

**ENGLISH SCORE AVERAGE OF X GRADE FIRST SEMESTER  
2011/2012**

<b>KELAS/SEMESTER : X AK/GANJIL KKM MATA PELAJARAN : 78</b>			<b>KELAS/SEMESTER : X TPM/GANJIL KKM MATA PELAJARAN : 75</b>		
<b>NO</b>	<b>NAMA</b>	<b>NILAI</b>	<b>NO</b>	<b>NAMA</b>	<b>NILAI</b>
1	ANI	81	1	ABI DZAR AL GIFARI	74
2	ANISAH RAHMAWATI	97	2	ACHMAD ASRORI	92
3	ANNISAH MARINDA S.	83	3	ACHMAD LAZIM	80
4	AYU ANDRIANI	84	4	BUDI SUSANTO	84
5	DIA AYU WULANDARI	81	5	DANU IRYANTO	79
6	DIAH AYU WULANDARI A.	80	6	DIDIK SUROSO	80
7	DITA MAYA SAPUTRI	78	7	EKO KUSUMA DIANTO	81
8	EFA DEFIYANA	84	8	ERIK ERIYANTO	88
9	IDA PORWATI	83	9	FAJAR BAHRIN SIDIQ	75
10	IMROTUS ZAKIYA	82	10	FIRMAN AINUL YAQIN	90
11	INDAH ARUM SARI	77	11	FIRNAS HADI	78
12	INKA NOFITA SARI	79	12	IMAM ASHARI	82
13	KIKI REKALISWATI	83	13	M. DAFID SETIAWAN	85
14	LAILATUL FITRIYA	79	14	M. HARDIANSYAH	76
15	LINDA ANDI LESTARI	84	15	M. IMAM MAHMUDI	93
16	MEI FIFI AMALIA	80	16	M. MAULUDIN	76
17	MIRNAWATI	90	17	M. TAUBATAN RIZKY	87
18	NIA ELFIDA	83	18	MUKHAMAD HASAN	89
19	NUR AIDAH	84	19	MUKHAMMAD HUSAIN	77
20	NUR FADILAH	90	20	MUHAMMAD TAUFIK	79
21	NUR RAHAYU S.	92	21	MUHAIMIN UMAR	90
22	RAHMATUL LAILI	83	22	NURIYANTO	89
23	RETNO WULANDARI	89	23	PURNOMO	81
24	RUKHOIYAH	82	24	SAHRONI	79
25	SITI MAFLUKAH	80	25	SULAIMAN	80
26	SITI MASRUROH	95	26	SUWANDI	76
27	SITI NIKMAH	96	27	TONI	83
28	SITI NUR TOYIBAH	93	28	JOKO WIRAJAYA	75
29	UMROTUL MAHMUDAH	86	29	WAHYU AFDITA	83
30	VINGKI VIDYA ASTUTI	87	30	YANI SUPRAYITNO	78
<b>AVERAGE</b>		<b>84,83</b>	<b>AVERAGE</b>		<b>81,97</b>

**Appendix 2**

### Reliability of Pre-test Vocabulary

**Table1**

Case Processing Summary

	N	%
Valid	30	100,0
Excluded(a)	0	,0
Total	30	100,0

**Table2**

Reliability Statistics

Cronbach's Alpha	N of Items
,613	30

**Table3**

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item1	15,33	13,195	,362	,595
item2	15,33	13,195	,362	,595
item3	15,33	13,264	,323	,597
item4	15,33	13,195	,362	,595
item5	15,47	12,464	,451	,577
item6	15,73	14,064	-,104	,636
item7	15,93	15,099	-,376	,662
item8	15,60	12,110	,475	,570
item9	15,63	11,964	,508	,565
item10	16,03	12,723	,332	,588
item11	16,10	13,472	,112	,610
item12	15,70	13,183	,134	,609
item13	15,40	12,800	,407	,586
item14	15,70	12,355	,372	,581

item15	15,87	15,568	-,481	,674
item16	15,63	12,516	,337	,586
item17	15,67	12,368	,374	,581
item18	15,67	13,057	,172	,605
item19	15,90	13,472	,059	,617
item20	16,07	13,444	,106	,611
item21	15,93	12,478	,360	,583
item22	15,97	11,895	,564	,560
item23	16,13	13,361	,176	,605
item24	15,73	12,202	,414	,575
item25	16,03	13,068	,217	,600
item26	16,00	14,759	-,299	,651
item27	15,60	14,041	-,096	,634
item28	15,30	13,183	,536	,592
item29	15,67	14,299	-,165	,642
item30	15,93	12,823	,254	,595

### Result

Accepted	17
Discarded	7
Revised	6
Total	30

### Appendix 3

#### Reliability of Post-test Vocabulary

**Table1**

## Case Processing Summary

		N	%
Cases	Valid	30	100,0
	Excluded(a)	0	,0
	Total	30	100,0

**Table2**

## Reliability Statistics

Cronbach's Alpha	N of Items
,638	30

**Table3**

## Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item1	15,73	13,099	,393	,620
item2	15,73	13,237	,316	,624
item3	15,77	13,357	,195	,630
item4	15,73	13,237	,316	,624
item5	15,87	12,464	,437	,607
item6	15,87	13,154	,192	,629
item7	15,87	12,809	,313	,618
item8	16,10	12,990	,177	,631
item9	16,03	11,895	,517	,593
item10	16,43	12,668	,337	,615
item11	16,50	13,569	,062	,640
item12	16,10	13,059	,157	,633
item13	15,80	12,717	,425	,612

item14	16,10	12,093	,439	,601
item15	16,27	15,375	-,445	,694
item16	16,03	12,516	,325	,615
item17	16,03	13,344	,084	,641
item18	16,63	13,964	-,083	,643
item19	16,27	14,340	-,186	,669
item20	16,47	13,223	,168	,631
item21	16,33	12,230	,425	,604
item22	16,37	11,689	,621	,583
item23	16,53	13,361	,160	,632
item24	16,13	12,740	,245	,624
item25	16,43	13,289	,131	,635
item26	16,40	14,179	-,147	,661
item27	16,00	13,862	-,058	,655
item28	15,70	13,252	,451	,622
item29	15,90	13,541	,050	,642
item30	16,20	12,855	,212	,627

### Result

Accepted	13
Discarded	8
Revised	9
Total	30

### Appendix 4

#### PRE-TEST OF VOCABULARY

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**Choose the correct answer!**

1. “There is a sign of road surface slippery when wet....”  
What is the traffic symbol of the underlined word?

a.



c.




d.



d.



2. “Then, the car was running slowly when I saw a symbol of  ....”  
What is the meaning of the traffic symbol?

a. Opening bridge

c. Danger

b. Road work ahead

d. Slide road

3. “When passing a school zone, I found the sign which meant a school crosswalk ahead....”  
What is the traffic symbol of the underlined word?

a.



c.




b.



d.



4. “At the time we passed an arterial road, there was a sign of  .....”  
What is the meaning of the traffic symbol?

a. No over taking. Barring right turn

b. Pass left or right

d. Uneven road

5. Mr. Sukrisno has children ..... as Mr. Suyanto does.

a. much many

c. much

b. as many

d. many

6. Dhani is probably ..... student in his class, but Dewi is not.

a. good

c. the best

b. well

d. smart

7. Dhani’s hobbies are ..... as Dewi’s.

a. equal

c. same

- b. similar                      d. the same
8. Dhani gets ..... grades than Dewi does.  
 a. better                      c. good  
 b. great                      d. the best
9. Hasan : How do you go to school?  
 Basri : I ride my motor bike. What about you?  
 Hasan : ..... cycling to riding a motor bike.  
 a. I prefer                      c. I'd rather  
 b. I like both                      d. I like both
10. Zahra : What is your hobby, Lusi?  
 Lusi : My hobby is listening to music. How about you?  
 Zahra : ..... watch TV than listen to music.  
 a. I like                      c. I don't like either  
 b. I like both                      d. I would rather
11. Taking vitamin ..... hurt.  
 a. can't either                      c. can  
 b. can't                      d. can neither
12. Guest : Can you tell me where Bojana restaurant is?  
 Receptionist : Certainly, sir. It's on the ..... floor.  
 a. across                      c. between  
 b. next to                      d. third
13. Guest : ..... the business center.  
 Receptionist : Go right to Karya Graha Conference.  
 a. I'm looking for                      c. How far is  
 b. Where the nearest                      d. Go straight over
14. Customer : Excuse me where is shoes department?

Salesman : ..... second floor you can use  
the elevator

- a. It's at the end
- b. Beside
- c. Go across
- d. It's on the

15. Tina : ..... I have to prepare my English  
test.

- a. I am afraid I can't
- b. It sounds great
- c. I shall go
- d. That would be nice

16. Dika : I'm having a little party at my home  
on Sunday morning. Can you come?

Cahya : ..... what time?

- a. Really!
- b. Thank you
- c. Yes, I'd love
- d. Sure, I can

17. A : There is a bazaar at the city hall today,...?

B : Of course, I'd like to

- a. I'd like to go
- b. would you go there with me
- c. I'm glad to you
- d. could you come to my house

18. X : Could you come to my home tonight?

Y : ....., but I must do my assignments

- a. I'd like to
- b. No way
- c. I can't
- d. Why not

**Questions 19-20 refer to the following memo:**

TO : All office employee  
FROM : Rath Crawford  
RE : New Phone System  
DATE : May 22, 2012

As you know, we badly need to modernize our communications system. I have enclosed with this memo some descriptions of phone systems sent by sales representatives. Please read the materials carefully and send your recommendations to me.

The system should be able to handle at least one hold line and eight extensions lines. My opinion is that a built-in answering machine is necessary. Conference calls and speed-dialing features are now standard in many systems and could prove useful.



At the present time our office uses twelve phones, and although we do not have a fixed limit for the unit price, it should be mid-range. Recommendations should be in my office by the end of the week so an order can be placed through supplies and equipment by the first of the month.

Enclosures

19. When was the memo written?
- a. May 22, 2012
  - b. May 23, 2012
  - c. May 23, 2013
  - d. May 22, 2013
20. What is the **antonym** of the word badly (line 5)?
- a. Noisy
  - b. Well
  - c. Smart
  - d. Thick



- b. more interested            d. the most interested
7. Mr. Henry gets things done ..... than Mr. Weizz does.  
 a. quickly                      c. quick  
 b. most quickly                d. more quickly
8. Toni is ..... than Dewi.  
 a. lazier                        c. most laziest  
 b. lazy                          d. the laziest
9. Teacher : What do you do in your spare time?  
                   Playing cards?  
 Hasan : ..... playing games on the computer  
                   better than playing cards.  
 a. I like                        c. I don't like both  
 b. Neither, I prefer        d. I like both
10. Waiter : ..... vegetable salad or fruit salad?  
 Woman : I prefer vegetable salad to fruit salad,  
                   please.  
 a. Would you like to        c. I don't like  
 b. I'd rather                    d. Would you prefer
11. Smoking cigarettes ..... cause cancer.  
 a. could not                    c. can't  
 b. can                            d. could
12. Guest : Where is room 224?  
 Receptionist : It's on the ..... floor. Go  
                   up stairs, turn left out of the  
                   elevator.  
 a. across                        c. between  
 b. next to                        d. second
13. Guest : Where can I find the sauna?  
 Receptionist : It's ..... the fitness center.  
 a. I'm looking for            c. go across  
 b. go straight                 d. next to
14. Guest : Are there any stores in this hotel?  
 Room boy : The stores are in the ground floor.

..... the elevator.

- a. It's on the
- b. Go across
- c. Go down
- d. Go up

15. Ida : Do you have spare time this evening?

Sofia : Yes, I think so, why?

Ida : My father wants to have a party. Can you come to my house?

Sofia : ..... what time will the party start?

Ida : At 7 p.m.

- a. That sounds good
- b. I don't want to
- c. I appreciate it
- d. I'd love to but

16. Indah : Will you join us to have lunch?

Yusa : I'd love to, ..... I'll go later

- a. let's do it now
- b. but I'm free to do anything now
- c. let's go home now
- d. but I almost finished my report

17. X : Will you go with me to the bookstore this afternoon?

Y : I'd love to, but I have to accompany my mother to the hospital.

X : .....

- a. I'd love
- b. No way
- c. It's all right
- d. with pleasure

18. Faris : .....coming to my house this evening?

Dinar : I'd like to, but I've already planned to visit my parents.

- a. Would you mind
- b. I'd like to go
- c. I'd like to invite
- d. will you go

**Questions 19-20 refer to the following memo:**

May 3, 2012

To : All employees

Subject : Safety at Work

To keep our workplace safe, we all must share the responsibility. Unsafe work habits and hazardous condition can cause accidents that may result in a loss of work time and income.

1. Protect your eyes. Use safety glasses to protect against eye injury and irritation. Pay attention to the signs that remind you to wear these glasses in certain areas.

2. Protect your back. Use a back support and correctly body positions when lifting heavy loads. See the employees manual for details.

3. Prevents falls. Be alert. Watch where you're going, especially if you're moving equipment or materials. Always store tools and equipment in their proper place.

4. Use adequate ventilation. Pay attention to signs that advice the use of face masks and respirators. In general, avoid inhaling toxic chemical in closed areas.

Thank you for helping make our work environment safe.

19. When was the memo written?

- |                |                |
|----------------|----------------|
| a. May 3, 2012 | c. May 3, 2011 |
| b. May 4, 2012 | d. May 4, 2011 |

20. What is the **antonym** of the word remind (line 10)?

- |           |                |
|-----------|----------------|
| a. Messy  | c. Remember    |
| b. Forget | d. Think again |

## Appendix 6

**PRE-TEST AND POST-TEST SCORE  
OF EXPERIMENT AND CONTROL GROUP**

NO	PRE-TEST		POST-TEST	
	EXPERIMENT	CONTROL	EXPERIMENT	CONTROL
1	50	60	80	60
2	75	60	75	50
3	40	50	75	60
4	40	55	85	60
5	50	50	75	55
6	50	55	80	50
7	60	55	100	50
8	65	50	75	55
9	65	60	90	75
10	40	65	70	75
11	55	55	90	50
12	55	55	60	70
13	60	50	95	65
14	65	50	70	65
15	50	50	80	60
<b>AVERAGE</b>	<b>54,67</b>	<b>54,67</b>	<b>80</b>	<b>60</b>

*r* Table (Pearson Product Moment)  
(Level of Significance 0.05 and 2 Tailed)

N	R	N	r
3	0.997	41	0.308
4	0.950	42	0.304
5	0.878	43	0.301
6	0.811	44	0.297

7	0.755	45	0.294
8	0.707	46	0.291
9	0.666	47	0.288
10	0.632	48	0.285
11	0.602	49	0.282
12	0.576	50	0.279
13	0.553	51	0.276
14	0.532	52	0.273
15	0.514	53	0.27
16	0.497	54	0.268
17	0.482	55	0.265
18	0.468	56	0.263
19	0.456	57	0.261
20	0.444	58	0.258
21	0.433	59	0.256
22	0.423	60	0.254
23	0.413	61	0.252
24	0.404	62	0.25
25	0.396	63	0.248
26	0.388	64	0.246
27	0.381	65	0.244
28	0.374	66	0.242
29	0.367	67	0.24
30	0.361	68	0.239
31	0.355	69	0.237
32	0.349	70	0.235
33	0.344	71	0.233
34	0.339	72	0.232
35	0.334	73	0.23
36	0.329	74	0.229
37	0.325	75	0.227
38	0.320	76	0.226
39	0.316	77	0.224
40	0.312	78	0.223
41	0.308	79	0.221
42	0.304	80	0.22

Sumber SPSS 17; Duwi Priyatno; 2009

## Appendix 8

### Statistic Result of Pre-test

Table 1

**Group Statistics**

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
Pretest	1	15	63,00	10,987	2,837
	2	15	62,00	15,789	4,077

Table 2

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pretest	Equal variances assumed	1,873	,182	,201	28	,842	1,000	4,967	-9,174	11,174
	Equal variances not assumed			,201	24,983	,842	1,000	4,967	-9,229	11,229



## Appendix 9

## Statistic Result of Post-test

Table 1

Group Statistics

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
Posttest	1	15	80,00	10,522	2,717
	2	15	63,00	7,746	2,000

Table 2


Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest	Equal variances assumed	,750	,394	5,039	28	,000	17,000	3,374	10,090	23,910
	Equal variances not assumed			5,039	25,729	,000	17,000	3,374	10,062	23,938

## Appendix 10

## SYLLABUS

SCHOOL : SMK BHRUL ULUM PALEMWATU MENGANTI  
 SUBJECT : ENGLISH  
 GRADE :X  
 SEMESTER : 2  
 STANDARD COMPETENCE : Students be able to communicate with the English language equivalent to *novice level*.  
 SKILL : Reading, Listening, and Speaking

BASIC COMPETENCE	INDICATORS	MATERIALS	LEARNING PROCESS	EVALUATION	TIME (MINUTE)	SOURCES
1.6 Understanding traffic signs and degree of comparison.	<ul style="list-style-type: none"> <li>To understand the traffic signs and degree of comparison.</li> <li>Read the traffic signs.</li> <li>To identify the information from the text about traffic signs.</li> </ul>	<ul style="list-style-type: none"> <li>Traffic signs</li> </ul> Ex.  <ul style="list-style-type: none"> <li><i>Go to left</i></li> <li><i>Go to right</i></li> <li><i>Turn around</i></li> </ul>	<ul style="list-style-type: none"> <li>Speaking               <ul style="list-style-type: none"> <li>✓ Engage stage</li> <li>- Gain responses</li> <li>- Interaction</li> </ul> </li> <li>Reading               <ul style="list-style-type: none"> <li>✓ Explore stage</li> <li>- Read text</li> <li>- Underline the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Elaborate and Evaluate stage</li> <li>✓ Written test/ Daily test</li> </ul>	4 x 45	<ul style="list-style-type: none"> <li>❖ English for SMK (bse)</li> <li>❖ Students workbook for SMK (Absolut)</li> </ul>

	<ul style="list-style-type: none"> <li>• To identify the characteristics of language about traffic signs and degree of comparison.</li> <li>• To identify a grammar focus degree of comparison.</li> </ul>	<ul style="list-style-type: none"> <li>• Degree of comparison Ex. <ul style="list-style-type: none"> <li>- <i>Positive</i></li> <li>- <i>Comparative</i></li> <li>- <i>Superlative</i></li> </ul> </li> </ul>	<p>difficult words</p> <ul style="list-style-type: none"> <li>• Listening&amp; Speaking <ul style="list-style-type: none"> <li>✓ Explain stage <ul style="list-style-type: none"> <li>- Make group</li> <li>- Share information</li> </ul> </li> </ul> </li> </ul>			
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BASIC COMPETENCE	INDICATORS	MATERIALS	LEARNING PROCESS	EVALUATION	TIME (MINUTE)	SOURCES
<p>1.7 Understand words and foreign terms as well as simple sentences (Express preferences, Express capabilities, Asking and Giving Directions) based on the dictionary.</p>	<ul style="list-style-type: none"> <li>• To Understand words and foreign terms as well as simple sentences (Express preferences, Express capabilities, Asking and Giving Directions) based on the dictionary.</li> <li>• Read text about express preferences, capabilities, Asking and Giving Directions.</li> <li>• To identify the information from the text about express preferences, capabilities, Asking and Giving Directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Express Preferences Ex. - A : <i>Do you like playing cards or playing games on the computer?</i> B : <i>I like playing games on the computer better than playing cards.</i></li> <li>• Express capabilities Ex. - Valet : Yes, sir. We will <i>be able to</i> have it done for you.</li> <li>• Asking and giving Directions Ex. - X : <i>Where's the nearest BCA bank, please?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Speaking <ul style="list-style-type: none"> <li>✓ Engage stage <ul style="list-style-type: none"> <li>- Gain responses</li> <li>- Interaction</li> </ul> </li> </ul> </li> <li>• Reading <ul style="list-style-type: none"> <li>✓ Explore stage <ul style="list-style-type: none"> <li>- Read text</li> <li>- Underline the difficult words</li> </ul> </li> </ul> </li> <li>• Listening &amp; Speaking <ul style="list-style-type: none"> <li>✓ Explain stage <ul style="list-style-type: none"> <li>- Make group</li> <li>- Share information</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Elaborate and Evaluate stage <ul style="list-style-type: none"> <li>✓ Written test/ Daily test</li> </ul> </li> </ul>	4 x 45	<ul style="list-style-type: none"> <li>❖ English for SMK (bse)</li> <li>❖ Students workbook for SMK (Absolut)</li> </ul>

	<ul style="list-style-type: none"><li>• To identify the characteristics of language about express preferences, capabilities, Asking and Giving Directions.</li></ul>	- Y : <i>Go straight down</i> this street.				
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BASIC COMPETENCE	INDICATORS	MATERIALS	LEARNING PROCESS	EVALUATION	TIME (MINUTE)	SOURCES
1.8 Understand an invitation and memo	<ul style="list-style-type: none"> <li>• To Understand an invitation and memo.</li> <li>• Read text about an invitation and memo.</li> <li>• To identify the information from the text about an invitation and memo.</li> <li>• To identify the characteristics of language about an invitation and memo.</li> </ul>	<ul style="list-style-type: none"> <li>• Invitation Ex. - A : <i>Would you like to go?</i> B : <i>Thanks, I'd love to.</i></li> <li>• Sample of Memo</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking <ul style="list-style-type: none"> <li>✓ Engage stage <ul style="list-style-type: none"> <li>- Gain responses</li> <li>- Interaction</li> </ul> </li> </ul> </li> <li>• Reading <ul style="list-style-type: none"> <li>✓ Explore stage <ul style="list-style-type: none"> <li>- Read text</li> <li>- Underline the difficult words</li> </ul> </li> </ul> </li> <li>• Listening &amp; Speaking <ul style="list-style-type: none"> <li>✓ Explain stage <ul style="list-style-type: none"> <li>- Make group</li> <li>- Share information</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Elaborate and Evaluate stage</li> <li>✓ Written test/ Daily test</li> </ul>	4 x 45	<ul style="list-style-type: none"> <li>❖ English for SMK (bse)</li> <li>❖ Students workbook for SMK (Absolut)</li> </ul>

## Appendix 11

### LESSON PLAN

<b>Subject</b>	<b>: English</b>
<b>Grade/Semester</b>	<b>: X/2</b>
<b>Meeting</b>	<b>: 1</b>
<b>Time</b>	<b>: 2 x 45 minutes</b>
<b>Skill</b>	<b>: Reading, Listening, and Speaking</b>

#### Competence Standard

Students be able to communicate with the English language equivalent to novice level.

#### Basic Competence

Understand the traffic signs.

#### Indicators

- Students can understand the traffic signs
- Students can read the traffic signs
- Students can identify the information from the text about traffic signs
- Students can identify the characteristics of language about traffic signs

#### Learning Objective

At the end of the lesson students can:

- Understand the traffic signs
- Read the traffic signs
- Identify the information from the text about traffic signs
- Identify the characteristics of language about traffic signs

#### Material

- Short text about traffic signs

When I was a student of elementary school, I went to Malang for the first time. I went there with my family driving my father's car. I wondered to see many traffic signs along the trip. The first sign which I saw was that drivers must wear their seat belt. My father showed it to me while he was explaining the meaning of it. When passing a school zone, I found the second sign which meant a school crosswalk ahead. Then, the car was running slowly when I saw a sign of road work ahead. Some minutes later, I heard a bell, saw flashing lights ahead and a sign of railway crossing beside the road. Later, I saw a train pass. When we passed a countryside, the road was hilly. There, I saw a sign of steep hill ahead. There was also a sign of narrow bridge ahead so my father drove the car slowly. I was very excited that I could enjoy watching a panorama on the bridge. Unfortunately, the rain fell and my father had to slow down his car.

There was a sign of road surface slippery when wet. At the time we passed an arterial road, there was a sign of the heavy trucks should use this roadway. As we would get into a tunnel, there was a sign of underpass ahead. The overhead clearance was 3.1 meters. Our car swayed to left side when we passed a sharp curve the right. There, I saw a group of arrowhead signs along of the road. As I remembered, the signs were often found in a game of car race.

- Clause:
  - It is forbidden to
  - It is prohibited to
  - You are not permitted
  
- Linguistic characteristics:
  - Don't smoke here
  - Turn around
  - Go to left
  - Go to right
  - Etc.

### **Learning Method**

5E model

### **Learning steps**

#### **A. Pre-activity (10')**

1. Engage stage
  - Greetings
  - Introduce the topic and teacher gain responses that uncover student's current knowledge about the concept/topic.
  - Share information in cooperative learning interactions about the concept/topic.
  - Use prior knowledge and experiences to use an English-English dictionary to aid in word pronunciation
  - Teacher give text to the students.

#### **B. Whilst-activity (40')**

2. Explore stage
  - Teacher asks students to read the text given.
  - Teacher asks the students to underline the difficult words
  - Teacher asks the students to guess their underlined words meaning according to the context.
  - Teacher asks the students to translate the underlined words into bahasa Indonesia.
  - Teacher asks the students to write down their own translation in their notebooks.



3. Explain stage
  - Teacher asks the students to make group contains 2-3 members.
  - Teacher asks the students to discuss their underlined words
  - Teacher asks the students to explain their underlined words to his/her peer including their meaning with their own definition (share information)
  - Teacher ask students, if they found problem in explaining the difficult underlined words.

### C. Post activity (40')

4. Elaborate stage
  - Teacher asks students to disband from the group
  - Teacher gives vocabulary exercise based on the topic.
5. Evaluate stage
  - Ask students to do exercise individually
  - Teacher asks students to hand-in the answer sheets when the task completed
  - Teacher asks students whether get problems during the lesson
  - Teacher discuss the answer with the students and leads them to give the conclusion of the topic
  - Reviewing about what students have learned in this meeting.

### Sources

- English For SMK 1 (bse)
- Students workbook for SMK (Absolut)

### Media

- Handout
- White board and board maker
- Worksheet

### Assessment Guidelines

- Cognitive : worksheet, daily test and final test if the students are still failed, there will be remedial teaching.
- Psycomotor : verbal response
- Affective : attitude and attendance
- Scoring : maximum score = 100      Maximum value = 10  
Student's score = score gains/ maximum value x 100

### STUDENT'S WORKSHEET

**Name** :  
**Class** :  
**Number** :

**Choose the correct signs and write them down on the provided spaces below!**

a. Inflammable	f. Public telephone
b. Restaurant	g. A fire extinguisher
c. Stairs	h. Smoking section
d. First aid	i. Lady
j. Handicapped	j. Electrical hazard

Once, my father took me to his office. When we got to the office, we had to go up to the next floor. There were two ways, one of them was on the left side with sign 1 \_\_\_\_\_ and another was by a lift. There was a sign 2 \_\_\_\_\_, by the lift doors. I was walking on a corridor when I saw a sign 3 \_\_\_\_\_ on the door of a room. Inside the office room, I saw a sign 4 \_\_\_\_\_ together with its real tool below it. On another side of the wall, there was a sign 5 \_\_\_\_\_ on a box. I also saw a sign 6 \_\_\_\_\_ on an electronic device.

At noon, my father took me to canteen. I saw a sign 7 \_\_\_\_\_ by the entrance of the canteen. I was having lunch when someone entered a box room with a sign 8 \_\_\_\_\_ in the canteen. Then, I knew that the canteen served not only meals and beverages, but also a telecommunication service. After having lunch, I went to toilet and I entered a room with a sign 9 \_\_\_\_\_ on its door.

On the way home, my father dropped in the gas station and I saw a sign 10 \_\_\_\_\_ there.

## LESSON PLAN

<b>Subject</b>	<b>: English</b>
<b>Grade/Semester</b>	<b>: X/2</b>
<b>Meeting</b>	<b>: 2</b>
<b>Time</b>	<b>: 2 x 45 minutes</b>
<b>Skill</b>	<b>: Reading, Listening, and Speaking</b>

### Competence Standard

Students be able to communicate with the English language equivalent to novice level.

### Basic Competence

Understand a grammar focus degree of comparison

### Indicators

- Students can understand degree of comparison
- Students can identify a grammar focus degree of comparison
- Students can identify the characteristics of language degree of comparison

### Learning Objective

At the end of the lesson students can:

- Understand degree of comparison
- Identify a grammar focus degree of comparison
- Identify the characteristics of language degree of comparison

### Material

- Grammar focus : Degree of comparison
  - Positive
  - Comparative
  - Superlative
- Linguistic characteristics:
 

Example:

  - The hamburger is expensive as the donnut.
  - The ice cream is more expensive than ice tea.
  - The tea costs the same price as the coffe.
  - Etc.

### Learning Method

5E model

### Learning steps

#### A. Pre-activity (10')

1. Engage stage
  - Greetings
  - Introduce the topic and teacher gain responses that uncover student's current knowledge about the concept/topic.
  - Share information in cooperative learning interactions about the concept/topic.
  - Use prior knowledge and experiences to use an English-English dictionary to aid in word pronunciation
  - Teacher give text to the students.

**B. Whilst-activity (40')**

## 2. Explore stage

- Teacher asks students to read the text given.
- Teacher asks the students to underline the difficult words
- Teacher asks the students to guess their underlined words meaning according to the context.
- Teacher asks the students to translate the underlined words into bahasa Indonesia.
- Teacher asks the students to write down their own translation in their notebooks.

## 3. Explain stage

- Teacher asks the students to make group contains 2-3 members.
- Teacher asks the students to discuss their underlined words
- Teacher asks the students to explain their underlined words to his/her peer including their meaning with their own definition (share information)
- Teacher ask students, if they found problem in explaining the difficult underlined words.
- Teacher explain about degree of comparison.

**C. Post activity (40')**

## 4. Elaborate stage

- Teacher asks students to disband from the group
- Teacher gives vocabulary exercise based on the topic.

## 5. Evaluate stage

- Ask students to do exercise individually
- Teacher asks students to hand-in the answer sheets when the task completed
- Teacher asks students whether get problems during the lesson
- Teacher discuss the answer with the students and leads them to give the conclusion of the topic
- Reviewing about what students have learned in this meeting.

**Sources**

- English For SMK 1 (bse)
- Buku Kerja Siswa SMK Absolut

**Media**

- Handout
- White board and board maker
- Worksheet

**Assessment Guidelines**

- Cognitive : worksheet, daily test and final test if the students are still failed, there will be remedial teaching.
- Psycomotor : verbal response
- Affective : attitude and attendance
- Scoring : maximum score = 100      Maximum value = 10  
Student's score = score gains/ maximum value x 100

## STUDENT'S WORKSHEET

**Name** :  
**Class** :  
**Number** :

**Choose the right positive, comparative, or superlative forms to complete these paragraphs!**

Mr. Sukrisno and Mr. Suyanto differ from each other in some ways. Mr. Sukrisno is ... (1) and ... (2) than Mr. Suyanto. He is ... (3) and he gets things done ... (4) than Mr. Suyanto does. On the other hand, Mr. Suyanto is less busy than Mr. Sukrisno because he only keeps house and run a small business at home. Mr. Suyanto is much ... (5) in music.

Mr. Sukrisno has children ... (6) as Mr. Suyanto does. Each has two. Mr. Sukrisno's children are Dhani and Dewi. Dhani is a vocational school student and Dewi is a Junior High School student. Dhani is probably the ... (7) student in his class, but Dewi is not. Dhani's hobbies are ... (8) as Dewi's but he gets ... (9) grades than she does. Mr. Suyanto's children are Tini and Toni. Tini is ... (10) as Dhani.

- |                          |                       |
|--------------------------|-----------------------|
| 1. (a) old               | (b) older             |
| 2. (a) taller            | (b) the tallest       |
| 3. (a) more diligent     | (b) the most diligent |
| 4. (a) quickly           | (b) more quickly      |
| 5. (a) interested        | (b) more intersted    |
| 6. (a) as many           | (b) much many         |
| 7. (a) good              | (b) the best          |
| 8. (a) similar           | (b) the same          |
| 9. (a) good              | (b) better            |
| 10. (a) more intelligent | (b) as intelligent    |

## LESSON PLAN

<b>Subject</b>	<b>: English</b>
<b>Grade/Semester</b>	<b>: X/2</b>
<b>Meeting</b>	<b>: 3</b>
<b>Time</b>	<b>: 2 x 45 minutes</b>
<b>Skill</b>	<b>: Reading, Listening, and Speaking</b>

### Competence Standard

Students be able to communicate with the English language equivalent to novice level.

### Basic Competence

Understand words and foreign terms as well as simple sentences ( Express preferences and Express capabilities ) based on the dictionary.

### Indicators

- Students can understand words and foreign terms as well as simple sentences  
( Express preferences and Express capabilities ) based on the dictionary
- Students can read text about express preferences and capabilities
- Students can identify the information from express preferences and capabilities text
- Students can identify the characteristics of language about express preferences and capabilities

### Learning Objective

At the end of the lesson students can:

- Understand words and foreign terms as well as simple sentences  
( Express preferences and Express capabilities ) based on the dictionary
- Read text about express preferences and capabilities
- Identify the information from express preferences and capabilities text
- Identify the characteristics of language about express preferences and capabilities

### Material

- Express Preferences

Preferences	Responses
- Would you prefer... to infinitive... (or infinitive)?	- I'd prefer... to infinitive...
- Would you rather... infinitive... (or infinitive)?	- I prefer... Noun or Gerund... - I'd rather... infinitive... (than infinitive).

- Would you like to... infinitive... (or infinitive)?	- I like... Noun or Gerund... better than... Noun or Gerund...
- Do you prefer... Gerund/Noun or Gerund/Noun...?	- I like both.
- What would you rather do: ... infinitive or infinitive...?	- I don't like either of them.
- Do you like... Noun or Gerund... better/more than... Noun or Gerund?	- Neither. I prefer... to infinitive

- Dialogue of preferences

Example.

Teacher : What is your hobby, Lusi?

Lusi : My hobby is listening to music, sir.

Teacher : How about you Zahra?

Zahra : I would rather watch TV than listen to music.

Teacher : Do you have any hobbies, san?

Hasan : I don't really have any hobbies, sir.

Teacher : Well, what do you do in your spare time? playing cards?

Hasan : I like playing games on the computer better than playing cards.

- Express capabilities

No.	Example	Explanation

5. Dialogue of capabilities

Example.

Valet : Laundry, may I help you?

- Guest : I need a button sewn on a shirt. Can you do it for me?  
 Valet : Yes, sir. We will be able to have it done for you.  
 Guest : Thank you. By the way, can I get it back before 5 p.m.?  
 Valet : Certainly, sir. I'll send someone up for it immediately.

## Learning Method

5E model

## Learning steps

### A. Pre-activity (10')

1. Engage stage
  - Greetings
  - Introduce the topic and teacher gain responses that uncover student's current knowledge about the concept/topic.
  - Share information in cooperative learning interactions about the concept/topic.
  - Use prior knowledge and experiences to use an English-English dictionary to aid in word pronunciation
  - Teacher give text to the students.

### B. Whilst-activity (40')

2. Explore stage
  - Teacher asks students to read the text given.
  - Teacher asks the students to underline the difficult words
  - Teacher asks the students to guess their underlined words meaning according to the context.
  - Teacher asks the students to translate the underlined words into bahasa Indonesia.
  - Teacher asks the students to write down their own translation in their notebooks.
3. Explain stage
  - Teacher asks the students to make group contains 2 members.
  - Teacher asks the students to discuss their underlined words
  - Teacher asks the students to explain their underlined words to his/her peer including their meaning with their own definition (share information)
  - Teacher ask students, if they found problem in explaining the difficult underlined words.
  - Teacher explain about express preferences and capabilities.

### C. Post activity (40')

4. Elaborate stage
  - Teacher asks students to disband from the group
  - Teacher gives vocabulary exercise based on the topic.
5. Evaluate stage
  - Ask students to do exercise individually
  - Teacher asks students to hand-in the answer sheets when the task



completed

- Teacher asks students whether get problems during the lesson
- Teacher discuss the answer with the students and leads them to give the conclusion of the topic
- Reviewing about what students have learned in this meeting.

### **Sources**

- English For SMK 1 (bse)
- Buku Kerja Siswa SMK Absolut

### **Media**

- Handout
- White board and board maker
- Worksheet

### **Assessment Guidelines**

- Cognitive : worksheet, daily test and final test if the students are still failed, there will be remedial teaching.
- Psicomotor : verbal response
- Affective : attitude and attendance
- Scoring : maximum score = 100      Maximum value = 10  
Student's score = score gains/ maximum value x 100

### STUDENT'S WORKSHEET

**Name** :  
**Class** :  
**Number** :

**Complete the dialogue below with the word or phrase!**

a. Salad	f. I'm able to
b. I can operate	g. order
c. Without ice	h. you can operate
d. Can you speak	i. Vegetable
e. Iced tea	j. I can't either speak

- A. Waiter : What would you like 1(.....), Madam?  
 Woman : I'd like to have a 2(.....), please.  
 Waiter : Would you prefer 3(.....) salad or fruit salad?  
 Woman : I prefer vegetable salad to fruit salad, please.  
 Waiter : Certainly. What would you like to drink? 4(.....) perhaps?  
 Woman : I'd rather have lemon tea 5(.....) at this time of the day.
- B. Interviewer : I wonder if 6(.....) Microsoft Windows.  
 Interviewee : Yes, Ma'am. 7(.....) Word, Excel, and Power Point as well. Besides, 8(.....) take short hands.  
 Interviewer : Good. 9(.....) Japanese or Chinese?  
 Interviewee : I'm sorry, Ma'am. 10(.....) Japanese or Chinese.

## LESSON PLAN

<b>Subject</b>	<b>: English</b>
<b>Grade/Semester</b>	<b>: X/2</b>
<b>Meeting</b>	<b>: 4</b>
<b>Time</b>	<b>: 2 x 45 minutes</b>
<b>Skill</b>	<b>: Reading, Listening, and Speaking</b>

### Competence Standard

Students be able to communicate with the English language equivalent to novice level.

### Basic Competence

Understand words and foreign terms as well as simple sentences ( Asking and Giving Directions ) based on the dictionary.

### Indicators

- Students can understand words and foreign terms as well as simple sentences  
( Asking and Giving Directions ) based on the dictionary
- Students can read text about Asking and Giving Directions
- Students can identify the information from Asking and Giving Directions text
- Students can identify the characteristics of language about Asking and Giving Directions
- Students can identify grammar focus

### Learning Objective

At the end of the lesson students can:

- Understand words and foreign terms as well as simple sentences
- ( Asking and Giving Directions ) based on the dictionary
- Read text about Asking and Giving Directions
- Identify the information from Asking and Giving Directions text
- Identify the characteristics of language about Asking and Giving Directions
- Identify grammar focus

### Material

- Asking and Giving Directions

Asking for Directions	Giving Directions
- Where is the.....?	6. Go straight ahead.
- Can you tell me where ..... is?	7. Turn left/right at the...../ as you come out of the elevator.
- How do I get to.....?	8. Go across the.....
- I'm looking for.....?	

- Where can I find.....?	9. Go up stairs/down stairs
- Could you tell me how I can get to....., please?	10. Go up/down in the elevator/lift
	11. Go up/down on the escalator
	12. Take the elevator/lift to the...
	13. It's on the.... floor
	14. It's in the basement.
	15. It's next to/beside....
	16. It's between..... and ....
	17. It's at the end of the corridor.
	18. It's on your right/left.

- Dialogue of ask and giving directions

Mr. Hermawan : Excuse me, can you tell me where the nearest BCA bank is?

Man : BCA bank? I'm sorry. I don't know. I'm not from around here myself.

*Then Mr. Hermawan meets policeman and asks him the direction.*

Mr. Hermawan : Excuse me, where's the nearest BCA bank, please?

Policemen : Go straight down this street. Turn left at T junction, BCA bank is just around the corner, on your left.

Mr. Hermawan : How far is it from here?

Policeman : It will take about 5 minutes if you go there on foot.

Mr. Hermawan : Thank you very much. I'm sure I'll find it easily, if I walk there.

Policeman : Sure, but there's one thing you have to know.

Mr. Hermawan : What's that?

Policeman : Today is Saturday. The bank is closed.

Mr. Hermawan : But not the ATM service, don't you think? I just need to withdraw some cash. Thanks anyway.

- Grammar focus: Conditional sentences type 1

e.	The sentences consist of two clauses, the main clause and the if clause.
f.	The if clause gives a condition to the main clause. The condition is introduced with "IF", that is why it is called an IF-conditional clause. The condition is real in a sense that the condition may actually happen in the future.
g.	The main clause tells us the result if the condition happens. It is called a result clause.
h.	The main clause takes future tense, as in:
k.	<i>You will see Krida Loka conference room</i>
l.	<i>It will take about five minutes</i> ( notes: the use of other present modals is possible, such as: can or may)
i.	The If clause takes simple present tense, as in:
m.	<i>if you pass the hall</i>

- n. if you go there on foot.*
- j. The If clause can be in initial or final position. When you put it in the initial position, don't forget to put a comma (,).

## Learning Method

5E model

## Learning steps

### A. Pre-activity (10')

1. Engage stage
  - Greetings
  - Introduce the topic and teacher gain responses that uncover student's current knowledge about the concept/topic.
  - Share information in cooperative learning interactions about the concept/topic.
  - Use prior knowledge and experiences to use an English-English dictionary to aid in word pronunciation
  - Teacher give text to the students.

### B. Whilst-activity (40')

2. Explore stage
  - Teacher asks students to read the text given.
  - Teacher asks the students to underline the difficult words
  - Teacher asks the students to guess their underlined words meaning according to the context.
  - Teacher asks the students to translate the underlined words into bahasa Indonesia.
  - Teacher asks the students to write down their own translation in their notebooks.
3. Explain stage
  - Teacher asks the students to make group contains 2-3 members.
  - Teacher asks the students to discuss their underlined words
  - Teacher asks the students to explain their underlined words to his/her peer including their meaning with their own definition (share information)
  - Teacher ask students, if they found problem in explaining the difficult underlined words.
  - Teacher explain Asking and Giving Directions, conditional type 1.

### C. Post activity (40')

4. Elaborate stage
  - Teacher asks students to disband from the group
  - Teacher gives vocabulary exercise based on the topic.
5. Evaluate stage
  - Ask students to do exercise individually
  - Teacher asks students to hand-in the answer sheets when the task completed
  - Teacher asks students whether get problems during the lesson

- Teacher discuss the answer with the students and leads them to give the conclusion of the topic
- Reviewing about what students have learned in this meeting.

**Sources**

- English For SMK 1 (bse)
- Buku Kerja Siswa SMK Absolut

**Media**

- Handout
- White board and board maker
- Worksheet

**Assessment Guidelines**

- Cognitive : worksheet, daily test and final test if the students are still failed, there will be remedial teaching.
- Psycomotor : verbal response
- Affective : attitude and attendance
- Scoring : maximum score = 100      Maximum value = 10  
Student's score = score gains/ maximum value x 100

## STUDENT'S WORKSHEET

**Name** :  
**Class** :  
**Number** :

**Complete the dialogue below with conditional type 1!**

- If you leave your number, I'll make sure that he calls.
- We won't let you in if you don't have a member card.
- You'll find food court on your right if you go up to the third floor.
- If you just give me your name, I'll check it in the reservation book.
- You'll find one on your left if you go out at the main entrance.

- Student A : What time can I see the doctor?  
Student B : \_\_\_\_\_
- Student A : Is it possible for me to get into the fitness center?  
Student B : I'm sorry. \_\_\_\_\_
- Student B : How can I get something to drink?  
Student A : \_\_\_\_\_
- Student B : Where can I get a public telephone in this building?  
Student A : \_\_\_\_\_
- Student B : How can I contact Mr. Baskara?  
Student A : \_\_\_\_\_

**Complete the dialogue below with the provided words!**

- Next to
- basement
- upstairs
- straight ahead
- At the end

- Guest : Where is room 224?  
Receptionist : It's on the second floor. Go 6(.....). Turn left out of the elevator. It's 7(.....) of the corridor, on your left.  
Guest : Where can I find the sauna?  
Receptionist : It's on 8(.....). Go 9(.....) as you come out the elevator.  
It's 10(.....) the fitness center.

## LESSON PLAN

<b>Subject</b>	<b>: English</b>
<b>Grade/Semester</b>	<b>: X/2</b>
<b>Meeting</b>	<b>: 5</b>
<b>Time</b>	<b>: 2 x 45 minutes</b>
<b>Skill</b>	<b>: Reading, Listening, and Speaking</b>

### Competence Standard

Students be able to communicate with the English language equivalent to novice level.

### Basic Competence

Understand an invitation

### Indicators

- Students can understand an invitation
- Students can read text about an invitation
- Students can identify the information from an invitation text
- Students can identify the characteristics of language about an invitation.

### Learning Objective

At the end of the lesson students can:

- Understand an invitation
- Read text about an invitation
- Identify the information from a memman invitation text
- Identify the characteristics of language about an invitation.

### Material

- Invite

Expression of inviting	Responses
Formal: - Do you feel like coming to....?	Accept: - What a delightful idea 19. Thank you 20. I'd like to 21. With pleasure 22. Yes, I will do 23. Thanks, Id love to
Informal: - Would you like to go/come? - Would you mind coming to....? - I'd like to invite you to come..?	Refuse: - No, thank you - Thank you, but I can't - Sorry, I can't - I don't think I can - I'd love to, but



- Grammar focus 1
  - Modal Auxiliaries: will, could, would.
- Grammar focus 2
  - Preposition: in, on, at.
- Dialogue about inviting, accepting, refusing an invitation.
 

David : I have two tickets to Exist band concert on Saturday night. Would you like to go?

Alex : Thanks, I'd love to. What time is it?

David : It's at 8.00 p.m.

Alex : That sounds great. So, do you want to have dinner at 6.30 p.m.?

David : Uh, I'd like to, but I have to finish my homework first.

Alex : Oh, that's okay. Let's just meet at the hall before the concert, around 7.30 p.m.

David : That sound fine.

### Learning Method

5E model

### Learning steps

#### A. Pre-activity (10')

1. Engage stage
  - Greetings
  - Introduce the topic and teacher gain responses that uncover student's current knowledge about the concept/topic.
  - Share information in cooperative learning interactions about the concept/topic.
  - Use prior knowledge and experiences to use an English-English dictionary to aid in word pronunciation
  - Teacher give text to the students.

#### B. Whilst-activity (40')

2. Explore stage
  - Teacher asks students to read the text given.
  - Teacher asks the students to underline the difficult words
  - Teacher asks the students to guess their underlined words meaning according to the context.
  - Teacher asks the students to translate the underlined words into bahasa Indonesia.
  - Teacher asks the students to write down their own translation in their notebooks.
3. Explain stage
  - Teacher asks the students to make group contains 2-3 members.
  - Teacher asks the students to discuss their underlined words
  - Teacher asks the students to explain their underlined words to his/her peer including their meaning with their own definition (share information)

- Teacher ask students, if they found problem in explaining the difficult underlined words.
- Teacher explain about invite, grammar focus 1 and 2,

### C. Post activity (40')

4. Elaborate stage
  - Teacher asks students to disband from the group
  - Teacher gives vocabulary exercise based on the topic.
5. Evaluate stage
  - Ask students to do exercise individually
  - Teacher asks students to hand-in the answer sheets when the task completed
  - Teacher asks students whether get problems during the lesson
  - Teacher discuss the answer with the students and leads them to give the conclusion of the topic
  - Reviewing about what students have learned in this meeting.

#### Sources

- English For SMK 1 (bse)
- Buku Kerja Siswa SMK Absolut

#### Media

- Handout
- White board and board maker
- Worksheet

#### Assessment Guidelines

- Cognitive : worksheet, daily test and final test if the students are still failed, there will be remedial teaching.
- Psycomotor : verbal response
- Affective : attitude and attendance
- Scoring : maximum score = 100      Maximum value = 10  
Student's score = score gains/ maximum value x 100

### STUDENT'S WORKSHEET

**Name**             :  
**Class**              :  
**Number**            :

**Choose the correct answer by choosing a, b, c, or d.**

1. Would – like – you – join – to – us – lunch – for ?

3             7             2             5             8             1             4             6

a.      1 – 2 – 3 – 4 – 5 – 6 – 7 – 8.   c. 3 – 2 – 7 – 8 – 5 – 1 – 6 – 4.  
 b.      4 – 6 – 3 – 7 – 1 – 8 – 2 – 5.   d. 2 – 8 – 4 – 7 – 1 – 3 – 5 – 6.
2. Hari     : Will you join us to have lunch?  
 Iwan    : I'd love to, ..... I'll go later.

a. let's do it now                                     c. but I'm free to do anything now.  
 b. but I almost finished my report   d. let's go home now
3. My sister works ... a bank.

a. at   c. on  
 b. in    d. of
4. There is much dust ... rainy season.

a. on    c. at  
 b. of    d. in
5. our – you – could – come – to – next – party – week ?

1             2             3             4             5             6             7             8

a. 3 – 2 – 4 – 5 – 1 – 7 – 6 – 8.      c. 1 – 7 – 5 – 2 – 8 – 3 – 6 – 4.  
 b. 4 – 6 – 8 – 1 – 3 – 7 – 2 – 5.      d. 2 – 6 – 3 – 1 – 7 – 8 – 4 – 5.
6. The annual meeting will be .... December.

a. in    c. of  
 b. on    d. at
7. Santy   : There is bazaar at the city hall today. ....?  
 Yuyun   : Yes, Id like to.

- a. I'd like to go  
b. Could you come to my house  
me
- c. I'm glad you like it  
d. would you go there with me
8. X : Could you come to my home tonight?  
Y : ....., but I must do my assignments.
- a. No way  
b. Why not
- c. I'd like to  
d. I can't
9. You - to - come - would - party - birthday - my ?  
6 3 1 2 7 5 4
- a. 1 - 5 - 7 - 3 - 4 - 2 - 6.  
b. 4 - 6 - 5 - 7 - 1 - 2 - 3.
- c. 2 - 6 - 1 - 3 - 4 - 5 - 7.  
d. 3 - 6 - 7 - 1 - 2 - 4 - 5.
10. Adi : I'm having a little party at my home on Saturday. Can you come?  
Husni : ....., what time is it?
- a. Thank you  
b. Yes, I'd love to
- c. No, I can't  
d. I see

### LESSON PLAN

<b>Subject</b>	<b>: English</b>
<b>Grade/Semester</b>	<b>: X/2</b>
<b>Meeting</b>	<b>: 6</b>
<b>Time</b>	<b>: 2 x 45 minutes</b>
<b>Skill</b>	<b>: Reading, Listening, and Speaking</b>

**Competence Standard**

Students be able to communicate with the English language equivalent to novice level.

**Basic Competence**

Understand a memo

**Indicators**

- k. Students can understand a memo
- l. Students can read text about a memo
- m. Students can identify the information from a memo text
- n. Students can identify the characteristics of language about a memo

**Learning Objective**

At the end of the lesson students can:

- Understand a memo
- Read text about a memo
- Identify the information from a memo text
- Identify the characteristics of language about a memo

**Material**

- Example of Memo

May 3, 2012

To : All employees

To keep our workplace safe, we all must share the responsibility. Unsafe work habits and hazardous condition can cause accidents that may result in a loss of work time and income.

24. Protect your eyes. Use safety glasses to protect against eye injury and irritation. Pay attention to the signs that remind you to wear these glasses in certain areas.

25. Protect your back. Use a back support and correctly body positions when lifting heavy loads. See the employees manual for details.

26. Prevents falls. Be alert. Watch where you're going, especially if you're moving equipment or materials. Always store tools and equipment in their proper place.

27. Use adequate ventilation. Pay attention to signs that advice the use of face masks and respirators. In general, avoid inhaling toxic chemical in closed areas.

Thank you for helping make our work environment safe.

- MEMORANDUM

- Introducing

Explain why the memo has been written and what the topic will discuss.

- Body  
Discusses the topic in detail
- Conclusion  
Explain what will or should happen next, when the follow up will occur and why the date is important.

### **Learning Method**

5E model

### **Learning steps**

#### **A. Pre-activity (10')**

1. Engage stage
  - Greetings
  - Introduce the topic and teacher gain responses that uncover student's current knowledge about the concept/topic.
  - Share information in cooperative learning interactions about the concept/topic.
  - Use prior knowledge and experiences to use an English-English dictionary to aid in word pronunciation
  - Teacher give text to the students.

#### **B. Whilst-activity (40')**

2. Explore stage
  - Teacher asks students to read the text given.
  - Teacher asks the students to underline the difficult words
  - Teacher asks the students to guess their underlined words meaning according to the context.
  - Teacher asks the students to translate the underlined words into Bahasa Indonesia.
  - Teacher asks the students to write down their own translation in their notebooks.
3. Explain stage
  - Teacher asks the students to make group contains 2-3 members.
  - Teacher asks the students to discuss their underlined words
  - Teacher asks the students to explain their underlined words to his/her peer including their meaning with their own definition (share information)
  - Teacher ask students, if they found problem in explaining the difficult underlined words.
  - Teacher explain about memo.

#### **C. Post activity (40')**

4. Elaborate stage
  - Teacher asks students to disband from the group
  - Teacher gives vocabulary exercise based on the topic.
5. Evaluate stage
  - Ask students to do exercise individually

- Teacher asks students to hand-in the answer sheets when the task completed
- Teacher asks students whether get problems during the lesson
- Teacher discuss the answer with the students and leads them to give the conclusion of the topic
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Student's score = score gains/ maximum value x 100

### STUDENT'S WORKSHEET

**Name** :  
**Class** :  
**Number** :

**Match the words taken from the text below with their definition!**

May 3, 2012

To : All employees

To keep our workplace safe, we all must share the responsibility. Unsafe work habits and hazardous condition can cause accidents that may result in a loss of work time and income.

28. Protect your eyes. Use safety glasses to protect against eye injury and irritation. Pay attention to the signs that remind you to wear these glasses in certain areas.

29. Protect your back. Use a back support and correctly body positions when lifting heavy loads. See the employees manual for details.

30. Prevents falls. Be alert. Watch where you're going, especially if you're moving equipment or materials. Always store tools and equipment in their proper place.

31. Use adequate ventilation. Pay attention to signs that advice the use of face masks and respirators. In general, avoid inhaling toxic chemical in closed areas.

Thank you for helping make our work environment safe.

No	Words in text	Definition
1.	Safety (...)	a. act of attending
2.	Equipment (...)	b. act of equipping
3.	Hazardous (...)	c. act of irritating
4.	Correctly (...)	d. condition of safe
5.	Remind (...)	e. full of hazard
6.	Irritation (...)	f. in a correct way
7.	Especially (...)	g. in a special way
8.	Responsibility (...)	h. not safe
9.	Attention (...)	i. quality of response
10.	Unsafe (...)	j. think again

## Appendix 12

### Lembar Observasi Implementasi 5E di dalam Kelas

Hari/tanggal : \_\_\_\_\_

Waktu : \_\_\_\_\_

Pertemuan ke : \_\_\_\_\_



No	Proses PBM	Pelaksanaan	
		Ya	Tidak
<b>1.</b>	<b>Perencanaan</b> a. Membuat rencana pembelajaran b. Menyiapkan materi pelajaran c. Menyiapkan sumber belajar d. Menyiapkan media pembelajaran e. Menyiapkan alat pengumpul data		
<b>2.</b>	<b>Pelaksanaan</b> a. Menjelaskan tujuan, manfaat dan langkah-langkah pembelajaran b. Mengadakan persepsi dengan bertanya jawab (Engage). c. Memberikan tugas kepada siswa untuk membaca dan menggarisbawahi kata-kata yang sukar (Explore). d. Memberikan tugas kepada siswa untuk berbagi informasi kepada teman kelompok (Explain). e. Memberikan soal vocabulary kepada siswa (Elaborate).		
<b>3.</b>	<b>Evaluasi</b> a. Melaksanakan evaluasi proses dan hasil. b. Menyimpulkan materi bersama siswa. c. Melakukan Penskoran perkembangan siswa d. Memberikan penugasan berupa PR.		
	Jumlah		

Keterangan : Pada setiap indikator yang dilaksanakan diisi dengan tanda ceklis (v)

Gresik, \_\_\_\_\_  
Guru Mata Pelajaran

\_\_\_\_\_

### Declaration of Authorship

Bismillahirrahmanirrahim

Herewith, I:

Name : Qisti Firda Rovila  
NPM : 07432017  
Department : English Department  
Faculty : Teacher Training and Education

declare that:

- 1) This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any person.
- 2) If a later time it is found that this thesis at a product of plagiarism, I am willing to accept any legal consequences that many be imposed to me.

Gresik, September2012

**Qisti Firda Rovila**