMAD BAHAUDDIN AZMI	L	100	100
24	ROJID YAMMAQ MACHFUD	L	90	80
25	TRI RAHAYU PUJI LESTARI	P	70	70
26	YAN UBAIDILLAH MUTTAQIN	L	90	100
AVERAGE			85.76	91.53
				88.65

POST – READING ACTIVITY
TOPIC: “HOW TO MAKE YOUR PET BEAUTIFUL AND HEALTHY”

Activity 1: Choose one best answer!

Activity 2: Match the generic structure with the sentence!

NO.	NAMA	L/P	SCORE	
			Activity 1	Activity 2
1	ADIYTA RIZKI NUGRAHA	L	100	100
2	ALFIN FEBRIAN WICAKSOSNO	L	100	100
3	ALYA FIRDAUS	P	70	70
4	ANDREANO PRABU	L	100	100
5	ANISA RAHMADINI	P	80	70
6	AYU MAGHFIRAH SARI ALAMSYAH	P	80	70
7	DENNY AULIA APRINIAZ	P	70	70
8	DESY RETNO ARIYANTY	P	80	80
9	DINI DWI MAULIDIYAH	P	70	70
10	DWI BIMO BUDI LUHUR WICAKSOSNO	L	100	100
11	ELGI NUANSA DHISTITSYA PUTRI BTA	P	80	70
12	HUSRIL BUSTHOMI PUTRA PAMUNGKAS	L	100	100
13	INDAH FEBRIANTI SUNDAWA	P	70	70
14	LUTFIYAH DWI NURUL KHUSNA	P	80	80
15	LYLA RIZKI AMANDA	P	70	80
16	MOHAMMAD FIKRI BAIHAQI	L	100	100
17	MUHAMMAD RIZAL ALFARISI	L	100	100
18	MUHAMMAD FAJAR BUDIMAN	L	100	100
19	MUHAMMAD RAFI MAULANA RAMADHAN	L	100	100
20	MUIZAH YULIA UMAMI	P	70	70
21	NAWAL ABDUL RACHMAN SMEER	P	70	70
22	NURUL HUSNIYYAH	P	80	80
23	RACHMAD BAHAUDDIN AZMI	L	100	70
24	ROJID YAMMAQ MACHFUD	L	100	100
25	TRI RAHAYU PUJI LESTARI	P	70	90
26	YAN UBAIDILLAH MUTTAQIN	L	100	100
AVERAGE			86.15	85
				85.58

POST – READING ACTIVITY
TOPIC: “HOW TO PROTECT YOUR FACEBOOK ACCOUNT”

Activity 1: Choose one best answer!

Activity 2: Crossword!

NO.	NAMA	L/P	SCORE	
			Activity 1	Activity 2
1	ADIYTA RIZKI NUGRAHA	L	100	100
2	ALFIN FEBRIAN WICAKSOSNO	L	90	90
3	ALYA FIRDAUS	P	70	80
4	ANDREANO PRABU	L	90	100
5	ANISA RAHMADINI	P	80	80
6	AYU MAGHFIRAH SARI ALAMSYAH	P	90	80
7	DENNY AULIA APRINIAZ	P	80	70
8	DESY RETNO ARIYANTY	P	70	80
9	DINI DWI MAULIDIYAH	P	80	80
10	DWI BIMO BUDI LUHUR WICAKSOSNO	L	90	100
11	ELGI NUANSA DHISTITSYA PUTRI BTA	P	90	90
12	HUSRIL BUSTHOMI PUTRA PAMUNGKAS	L	90	90
13	INDAH FEBRIANTI SUNDAWA	P	80	70
14	LUTFIYAH DWI NURUL KHUSNA	P	80	90
15	LYLA RIZKI AMANDA	P	80	80
16	MOHAMMAD FIKRI BAIHAQI	L	100	100
17	MUHAMMAD RIZAL ALFARISI	L	100	100
18	MUHAMMAD FAJAR BUDIMAN	L	90	90
19	MUHAMMAD RAFI MAULANA RAMADHAN	L	80	90
20	MUIZAH YULIA UMAMI	P	100	70
21	NAWAL ABDUL RACHMAN SMEER	P	90	70
22	NURUL HUSNIYYAH	P	90	90
23	RACHMAD BAHAUDDIN AZMI	L	80	90
24	ROJID YAMMAQ MACHFUD	L	90	100
25	TRI RAHAYU PUJI LESTARI	P	80	70
26	YAN UBAIDILLAH MUTTAQIN	L	90	100
AVERAGE			86.54	86.54
			86.54	

APPENDIX 9**PRODUCT**

PRODUCT

APPENDIX 10

PROTA (POGRAM TAHUNAN)

APPENDIX 11

SCHEDULE OF DEVELOPING MATERIAL

APPENDIX 12

TEACHING METHOD INSTRUCTIONS

Teaching Method Instructions

1. Modeling

Preparation:

1. Teacher prepares the tools (personal computer and paper).
2. Teacher prepares the material for modeling, the material are four topics of procedure text on flash animation.
3. Teacher divides the students into a small group. One group consists of three – four students.

Instructions:

1. Teacher explains how to operate the button on flash animation.
2. Teacher asks the students to make a small group consist of three – four students.
3. Teacher asks a group of students to read the text, each student's reads one passage of text so in one group there will be three – four passage that read.
4. After the first group read the text, the teacher gives a model of read aloud by re-read the text with a good pronunciation, intonation and pressure, after that the teacher asks all students to read together till the last group.
5. The teacher gives a paper of read aloud scoring and asks the students to give a score on their friend reading as an exercise of read aloud.
6. Teacher asks the students to collect the score and the teacher know the ability of her students on reading a text.
7. Teacher re-reads the whole text letter, asks the students if there are some difficulties related with read aloud, and helps the students to solve it.

2. Repetition

Preparation:

1. Teacher prepares the tools (personal computer, paper and sound system).
2. Teacher prepares the material for repetition, the material are four-vocabulary list on each topics of procedure text on flash animation.
3. Teacher divides the students into two groups

Instructions:

1. Teacher sets up the sound system with personal computer.
2. Teacher asks each student to pronounce vocabulary on each topic. One student pronounces one word.
3. The teacher asses the students pronunciation while the students pronounce the word.
4. The teacher divides the students into two groups based on students' ability of pronunciation. The first group is the group with good pronunciation and the second group is the group with weak pronunciation.
5. The teacher presses the word on vocabulary list, the student listens the sound.
6. The teacher presses the word three times and asks the students to repeats the sound.
7. The student in the first group helps the student in the second group on how to pronounce well.

3. Drilling

Preparation:

1. Teacher prepares the tools (personal computer and paper).
2. Teacher prepares the material for drilling, the material are the activities on each topics of procedure text on flash animation.
3. Students do the activity individually

Instructions:

1. Teacher asks the students to read the text carefully and comprehends the text individually.
2. Teacher drills the student with some activities in flash animation. Teacher asks the students to do the activities by answer the question based on the text.
3. The score will be appearing directly after the students did the activity on flash animation.
4. The teacher records the score of students on paper to measure the students understanding level of reading.

4. Demonstration

Preparation:

1. Teacher prepares the tools that demonstrated, such as some cooking utensil for Cooking Lettuce Wraps topic, some dress up and make up tools for Beauty Pet topic, personal computer with internet access for Red Hat Facebook topic and the series picture of butterfly cycle for Metamorphosis topic.
2. Teacher prepares the material for demonstration, the material are four topics of procedure text on flash animation.
3. Students do the activity individually and group

Instruction:

1. The teacher prepares the tolls to demonstrate the text
2. The teacher divides the class into four groups and asks them to read the text in a group, each group read different text. The first group read the first topic; the second group read the second topic and continues.
3. The teacher gives a model to demonstrate the text with the tolls that teacher have prepared
4. The teacher asks a group of students to come forward and demonstrate the text with the tools for each topic.
5. The teacher asks the students to give some comment and suggestion related with the performance individually and the teacher scoring on it.
6. The teacher gives some comment and suggestion after all group demonstrate the text and announces the best group.

5. Crossword-puzzle

Preparation:

1. Teacher prepares the tools (personal computer, paper and LCD).
2. Teacher prepares the material for crossword puzzle, the material are the crossword activity of procedure text on flash animation.
3. Students do the activity individually

Instructions:

1. The teacher prepares the crossword puzzle on flash animation and connect personal computer with LCD.
2. The teacher asks the students to read the text individually. The teacher can use silent model of reading or some games such as use snowing ball by throwing the ball to the students and the students who hit by the ball will read the text, or the game of counting number, the students numbering their self by counting from one, two, three, and soon, then the teacher calls the number. The students who the number calls by the teacher will read the text, and many other games can be applied here.
3. After read the text, the teacher asks the students to open the activity of crossword puzzle on flash animation.
4. The teacher calls the name of the students to answer the question on crossword puzzle individually and spells the answer briefly.
5. The students who answer rightly will get pointe and if the answer is wrong the teacher gives a chance to the other student to make it correct and get the point.
6. The teacher gives feedback and correction to the wrong answer.

6. Role-Play

Preparation:

1. Teacher prepares the tools (personal computer and paper).
2. The students prepare the costume and tools for role-play.
3. Teacher prepares the material for role-play, the material are the topics of procedure text on flash animation.
4. Students do the activity in a group.

Instructions:

1. The teacher asks the students to make a group, each group consist of 4 – 5 students.
2. The teacher asks the students to read the text carefully and divides the role of each student in a group.
3. The students prepare for role-paly in a group
4. Each group will perform different topic for role-play.
5. The group performs the topic in front of the class.
6. Each group gives some comments and suggestions related the role-play.
7. The teacher gives comment and suggestion related students' performance.

APPENDIX 13
SURAT KETERANGAN KEPALA SEKOLAH

APPENDIX 14
PERNYATAAN KEASLIAN TULISAN