

**The Effectiveness of Teaching Students Listening using LINE
Application**



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**STUDY PROGRAM ENGLISH EDUCATION
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CHAPTER I INTRODUCTION This Chapter Discuss on **the background of the study**, purpose of the study, significant of the study, and definition of the key terms. Background Of The Study In the new era of globalization, the quality of education is needed today. There have been many educational progress in Indonesia, especially **at Senior High School** level. English learning is obligation learning in the high school curriculum.

There **are four skills in** English, namely speaking, listening, reading and writing that must be learned in learning English in high school level. One of them is listening skill. Listening skills are productive skills which are no less important than other skills. There are many students **in Senior High School** who still have difficulty in teaching listening.

The first according to Raihan Maulida (2018) in title **"An Analysis of Students Difficulties in Learning Listening"**. This **study was to find out the problems** that students faced in learning listening skill in students Senior High School Negeri 11 Banda Aceh. And the result found there are four factors that **students have difficulties in** listening because the first students have limited learning time, second is supporting facilities in the school, third **students have limited vocabulary** mastery, and the last paralinguistic features such as the accent, noise, rate of delivery, pronunciation and intonation. Most of time, the speakers in audio recording spoke with fast speed and the students could not control the speed of audio.

But still found problem in this research that students are required to bring an English dictionary. The researchers suggest to use a book dictionary or using a dictionary from a computer lab available at the school, if the students cannot buy the dictionary. But when students cannot buy a dictionary then rely on computers available in the school, and if

APPROVAL SHEET

This is to certify that the Sarjana's thesis of EVI NUR AFIYAH, "The Effectiveness of Teaching Students Listening using LINE Application" has been approved by the thesis advisors for further approval by board or examiner.

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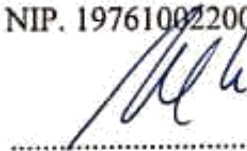
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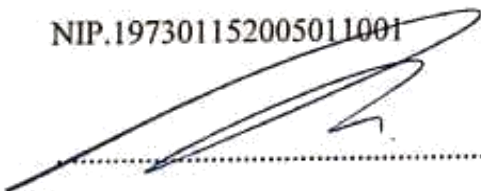
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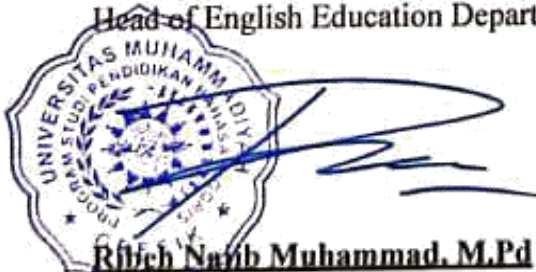
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MOTTO AND DEDICATION

MOTTO

“If you try hard, you will get good results”



DEDICATION

Great thanks and love to :

My GOD, ALLAH SWT

My Beloved dad and mom

My beloved brother

My family

My lovely advisors

All of my beloved friends

ALL of lecturers English Education

Department

University of Muhammadiyah Gresik

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I would like to say thank to Allah who has given me chance to write this gratitude. Alhamdulillah, the researcher could finish this graduating paper as of one of requirement for degree or strata one in English Language Education University of Muhammadiyah Gresik. Blessing and praising also be given to the prophet Muhammad SAW and his family.

This graduation paper present to English Language Education at University of Muhammadiyah Gresik is part of requirement for completing the study in this university. In short, the deepest gratitude is for :

1. Ribeh Najib Muhamad, M.Pd as the Head of English Education Department.
2. Both Advisors Dr. Khoirul Anwar, M.Pd. And Ulfatul Ma'rifah, M.Pd thank for guidance, suggestion and motivation.
3. The haeadmaster also the English Teacher of SMA Muhammadiyah 8 Cerme, ANA ABIDIN, S.Pd
4. The English Teacher of SMA Muhammadiyah 8 Cerme, Emi Faizatul Afifah, M.SI
5. Beloved father and mother who love and pray for me.

This graduating paper is far from perfect; still have many weakness, so any critics and suggestion are much appreciated. Hopefully this graduating paper can contribute for the future researcher.

The writer

ABSTRACT

Nur Afiyah, Evi 2020. *The Effectiveness of Teaching Students Listening using LINE*

Application for X¹Grade at SMA Muhammadiyah 8 Cerme. Thesis English Language Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik. (I) Dr. Khoirul Anwar, M.Pd (II) Ulfatul Ma'rifah, M.Pd.

Keywords : Listening, LINE Application

There are four skills in English, namely speaking, listening, reading and writing that must be learned in learning English high school level. One of them is listening skill. The researcher find some problem in teaching listening which are in delivery the material such as audio listening was so fast and the students difficult to get the point from the audio. The alternative is using LINE Application such as media to teaching listening and delivery the material such as audio listening and the students can control the speed of audio listening and can replay the audio listening more than one. This study was to examine the significant effect of Teaching Students Listening using LINE Application for X¹Grade at SMA Muhammadiyah 8 Cerme. And the research using experiment one group pre-test and post-test.

The researcher choose tenth grade at SMA Muhammadiyah 8 Cerme which totally consisted of 20 students. The researcher used cluster sampling because the school has been determined the classification of the students it was included 28 students of X MIPA 1 as the experiment. The data was collected by using tests; pre-test and post-test. After getting the data, the researcher analyzed the data by using SPSS 16.0 and used Paired Sample T-test. The research finding showed that there was a significant difference between pre-test and post-test. Therefore, the researcher suggest to the English teacher for implementing LINE application to teach students listening as an alternative media in English teaching learning process and hope to use LINE application in teaching students listening and levels to make different with the previous study. Proven by the result sig. (2 tailed) is .000. The sig. (2 tailed) is lower than 0,05 ($0,00 < 0,05$) so, null hypothesis (H_0) can be rejected. The researcher concluded that using LINE application gave positive effect on student's listening skill. The students can practice their listening skill by using LINE application. Because the students can control the speed of audio listening and students can replay the audio listening. And teaching listening using LINE application as new learning to teach listening. So, the student easy to listen the audio listening and easy to get the point from the audio listening using LINE application.

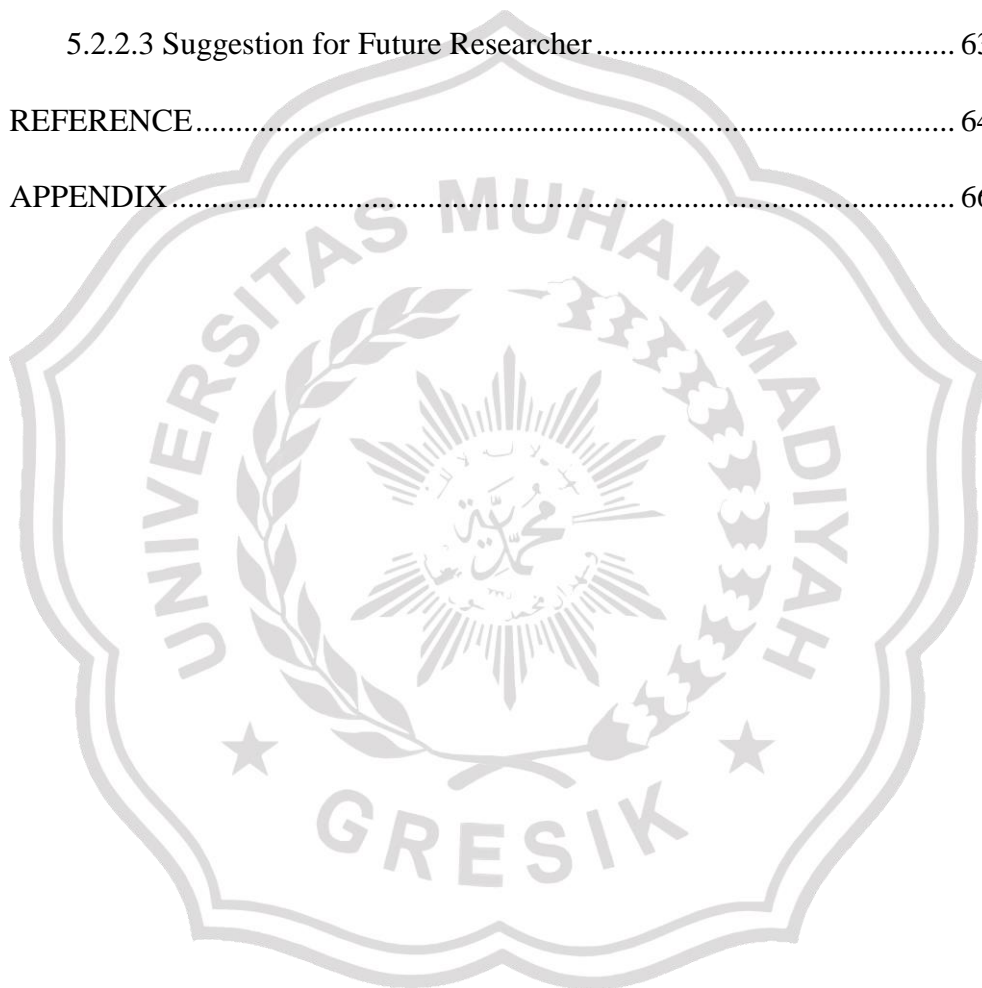
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APPENDIX

SILABUS

SILABUS SMA MUHAMMADIYAH 8 CERME

Mata Pelajaran : BAHASA INGGRIS

Kelas : X

Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa	Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon	Mengamati <ul style="list-style-type: none">Siswa mendengarkan/ membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan,	Kriteria penilaian: <ul style="list-style-type: none">Pencapaian fungsi sosialKelengkapan dan keruntutan struktur teks memaparkan	2 x 2 JP	<ul style="list-style-type: none"><u>Audio CD/ VCD/ DVD</u><u>SUARAGURU</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>pengan tar Komuni kasi interna sional yang diwujudkan dalam semant gat belajar</p> <p>2.2. Menunjuk kan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksa nakan Komuni kasi transaksional dengan guru dan teman.</p> <p>3.1. Mengan alisis fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<p>pemapar an jati diri</p> <p><i>Fungsi sosial</i></p> <p>Menjalin hubungan dengan guru, teman dan orang lain</p> <p><i>Ungkapan</i></p> <p><i>My name is... I'm ... I live in ... I have ... I like</i> dan semacanya</p> <p><i>Unsur kebahasaan:</i></p> <p>(1) Kata terkait dengan hubungan keluarga</p>	<p>maupun format penyampaian/p enulisannya.</p> <ul style="list-style-type: none"> Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan. <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyaka n antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia. Siswa mempertanyaka n pengucapan dan isi teks yang memaparkan jati diri <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari pemaparan jati diri dari berbagai sumber. 	<p>an dan menanyak an jati diri</p> <ul style="list-style-type: none"> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog yang menyebutkan jati diri didepan kelas Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati diri <p>Pengamatan (observations):</p>		<ul style="list-style-type: none"> Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americane.gov/files/ae/resourcefiles http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.</p> <p>4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan</p>	<p>an dan keberabatan, profesi pekerjaan, hobi.</p> <p>(2) Kata kerja dalam simple present tense: <i>be, have</i> dalam simple present tense</p> <p>(3) Kata tanya <i>What? Who?</i></p>	<ul style="list-style-type: none"> Siswa berlatih memaparkan jati diri dengan teman melalui simulasi. Siswa berlatih memaparkan jati diri melalui tulisan <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokkannya berdasarkan penggunaan. Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan 	<p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggun 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
konteks .	<p><i>Which?</i></p> <p>(4) Ucapan, teka-tekan kata, intonasi, ejekan, tulisan tangan yang rapi</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku terbuka, menghargai perbedaan, perdamaian.</p>	<p>yang sampaikan dalam kerja kelompok.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa mendemonstrasikan penggunaan pemaparan jati diri secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (<i>learning journal</i>). 	<p>aan ungkapan dan skrip percakapan</p> <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
1.1 Menyukuri kesempatan	Teks lisan dan tulis untuk	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/ menonton 	KRITERIA PENILAIAN:	1 x 2 JP	<ul style="list-style-type: none"> <u>Audio CD/</u> <u>SUARA</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.</p> <p>3.2. Mengenal fungsi sosial, struktur teks,</p>	<p>memuji bersayap (extended) serta responnya</p> <p><i>Fungsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <p><i>Ungkapan</i></p> <p><i>“Excellent! You really did it well, Tina.”</i></p> <p><i>“That’s nice, Anisa. I really like it.”</i></p> <p><i>“It was great. I like it, thank you.”</i></p> <p><i>Unsur kebahasaan:</i></p> <p>Ucapan, tekanan kata, intonasi</p>	<p>interaksi memuji bersayap.</p> <ul style="list-style-type: none"> Siswa mengikuti interaksi memuji bersayap. Siswa menirukan model interaksi memuji bersayap Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p>	<ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks memuji bersayap Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan pujian dan 		<p><u>GURU</u></p> <ul style="list-style-type: none"> <u>Koran/ majalah ber</u> <u>www.dailyenglish.com</u> <u>http://americaneenglish.state.gov/files/ae/resource_files</u> <u>http://learnenglish.britishcouncil.org/en/</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dan unsur kebahasaan pada ungkapan memuji bersaya p serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk mengucap dan merespon pujian bersaya p, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar</p>		<p>Mengeksplorasi</p> <p>Siswa memuji bersaya p dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan memuji bersaya p yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa memuji dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal 	<p>responnya</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyatakan pujian dan responnya ketika muncul kesempatan. 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dan sesuai konteks		belajar (<i>learning journal</i>).	<ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan Komunikasi 		
<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan</p>	<p>Teks lisan dan tulis untuk menunjukkan perhatian (care)</p> <p><i>Fungsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <p><i>Ungkapan</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi menunjukkan perhatian. Siswa mengikuti interaksi menunjukkan perhatian. Siswa menirukan model interaksi menunjukkan perhatian. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menunjukkan 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks menunjukkan perhatian Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan 	1 x 2 JP	<ul style="list-style-type: none"> Audio CD/ SUA RA GUR U Koran/ majalah ber www.dailyenglish.com http://americaneenglish.state.gov/files/resource

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.</p> <p>3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menunjukkan perhatian (care), serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.3. Menyusun teks lisan</p>	<p>Ungkapan untuk memberi perhatian dan cara meresponnya: <i>You look pale. Are you OK? Not, really. I've got a headache.</i></p> <p>Unsur kebahasaan: Ucapan, tekanan kata, intonasi</p>	<p>perhatian. (fungsi sosial, struktur teks, dan unsur kebahasaan).</p> <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menunjukkan perhatian dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. <p>Mengeksplorasi</p> <p>Siswa menunjukkan perhatian dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p>	<ul style="list-style-type: none"> Kesesuaian format penulisan/penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan untuk menunjukkan perhatian Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ungkapan untuk menunjukkan perhatian 		<ul style="list-style-type: none"> http://e_files.learnenglish.uncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dan tulis untuk mengungkapkan dan merespon ungkapan perhatian (care), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>		<p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menunjukkan perhatian yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menunjukkan perhatian dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menunjukkan perhatian dalam jurnal belajar (<i>learning journal</i>). 	<p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menunjukkan perhatian (care) ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan Komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru</p>	<p>Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu <i>Fungsi Sosial</i></p> <p>Menyatakan rencana</p> <p><i>Struktur Teks</i> 'I'd like to tell my name,' I will tell him about my job, I'm going to introduce my friend</p> <p><i>Unsur Kebahasaan</i> Kata kerja I'd like to ..., I will ..., I'm going to ...; tata</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat menyatakan dan menanyakan tentang niat melakukan sesuatu dalam berbagai konteks Siswa mengikuti interaksi tentang pernyataan dan pertanyaan tentang menyatakan dan menanyakan tentang niat melakukan sesuatu dengan bimbingan guru Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu Dengan bimbingan dan arahan guru siswa mengidentifikasi 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks pernyataan dan pertanyaan tentang niat melakukan sesuatu Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/penyampaian <p>Cara Penilaian: Pengamatan (observasi) Bukan penilaian formal seperti</p>	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/VCD/DVD SUA RA GUR U Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americaneenglish.state.gov/files/resourcefiles http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dan teman.</p> <p>3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan akan dan menanyakan tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya</p> <p>4.4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan</p>	<p>bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p>	<p>i ciri kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu</p> <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam konteks simulasi, role-play dan kegiatan lain yang terstruktur 	<p>tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> Upaya menggunakan Bahasa Inggris untuk menyatakan dan menanyakan tentang niat melakukan sesuatu ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</p>		<ul style="list-style-type: none"> • Siswa berusaha menyatakan dan bertanya tentang niat melakukan sesuatu <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan antara ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain. • Siswa membandingkan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris dan dalam bahasa Indonesia <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Setiap menyatakan dan menanyakan ungkapan tentang niat melakukan sesuatu dalam 			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>bahasa Inggris di dalam dan di luar kelas</p> <ul style="list-style-type: none"> Siswa menuliskan permasalahan dalam jurnal belajar (<i>learning journal</i>) 			
<p>1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta</p>	<p>Teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended)</p> <p><i>Fungsi Sosial</i> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</p> <p><i>Struktur text</i> Ungkapan baku dari sumber-</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan beberapa pesan yang berisi ucapan selamat dari berbagai sumber (a.l. film, tape, surat kabar, majalah). Siswa membacakan contoh-contoh teks pesan berisi ucapan selamat tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri pesan yang berisi ucapan selamat (fungsi sosial, 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks ucapan selamat bersayap Ketepatan unsur kebahasaan: tata bahasa, kosa kata, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/penyampaian 	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/ DVD SUARAGURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americaneenglish.state.gov/files/ae/resource/files

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
damai, dalam melaksanakan Komunikasi fungsional 3.5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, sesuai dengan konteks penggunaannya. 4.5. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat	sumber otentik. <i>Unsur kebahasaan</i> (1) Kata dan tata bahasa baku (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempr	struktur teks, dan unsur kebahasaan). Mempertanyakan (questioning) <ul style="list-style-type: none">Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pesan yang berisi ucapan selamat dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. Mengeksplorasi <ul style="list-style-type: none">Siswa secara mandiri dan dalam kelompok mencari ucapan selamat yang lain dari	Cara Penilaian: Unjuk kerja <ul style="list-style-type: none">Melakukan <i>role-play</i> (bermain peran) menggunakan ungkapan berbentuk pesan berisi ucapan selamat serta responnya dalam situasi nyataKetepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ucapan selamat bersayap serta responnya Pengamatan (observations): Bukan penilaian		<ul style="list-style-type: none">http://learn.english.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>bersaya p (extended), dengan memperhatikan tujuan, struktur teks, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>ese ntas ikan secara lisan</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku peduli dan cinta damai.</p>	<p>berbagai sumber</p> <ul style="list-style-type: none"> Siswa bergantian membacakan ucapan selamat dengan unsur kebahasaan yang tepat Siswa mengucapkan dan merespon ucapan selamat yang disampaikan teman dan guru. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan berbagai ucapan selamat terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman 	<p>formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi ucapan selamat Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>tentang hasil analisis yang disampaikan dalam kerja kelompok.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa berkreasi membuat teks-teks ucapan selamat dan menyampaikannya di depan guru dan teman untuk mendapat feedback. • Siswa membuat kartu ucapan selamat • Siswa memperoleh feedback dari guru dan teman sejawat 	<p>catatan atau rekaman monolog.</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mendukung proses penulisan teks ucapan selamat berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		
1.1. Menyukuri kesempatan	Tindakan/kejadian yang dilakukan	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan 	Kriteria penilaian:	2 x 2 JP	• <u>Audio CD/</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.6. Menganalisis fungsi</p>	<p>/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya (Past Simple dan Present Perfect Tense)</p> <p><i>Fungsi sosial</i></p> <p>Menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang</p>	<p>dan membaca banyak kalimat <i>Past Simple</i> dan <i>Present perfect tense</i>, dalam berbagai konteks.</p> <ul style="list-style-type: none"> Siswa berinteraksi menggunakan kalimat <i>Past Simple</i> dan <i>Present perfect tense</i> selama proses pembelajaran, dengan bimbingan guru. Siswa menirukan contoh-contoh kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan</p>	<ul style="list-style-type: none"> Pencapaian fungsi sosial Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kelengkapan dan keruntutan struktur teks Kesesuaian format penulisan/penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> Perilaku jujur, 		<p><u>VCD/DVD</u></p> <ul style="list-style-type: none"> <u>SUARAGURU</u> <u>Koran/majalah berbahasa Inggris</u> <u>www.dailyenglish.com</u> <u>http://americaneenglish.state.gov/files/ae/resource/files</u> <u>http://learnenglish.britishcouncil.org/en/</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.</p> <p>4.6. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan</p>	<p>merujuk pada kesudahannya</p> <p><i>Struktur teks</i></p> <p><i>I had plowed into a big green Buick. I hollered farewell to my friends and poured myself into the car</i></p> <p><i>My friend has prepared everything before we left</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Past Simple, Present Perfect</p>	<p>antara lain perbedaan antar berbagai <i>past simple</i> dan <i>present perfect</i> yang ada dalam bahasa Inggris, dan perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur. Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi 	<p>disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar Kumpulan hasil tes dan latihan. Catatan penilaian diri dan penilaian 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>akan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p>(2) Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p> <p><i>Topik</i> Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p>i di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris selama proses pembelajaran.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i> yang telah dipelajari dengan ungkapan-ungkapan lainnya. Siswa membandingkan antara kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i> dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa 	<p>sejawat, berupa komentar atau cara penilaian lainnya</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>ibu atau bahasa Indonesia.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya 			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dalam jurnal belajarnya.			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan</p>	<p>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p><i>Fungsi sosial</i></p> <p>Membandingkan, menganalisis, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.</p> <p><i>Struktur text</i></p> <p>(1) Penyebutan nama orang, tempat wisata,</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan / menonton beberapa contoh teks/film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. Siswa menirukan contoh secara terbimbing. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks deskriptif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal di 	9 x 2 JP	<ul style="list-style-type: none"> Audio CD/VCD/DVD SUA RA GUR U Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americaneenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>nakan komunikasi fungsional</p> <p>3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.8. Menangkap makna dalam teks deskriptif lisan</p>	<p>dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya,</p> <p>(3) Penyebutan tindakan</p>	<p>bahasa Indonesia</p> <ul style="list-style-type: none"> Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan Berkelompok, siswa menggambarkan 	<p>depan kelas / berpasangan</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi 		<p>.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dan tulis sederhana.</p> <p>4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks</p>	<p>dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata benda yang terkait dengan orang, tempat</p>	<p>tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap 	<ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif. Kumpulan karya siswa yang mendukung 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>deskriptif lisan dan tulisan sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>wisata, dan bangunan bersejarah terkenal</p> <p>(2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan</p>	<p>yang dia sampaikan dalam kerja kelompok.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya Siswa menyunting deskripsi yang dibuat teman. Siswa menyampaikan deskripsinya di depan guru dan teman dan mempublikasikannya di mading. Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai. Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman 	<p>ng proses penulisan teks deskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>kata, intonasi, ketik a memprese-ntasi-kan secara lisan. (5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.</p>	<p>dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami.</p> <ul style="list-style-type: none"> Siswa dapat menggunakan 'learning journal' 	<p>penilaian lain</p>		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar</p>	<p>Teks tulis berbentuk <i>announcement</i> (pemberitahuan)</p> <p><i>Fungsi sosial</i></p> <p>Memberikan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca teks <i>announcement</i> dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> <u>Audio CD/ VCD/ DVD</u> <u>SUARAGURU</u> <u>Koran/ majal</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (<i>announcement</i>)</p>	<p>informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperantarai informasi antara guru, siswa, kepala sekolah, dan staf administrasi</p> <p><i>Struktur Teks</i></p> <p>Ungkapan yang lazim digunakan dalam teks <i>announcement</i> di media massa maupun di internet, secara urut dan runtut.</p>	<p>maupun format penyampaian/pengucapannya.</p> <ul style="list-style-type: none"> Siswa mencoba menirukan pengucapannya dan menuliskan teks yang digunakan. Siswa belajar membaca cepat untuk mendapat gambaran umum dari teks melalui proses <i>skimming</i> dan <i>scanning</i> untuk mendapatkan informasi khusus. <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks pemberitahuan dalam bahasa Inggris, perbedaan teks pemberitahuan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan</p>	<p><i>announcement</i></p> <ul style="list-style-type: none"> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/penyampaian <p>Cara Penilaian</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk pemberitahuan (<i>announcement</i>) di depan kelas Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur 		<p>ah berbahasa Inggris</p> <ul style="list-style-type: none"> www.dailyenglish.com http://americanelish.state.gov/files/ae/resources http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p><i>cement</i>), sesuai dengan konteks penggunaannya.</p> <p>4.11. Menangkap makna pemberitahuan (<i>announcement</i>).</p> <p>4.12. Menyusun teks tulis pemberitahuan (<i>announcement</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang</p>	<p><i>Unsur kebahasaan</i></p> <p>Kosa kata, tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat, dengan pengucapan yang lancar dan penulisan dengan tulisan tangan atau cetak yang jelas dan rapi</p> <p><i>Multimedia:</i></p> <p>Layout, dekorasi, yang membuat</p>	<p>ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari teks lain untuk mendengarkan/membaca teks <i>announcement</i> dengan strategi yang digunakan dari berbagai sumber. Siswa berlatih membaca teks <i>announcement</i> dengan strategi yang digunakan bersama teman <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis teks <i>announcement</i> dengan memperhatikan format penulisannya melalui strategi yang digunakan. Siswa membandingkan teks <i>announcement</i> yang didengar/dibacakan dari guru dengan yang dipelajari dari berbagai sumber lain. 	<p>kebahasaan dalam teks pemberitahuan (<i>announcement</i>)</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> kesantunan saat melakukan tindakan komunikasi perilaku tanggung jawab, peduli, kerjasama, dan cinta <p>damai, dalam melaksanakan</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>benar dan sesuai konteks.</p>	<p>tampilan teks lebih menarik</p>	<ul style="list-style-type: none"> • Secara berkelompok siswa mendiskusikan teks <i>announcement</i> yang mereka temukan dari sumber lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat teks <i>announcement</i> dalam kerja kelompok • Siswa menyampaikan pemberitahuan secara tertulis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks 	<p>komunikasi</p> <ul style="list-style-type: none"> - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan - Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks pemberitahuan • Kumpulan karya siswa yang mendukung proses penulisan teks pemberitahuan berupa: 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Membuat jurnal belajar (<i>learning journal</i>) 	<p>draft, revisi, editing sampai hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan</p>	<p>Teks recount lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/ peristiwa.</p> <p><i>Fungsi sosial</i></p> <p>Meneladani, memanggakan, bertindak</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks recount tentang pengalaman/kegiatan/kejadian b/peristiwa yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks recount Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, 	<p>7 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/ VCD/ DVD SUA RA GUR U Koran/ majalah berbahasa Inggris www.dailyengli

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>recount</i> sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan</p>	<p>teratur, teliti dan disiplin, melaporkan.</p> <p><i>Struktur</i></p> <p>a. Menyebutkan tindakan/peristiwa/kejadian secara umum</p> <p>b. Menyebutkan urutan tindakan/kejadian/peristiwa secara kronologis, dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata terkait</p>	<ul style="list-style-type: none"> Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <i>recount</i> <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,. Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam <i>recount</i> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari beberapa text <i>recount</i> dari berbagai sumber. 	<p>intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/penyampaian <p>Cara Penilaian</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk <i>recount</i> dalam kelompok / berpasangan/ didepan kelas Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks <i>recount</i> <p>Pengamatan (observations):</p>		<ul style="list-style-type: none"> sh.com http://americanenglish.state.gov/files/resource/files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
konteks penggunaannya. 4.13. Menangkap makna dalam teks <i>recount</i> lisan dan tulis sederhana. 4.14. Menyusun teks <i>recount</i> lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara	dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan. (2) Penyebutan kata benda (3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi	<ul style="list-style-type: none"> Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks Siswa membacakan teks <i>recount</i> kepada teman dengan menggunakan unsur kebahasaan yang tepat Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi text <i>recount</i>. Siswa secara berkelompok menuliskan/menyalin teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut 	Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: <ul style="list-style-type: none"> kesantunan saat melakukan tindakan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Kesungguhan siswa dalam proses pembelajaran di setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>benar dan sesuai dengan konteks</p>	<p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.</p>	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa saling menganalisis teks <i>recount</i> tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. • Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat teks <i>recount</i> sederhana tentang keteladanan dengan memperhatikan fungsi sosial, 	<p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks <i>recount</i>. • Kumpulan karya siswa yang mendukung proses penulisan teks <i>recount</i> berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		struktur dan unsur kebahasaannya <ul style="list-style-type: none"> Siswa mempresentasi kannya di kelas Siswa membuat kliping teks recount dengan menyalin dari beberapa sumber. Siswa membuat jurnal belajar (<i>learning journal</i>) 	penilaian lainnya Penilaian Diri dan Penilaian Sejawat <ul style="list-style-type: none"> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya. 		
1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional	Teks naratif lisan dan tulis berbentuk legenda sederhana. <i>Fungsi sosial</i> Meneladani nilai-nilai moral,	Mengamati <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks legenda yang diberikan/diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya 	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks naratif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, 	6 x 2 JP	<ul style="list-style-type: none"> <u>Audio CD/VCD/DVD</u> <u>SUARAGURU</u> <u>Koran/majalah berbahasa</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk</p>	<p>cinta tanah air, menghargai budaya lain.</p> <p><i>Struktur</i></p> <p>a. Pengenalan tokoh dan setting</p> <p>b. Kompleksi terhadap tokoh utama</p> <p>c. Solusi dan akhir cerita</p> <p><i>Unsur kebahasaan</i></p> <p>(3) Kata-kata terkait karakter, watak, dan setting</p>	<ul style="list-style-type: none"> Siswa mengamati keteladanan dari cerita legenda Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca beberapa text 	<p>ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti</p>		<p>Inggris</p> <ul style="list-style-type: none"> www.dailyenglish.com http://americaneenglish.state.gov/files/ae/resource/files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.15. Menangkap makna teks naratif lisan dan tulisan berbentuk legenda, sederhana</p>	<p>g dalam legenda</p> <p>(4) Modal auxiliary verbs.</p> <p>(4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(6) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p>	<p>legenda dari berbagai sumber.</p> <ul style="list-style-type: none"> Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa melengkapi rumpang dari beberapa teks legenda sederhana Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan 	<p>tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi Ketepatan dan kesesuaian menggunakan strategi dalam membaca Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyampaikan informasi fungsi sosial, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks legenda. Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur 	<ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		keahsaannya • Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. • Siswa membuat 'learning journal'	penilaian lainnya Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.3 Menunj	Lagu sederhana <i>Fungsi sosial</i> Menghibur, mengungkapkan perasaan, mengajarkan pesan moral <i>Unsur kebahasaan</i> (1) Kata, ungkapan, dan tata bah	Mengamati <ul style="list-style-type: none"> Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya Siswa menirukan pengucapan dengan menyanyikan sesuai dengan lagu yang didengar Mempertanyakan <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa 	Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: - Perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan Komunikasi - Ketepatan dan kesesuaia	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/VCD/DVD www.youtube.com SUA RA GUR U Koran/ majalah berbahasa Inggris www.dailyenglish.com <a 771="" 812="" 921="" 939"="" data-label="Page-Footer" href="http://ameri </td> </tr> </tbody> </table> </div> <div data-bbox=">102

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>ukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.11. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>4.16. Menangkap makna lagu sederhana.</p>	<p>asa dalam karya seni bertukar lagu</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan</p>	<p>Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <ul style="list-style-type: none"> Siswa memperoleh pengetahuan tambahan tentang kosa kata dan pesan dalam lagu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membacakan lirik lagu yang disalin kepada teman sebangku Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat Siswa berdiskusi tentang pesan lagu yang didengar <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar 	<p>n dalam pengucapan dan penyalinan lirik lagu</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara 		<p>cane.english.state.gov/files/resource/files</p> <ul style="list-style-type: none"> http://learn.english.tishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>secara lisan</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku yang menginspirasi.</p>	<ul style="list-style-type: none"> Siswa membuat kumpulan lagu-lagu yang bertema perdamaian dengan menyalin <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalisis tentang pesan di dalam lagu-lagu tersebut Antarsiswa melakukan penilaian terhadap kumpulan lagu yang dibuat. 	<p>penilaian lainnya</p> <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

LESSON PLAN

Experiment

School : SMA Muhammadiyah 8 Cerme

Class/Semester : X/Genap

Lesson : English

Topic : Narrative Text

Theme : Legend

Skill : Listening and Reading

Time : 2 x 60 minute

Meeting : 1

A. STANDAR COMPETENCE

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

B. BASIC COMPETENCE

3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.

C. INDICATORS OF COMPETENCE

Siswa dapat:

1. Menganalisis teks narrative menggunakan bahasa mereka sendiri dengan secara tertulis.

2. Mengidentifikasi isi dari teks narrative secara tertulis.

D. GOAL OF THE STUDY

1. Diberikan audio listening tentang narrative text, siswa dapat menganalisis isi dari audio dengan baik secara tertulis.
2. Diberikan audio listening tentang narrative text, siswa dapat mengidentifikasi isi dari audio dengan baik dan benar.

E. LEARNING MATERIALS

Narrative Text

A. The definition of narrative text

A narrative text is an imaginative story to entertain people.

B. The purpose of narrative text

The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

C. Generic Structures of Narrative Text

1) Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

2) Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

3) Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

4) Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer

D. Genre

- Fairy tale
- Mystery
- Science fiction
- Romance
- Horror
- Fable
- Myth and legend
- History
- Slice of life
- Personal experience
- etc

E. Language Features

1. Using Past Tense

It is logical since the stories typically happen in the past. We can use simple past, past continuous or past perfect tense.

- Past tense

The simple past tense is used to talk about a **completed action** in a time **before now**. The simple past is the basic form of past tense in English. The time of the action can be in the recent past or the distant past and action duration is not important.

- (+) Subject + Verb + ed

(I skipped)

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2. Using action verbs

Action verbs are verbs that show the performance of action. We specifically describe what the subject (Person, Animal force of nature, or thing)

E.g : run, walk, cry, scream, explode, kick, etc.

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E.g : before, after, during/while (period or an activity), since, until, when.

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a. Adjectives to describe nouns

E.g : heavy, frosty, transparent, grumpy.

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E.g : quickly, secretly, quietly, finally, suddenly.

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as

E.g : as bright as the moon, the kiss felt like a butterfly's wings against her cheek.

5. Time words

E.g : once upon a time, long time ago, then, last week

Verbs indicating actions in the story

E.g : hid, ate, ran, whispered, looked

F. Example Narrative text

The Legend of Kesodo Feast in Mount Bromo

Hundreds years ago, the last king of Majapahit had a young princess from one of his wives. The princess was named Roro Anteng. Later, Roro Anteng married Joko Seger, who came from Brahman caste.

Because of unfortunate situation the couple was forced to leave the kingdom. They settled in the mountain area. They ruled the area and named it Tengger, which was derived from their names, Roro Anteng and Joko Seger.

After several years of reign, the region flourished in prosperity, but Roro Anteng and Joko Seger were sad because they did not have a child. They climbed the top of mountain and prayed there night and day hoping that the God would listen. The prayer was heard and Betoro Bromo promised to give them many children. However, they had to promise that they would sacrifice their youngest child in return.

Roro Anteng gave birth to a child, then another and another. In the end, Roro Anteng and Joko Seger had 25 children. Soon it was time to sacrifice the youngest child, Kusuma, but the parents could not do it. They tried to hide him, but an eruption happened and Kusuma fell into the crater. There was silence before they heard a voice. "I have to be sacrificed so that you will all stay alive. From now on, you should arrange an annual offering ceremony on the 14th of Kesodo (the twelfth month of Tengerese calendar)". It was Kusuma's voice. Kusuma's brothers and sisters held the offering ceremony every year. Instead of human being, they collected fruits, vegetables, rice, and meat to be off to the Gods. And this has been done generation after generation until today.

Analyst Of The Text
Structure

Orientation	<p>Hundreds years ago, the last king of Majapahit had a young princess from one of his wives. The princess was named Roro Anteng. Later, Roro Anteng married Joko Seger, who came from Brahman caste.</p> <p>(PARAGRAPH 1)</p>
Complication	<p>Because of unfortunate situation the couple was forced to leave the kingdom. They settled in the mountain area. They ruled the area and named it Tengger, which was derived from their names, Roro Anteng and Joko Seger</p> <p>After several years of reign, the region flourished in prosperity, but Roro Anteng and Joko Seger were sad because they did not have a child. They climbed the top of mountain and prayed there night and day hoping that the God would listen. The prayer was heard and Betoro Bromo promised to give them many children. However, they had to promise that they would sacrifice their youngest child in return.</p> <p>Roro Anteng gave birth to a child, then another and another. In the end, Roro Anteng and Joko Seger had 25 children. Soon it was time to sacrifice the youngest child, Kusuma, but the parents could not do it. They tried to hide him, but an eruption happened and Kusuma fell into the crater. There was silence before they heard a voice. "I have to be sacrificed so that you will all stay alive. From now on, you should arrange an annual offering ceremony on the 14th of Kesodo (the twelfth month of Tengerese calendar)". It was Kusuma's voice.</p>

Resolution	Kusuma's brothers and sisters held the offering ceremony every year. Instead of human being, they collected fruits, vegetables, rice, and meat to be off to the Gods.
Coda	And this has been done generation after generation until today.

F. LEARNING ACTIVITIES

Phases	Activities		Time
	Teacher Activities	Student Activities	
Outside class	Pre-Teaching Observing (1) The teacher tells the students to online in LINE Group. (2) The teacher give video brainstorming for the students about (narrative text) and send in LINE Group.	Pre-Teaching Observing (1) The students online in LINE group. (2) The students listen and respon the teacher in LINE Group.	10 minute
	Questioning (1) The teacher give some	Questioning (1) The students listen the teacher	15 minute

	<p>questions after giving the video for the students such as :</p> <p>(a) Do you ever watched this video?</p> <p>(b)What the story above? How is the story?</p> <p>(c) What kind of the text in the video?</p> <p>(d) What the meaning of narrative text?</p>	<p>and answer the question :</p> <p>(a) The students try to answer.</p> <p>(b) The students try to mention story in the video.</p> <p>(c) The students try to mention what kind the text in the video.</p> <p>(d) The students try to mention the meaning of narrative text</p>	
Outside Class	<p>Whilst-Teaching</p> <p>Exploring</p> <p>(1) The teacher give the assignment audio listening narrative text and send the</p>	<p>Whilst-Teaching</p> <p>Exploring</p> <p>(1) The students listen it.</p>	40 minute

	<p>audio listening in LINE Group.</p> <p>(2) The teacher ask the students to listen carefully the audio and answer the question based on the audio that the teacher give for the students.</p> <p>(3) The teacher ask the students to collage the assignment and send the assignment in LINE Group.</p>	<p>(2) The students listen carefully the audio and answer the question based on the audio from the teacher in LINE Group.</p> <p>(3) The students collage the assignment and send in LINE Group.</p>	
	<p>Post-Teaching Communicating</p> <p>(1) The teacher ask the students in LINE Group what they have learn today.</p> <p>(2) The teacher give the question about what they</p>	<p>Post-Teaching Communicating</p> <p>(1) The students answer the question.</p> <p>(2) The students answer the question</p>	<p>10 minute</p>

	<p>have learn today such as:</p> <ul style="list-style-type: none"> - What we have learn today? - Who is the name of legend in the audio? - How is the story? <p>(3) The teacher closes the lesson by saying salam.</p>	<p>(3) The students answer the teacher salam.</p>	
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G. LEARNING TOOLS AND RESOURCES

- Audio
- Video
- Speaker

H. LEARNING MEDIA

- White board
- Speaker
- Audio

LESSON PLAN

Experiment

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Class/Semester : X/Genap

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Phases	Activities		Time
	Teacher Activities	Student Activities	
Outside class	Pre-Teaching Observing (1) The teacher tells the students to online in LINE Group. (2) The teacher give some question for the students.	Pre-Teaching Observing (1) The students online in LINE group. (3) The students listen and respon the teacher in LINE Group.	10 minute
	Questioning (1) The teacher give some questions such us :	Questioning (1) The students listen the teacher and answer the question :	15 minute

	(a) What we have learn in the last week? (b) How about the test last week?	(a) The students try to answer. (b) The students try to answer.	
Outside Class	Whilst-Teaching Exploring (1) The teacher give the assignment audio listening narrative text and send the audio listening in LINE Group. (2) The teacher ask the students to listen carefully the audio and answer the question based on the audio that the teacher give for the students. (3) The teacher ask the students to collage the assignment and send the	Whilst-Teaching Exploring (1) The students listen it. (2) The students listen carefully the audio and answer the question based on the audio from the teacher in LINE Group. (3) The students collage the assignment and send in LINE Group.	40 minute

	assignment in LINE Group.		
	<p>Post-Teaching Communicating</p> <p>(1) The teacher ask the students in LINE Group what they have learn today.</p> <p>(2) The teacher give the question about what they have learn today such as:</p> <ul style="list-style-type: none"> - What we have learn today? - The test easy or not? - You are enjoy in this class? <p>(3) The teacher closes the lesson by saying salam.</p>	<p>Post-Teaching Communicating</p> <p>(1) The students answer the question.</p> <p>(2) The students answer the question</p> <p>(3) The students answer the teacher salam.</p>	10 minute

L. LEARNING TOOLS AND RESOURCES

- Audio
- Video
- Speaker

M. LEARNING MEDIA

- White board
- Speaker
- Audio



LESSON PLAN

Experiment

School	: SMA Muhammadiyah 8 Cerme
Class/Semester	: X/Genap
Lesson	: English
Topic	: Narrative Text
Theme	: Legend
Skill	: Listening and Reading
Time	: 2 x 60 minute
Meeting	: 3

E. STANDAR COMPETENCE

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

F. BASIC COMPETENCE

3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.

C. INDICATORS OF COMPETENCE

Siswa dapat:

5. Menganalisis teks narrative menggunakan bahasa mereka sendiri dengan secara tertulis.

6. Mengidentifikasi isi dari teks narrative secara tertulis.

N. GOAL OF THE STUDY

5. Diberikan audio listening tentang narrative text, siswa dapat menganalisis isi dari audio dengan baik secara tertulis.

6. Diberikan audio listening tentang narrative text, siswa dapat mengidentifikasi isi dari audio dengan baik dan benar.

O. LEARNING MATERIALS

Narrative Text

A. The definition of narrative text

A narrative text is an imaginative story to entertain people.

B. The purpose of narrative text

The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

C. Generic Structures of Narrative Text

1) Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

2) Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

3) Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

4) Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer

D. Genre

- Fairy tale
- Mystery
- Science fiction
- Romance
- Horror
- Fable
- Myth and legend
- History
- Slice of life
- Personal experience
- etc

E. Language Features

9. Using Past Tense

It is logical since the stories typically happen in the past. We can use simple past, past continuous or past perfect tense.

- Past tense

The simple past tense is used to talk about a **completed action** in a time **before now**. The simple past is the basic form of past tense in English. The time of the action can be in the recent past or the distant past and action duration is not important.

- (+) Subject + Verb + ed

(I skipped)

(-) Subject + Did not + Infinitive without to

(They didn't go)

(?) Did + Subject + Infinitive without to

(Did she arrive?)

(?) Did not + Subject + Infinitive without to

(Didn't you play?)

10. Using action verbs

Action verbs are verbs that show the performance of action. We specifically describe what the subject (Person, Animal force of nature, or thing)

E.g : run, walk, cry, scream, explode, kick, etc.

11. Using temporal conjunction

Temporal conjunction express relationships with time, in the flow or sequence of events,

E.g : before, after, during/while (period or an activity), since, until, when.

12. Description of characters and places using :

g. Adjectives to describe nouns

E.g : heavy, frosty, transparent, grumpy.

h. Adverb to describe verbs (Adverb of Manner)

E.g : quickly, secretly, quietly, finally, suddenly.

i. Similes to compare one thing with another, using like or as..
as

E.g : as bright as the moon, the kiss felt like a butterfly's wings against her cheek.

5. Time words

E.g : once upon a time, long time ago, then, last week

Verbs indicating actions in the story

E.g : hid, ate, ran, whispered, looked

F. Example Narrative text

The Legend of Kesodo Feast in Mount Bromo

Hundreds years ago, the last king of Majapahit had a young princess from one of his wives. The princess was named Roro Anteng. Later, Roro Anteng married Joko Seger, who came from Brahman caste.

Because of unfortunate situation the couple was forced to leave the kingdom. They settled in the mountain area. They ruled the area and named it Tengger, which was derived from their names, Roro Anteng and Joko Seger.

After several years of reign, the region flourished in prosperity, but Roro Anteng and Joko Seger were sad because they did not have a child. They climbed the top of mountain and prayed there night and day hoping that the God would listen. The prayer was heard and Betoro Bromo promised to give them many children. However, they had to promise that they would sacrifice their youngest child in return.

Roro Anteng gave birth to a child, then another and another. In the end, Roro Anteng and Joko Seger had 25 children. Soon it was time to sacrifice the youngest child, Kusuma, but the parents could not do it. They tried to hide him, but an eruption happened and Kusuma fell into the crater. There was silence before they heard a voice. "I have to be sacrificed so that you will all stay alive. From now on, you should arrange an annual offering ceremony on the 14th of Kesodo (the twelfth month of Tengerese calendar)". It was Kusuma's voice. Kusuma's brothers and sisters held the offering ceremony every year. Instead of human being, they collected fruits, vegetables, rice, and meat to be off to the Gods. And this has been done generation after generation until today.

Analyst Of The Text
Structure

Orientation	<p>Hundreds years ago, the last king of Majapahit had a young princess from one of his wives. The princess was named Roro Anteng. Later, Roro Anteng married Joko Seger, who came from Brahman caste.</p> <p>(PARAGRAPH 1)</p>
Complication	<p>Because of unfortunate situation the couple was forced to leave the kingdom. They settled in the mountain area. They ruled the area and named it Tengger, which was derived from their names, Roro Anteng and Joko Seger</p> <p>After several years of reign, the region flourished in prosperity, but Roro Anteng and Joko Seger were sad because they did not have a child. They climbed the top of mountain and prayed there night and day hoping that the God would listen. The prayer was heard and Betoro Bromo promised to give them many children. However, they had to promise that they would sacrifice their youngest child in return.</p> <p>Roro Anteng gave birth to a child, then another and another. In the end, Roro Anteng and Joko Seger had 25 children. Soon it was time to sacrifice the youngest child, Kusuma, but the parents could not do it. They tried to hide him, but an eruption happened and Kusuma fell into the crater. There was silence before they heard a voice. "I have to be sacrificed so that you will all stay alive. From now on, you should arrange an annual offering ceremony on the 14th of Kesodo (the twelfth month of Tengerese calendar)". It was Kusuma's voice.</p>

Resolution	Kusuma's brothers and sisters held the offering ceremony every year. Instead of human being, they collected fruits, vegetables, rice, and meat to be off to the Gods.
Coda	And this has been done generation after generation until today.

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- Video
- Speaker

R. LEARNING MEDIA

- White board
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	Teacher Activities	Student Activities	
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	assignment in LINE Group.		
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V. LEARNING TOOLS AND RESOURCES

- Audio
- Video
- Speaker

W. LEARNING MEDIA

- White board
- Speaker
- Audio



NAME OF STUDENTS

X-MIPA 1

SISWA X-MIPA I

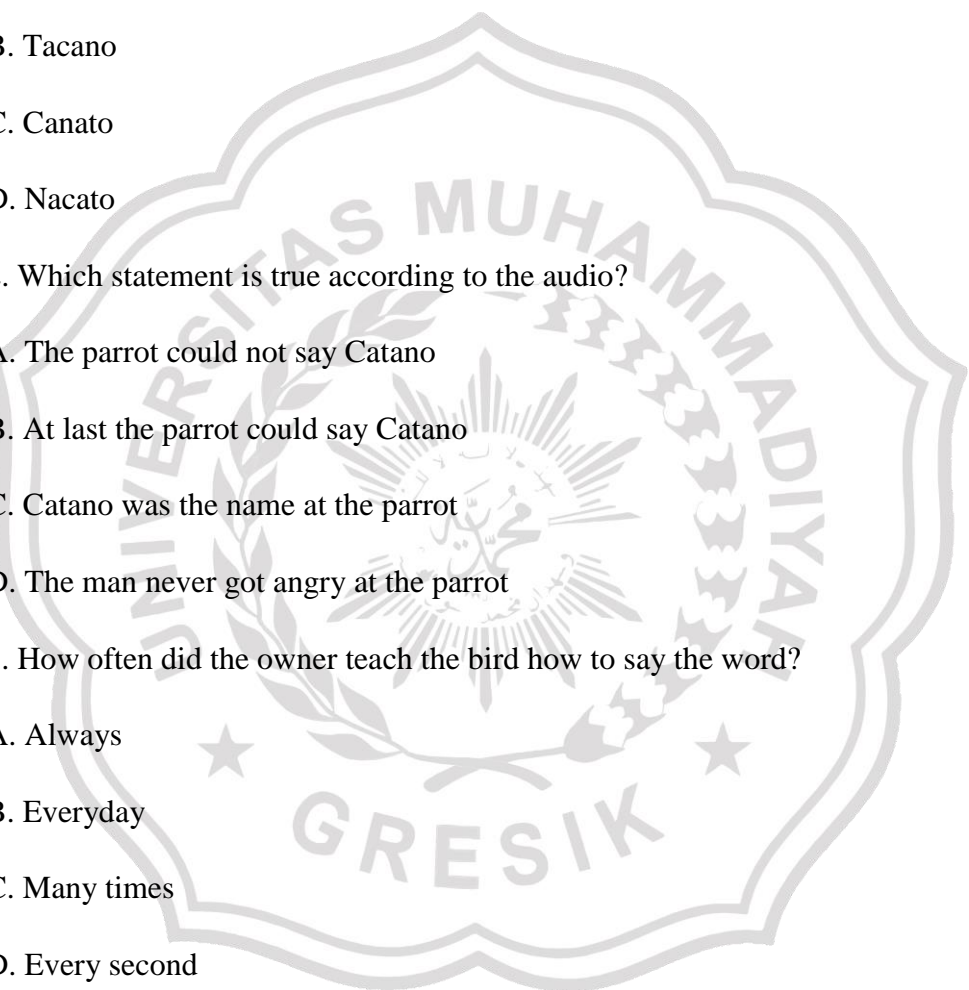
SMA MUHAMMADIYAH 8 CERME

NO	NAMA	Kelamin
1	ABD. RAFI FATHORONIY DHIDIN	L
2	ACHMAD MAULANA ABDULLAH	L
3	AHMAD FIKRUL HAKIM	L
4	AINUR ROHMAH	P
5	AULIA FIRDAUSI	P
6	AYU LISDIYANA NINGRUM	P
7	CAVITA ARCHIKA PRAMESWARI	P
8	CELLIN ARTA FAURIZ NURYANTO	P
9	ERIKA FEBRIANA AINUL HILDA	P
10	FIRA FATIKHATUL NI'MAH	P
11	FIRDHA NUR FITRI	P
12	INDARTI AVIVATUS ZAHRO	P
13	INTAN DWI FEBRIANTI	P
14	LUTFIANA RAHMAWATI	P
15	M. TAUFAN ISNAINI HENDRAWAN	L
16	MAR'ATUS SAKINAH	P
17	MUHAMMAD HAFIDZ BAHAUDIN	L
18	NOVIA PUTRI RAMADHAN	P
19	NUR ANA WATI	P
20	SHANGRILA ARTHA KUSUMA	P

PRE-TEST AND POST-TEST

Pre-Test

Listen Carefully The Audio and Choose The Best Answer!

1. What is the word that the parrot cannot say?
 - A. Catano
 - B. Tacano
 - C. Canato
 - D. Nacato
 2. Which statement is true according to the audio?
 - A. The parrot could not say Catano
 - B. At last the parrot could say Catano
 - C. Catano was the name at the parrot
 - D. The man never got angry at the parrot
 3. How often did the owner teach the bird how to say the word?
 - A. Always
 - B. Everyday
 - C. Many times
 - D. Every second
 4. What does the man do to the bird because the bird cannot say the name of a place?
 - A. The man ate the bird.
 - B. The sold the bird.
 - C. The man killed the bird.
- 

D. The man taught the bird.

5. What did the bird do to the chicken?

A. The bird killed the three chickens

B. The three chickens killed the bird

C. The bird played with the chicken

D. The bird killed one of the three chickens

6. What is the story about?

A. A parrot and a cat

B. A parrot and a chicken

C. A parrot and the owner

D. A parrot, the owner, and chickens

7. Why the grasshopper laughed at the ants?

A. The ants were very funny

B. The ants made some jokes

C. He thought the ants were dull

D. The ants danced and sang song

8. What is the moral value of the story?

A. Eating seeds is very important

B. We must sing and dance a lot

C. We must be greedy to save our lives

D. It is wise to plan ahead for hard time

9. What did the ants want the grasshopper to do for his dinner?

A. To hop away

B. To sing and dance

C. To collect the food

D. To knock at the door

10. What happened when the winter came?

A. It was hard for the grasshopper to find food

B. It was a beautiful season for the grasshopper

C. It was not easy for the grasshopper to find a shelter

D. It was hard for the grasshopper to find someone to play with

11. What kind of the text in the audio?

A. Procedure

B. Descriptive

C. Recount

D. Narrative

12. How many characters in the story?

A. One Characters

B. Two Characters

C. Three Characters

D. Four Characters

13. What is the name of a man in the story?

A. Maling Kundang

B. Malik Kundang

C. Malin Kundang

D. Marin Kundang

14. Who lived with Malin according to audio?

A. His old mother

B. His old father

C. Beautiful daughter

D. His grandmother

15. Why Malin wanted to join with the big ship?

A. He wanted to be a rich man

B. He wanted marry a beautiful daughter

C. He wanted make his mother happy

D. He wanted to improve life quality of his family

16. Who is the wife of Malin?

A. His neighbor

B. Rich merchant

C. Beautiful daughter from another rich merchant

D. Beautiful daughter

17. In the end, what happened to Malin?

A. Malin Kundang bowed down to his mother and he become a stone

B. The big ship of Malin Kundang was vacillated by a Big rain and strom

C. Malin realized that was his mistake

D. Msalin felt sad and repent

18. Where the thieves save their stolen money and treasure?

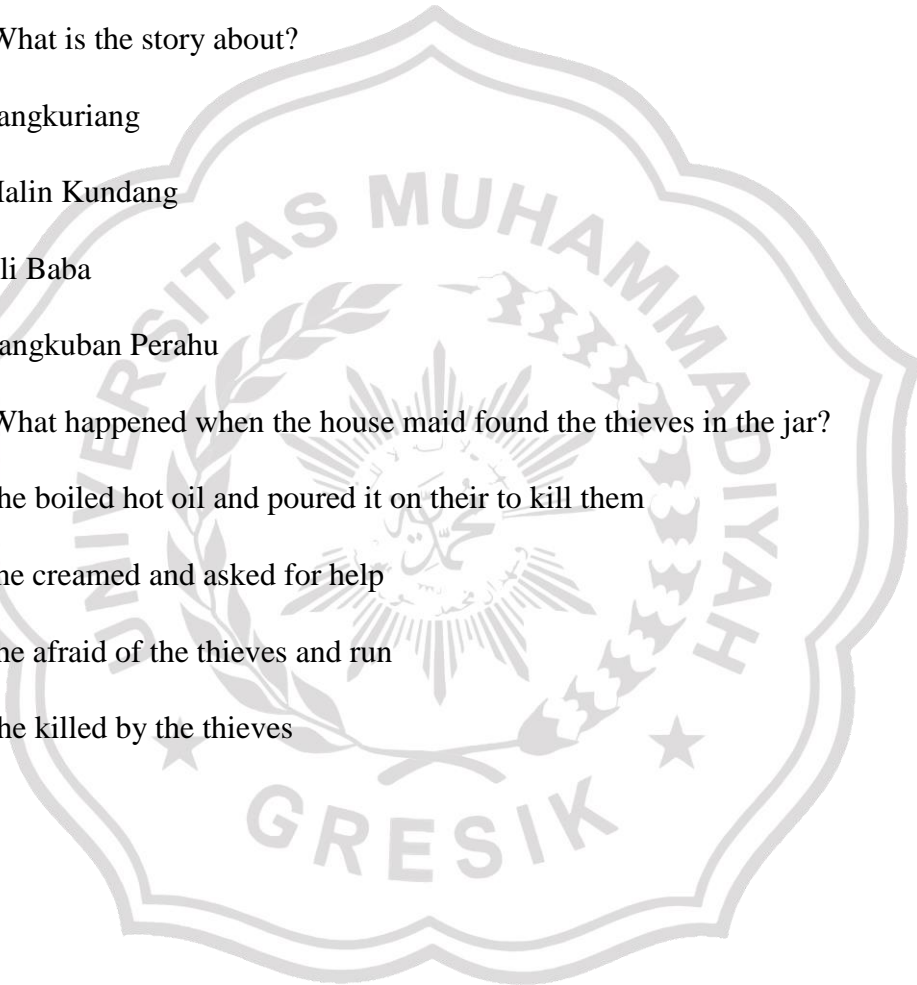
- A. In the Ali Baba's house
- B. In the cave
- C. In the brother's house
- D. In the boss house

19. What is the story about?

- A. Sangkuriang
- B. Malin Kundang
- C. Ali Baba
- D. Tangkuban Perahu

20. What happened when the house maid found the thieves in the jar?

- A. She boiled hot oil and poured it on their to kill them
- B. She screamed and asked for help
- C. She afraid of the thieves and run
- D. She killed by the thieves



Post Test

Listen Carefully The Audio and Choose The Best Answer!

1. What did a man do?

A. Gardening and fishing

B. Tailor

C. Teacher

D. Farming

2. In the end, what happened to the man?

A. He sunk

B. He turned into a lake

C. He turned into an island

D. He attacked by earthquake

3. What we can learn from the story above?

A. We must obey our parents

B. We must not break our promise

C. We must not eat our father's meal

D. We must go fishing to find a golden fish

4. How many children do they have?

A. 2

B. 1

C. 3

D. None

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18. What happened when the winter came?

A. It was hard for the grasshopper to find food

B. It was a beautiful season for the grasshopper

C. It was not easy for the grasshopper to find a shelter

D. It was hard for the grasshopper to find someone to play with

19. What kind of the text in the audio?

A. Procedure

B. Descriptive

C. Recount

D. Narrative

20. How many characters in the story?

A. One Characters

B. Two Characters

C. Three Characters

D. Four Characters

SCORE PRE-TEST AND POST-TEST

NO	NAMA	PRE	POST
1	ABD. RAFI FATHORONIY DHIDIN	60	90
2	ACHMAD MAULANA ABDULLAH	30	75
3	AHMAD FIKRUL HAKIM	55	80
4	AINUR ROHMAH	40	75
5	AULIA FIRDAUSI	45	80
6	AYU LISDIYANA NINGRUM	50	90
7	CAVITA ARCHIKA PRAMESWARI	45	95
8	CELLIN ARTA FAURIZ NURYANTO	40	80
9	ERIKA FEBRIANA AINUL HILDA	50	100
10	FIRA FATIKHATUL NI'MAH	40	75
11	FIRDHA NUR FITRI	30	95
12	INDARTI AVIVATUS ZAHRO	40	85
13	INTAN DWI FEBRIANTI	45	85
14	LUTFIANA RAHMAWATI	40	80
15	M. TAUFAN ISNAINI HENDRAWAN	50	90
16	MAR'ATUS SAKINAH	40	90
17	MUHAMMAD HAFIDZ BAHAUDIN	50	85
18	NOVIA PUTRI RAMADHAN	50	80
19	NUR ANA WATI	40	75
20	SHANGRILA ARTHA KUSUMA	45	85

Table of Score

100-90	Excellent
89-80	Very Good
79-70	Good
69-60	Fair
59 or Below	Unsatisfactory

PRE-TEST	VAR0001	VAR0002	VAR0003	VAR0004	VAR0005	VAR0006	VAR0007	VAR0008	VAR0009	VAR0010	VAR0011	VAR0012	VAR0013	VAR0014	VAR0015	VAR0016	VAR0017	VAR0018	VAR0019	VAR0020	TOTAL	
	Pearson Correlation	1.000	.802**	.802**	.802**	.802**	.802**	.802**	.802**	.802**	.724**	.724**	.724**	.724**	.655**	.724**	.655**	.655**	.655**	.655**	.655**	.535*	.834**
Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.015	.000
N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR0002 Pearson Correlation	1.000	1.000	.802**	.802**	.802**	.802**	.802**	.802**	.802**	.724**	.724**	.724**	.724**	.655**	.724**	.655**	.655**	.655**	.655**	.655**	.535*	.834**
Sig. (2-tailed)			.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.015	.000
N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR0003 Pearson Correlation	.802**	.802**	1.000	1.000	1.000	1.000	1.000	1.000	1.000	.903**	.903**	.903**	.903**	.612**	.903**	.816**	.816**	.816**	.816**	.816**	.458*	.971**
Sig. (2-tailed)										.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.015	.000
N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

	Sig. (2- taile d)	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.04	.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR00 004	Pear son Corr elati on	.80	.80	1.0	1.0	1.0	1.0	1.0	1.0	.90	.90	.90	.90	.61	.90	.81	.81	.81	.81	.45	.971**
	Sig. (2- taile d)	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.04	.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR00 005	Pear son Corr elati on	.80	.80	1.0	1.0	1.0	1.0	1.0	1.0	.90	.90	.90	.90	.61	.90	.81	.81	.81	.81	.45	.971**
	Sig. (2- taile d)	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.04	.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR00 006	Pear son Corr elati on	.80	.80	1.0	1.0	1.0	1.0	1.0	1.0	.90	.90	.90	.90	.61	.90	.81	.81	.81	.81	.45	.971**
	Sig. (2- taile d)	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.04	.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

	Sig. (2- taile d)	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.04	.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR00 007	Pear son Corr elati on	.80 2**	.80 2**	1.0 00*	1.0 00*	1.0 00*	1.0 00*	1.0 00*	1.0 00*	.90 3**	.90 3**	.90 3**	.90 3**	.61 2**	.90 3**	.81 6**	.81 6**	.81 6**	.81 6**	.45 8*	.971**	
	Sig. (2- taile d)	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.04	.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR00 008	Pear son Corr elati on	.80 2**	.80 2**	1.0 00*	1.0 00*	1.0 00*	1.0 00*	1.0 00*	1.0 00*	.90 3**	.90 3**	.90 3**	.90 3**	.61 2**	.90 3**	.81 6**	.81 6**	.81 6**	.81 6**	.45 8*	.971**	
	Sig. (2- taile d)	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.04	.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR00 009	Pear son Corr elati on	.80 2**	.80 2**	1.0 00*	1.0 00*	1.0 00*	1.0 00*	1.0 00*	1.0 00*	.90 3**	.90 3**	.90 3**	.90 3**	.61 2**	.90 3**	.81 6**	.81 6**	.81 6**	.81 6**	.45 8*	.971**	

	Sig. (2- taile d)	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.04	.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR00 010	Pear son Corr elati on	.72 4**	.72 4**	.90 3**	.90 3**	.90 3**	.90 3**	.90 3**	.90 3**	.90 3**	.79 8**	.79 8**	1.0 00*	.70 4**	1.0 00*	.90 5**	.90 5**	.90 5**	.90 5**	.53 3*	.959**
	Sig. (2- taile d)	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.01	.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR00 011	Pear son Corr elati on	.72 4**	.72 4**	.90 3**	.90 3**	.90 3**	.90 3**	.90 3**	.90 3**	.79 8**	1.0 00*	1.0 00*	.79 8**	.70 4**	.79 8**	.70 4**	.70 4**	.70 4**	.70 4**	.32 8	.891**
	Sig. (2- taile d)	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.15	.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR00 012	Pear son Corr elati on	.72 4**	.72 4**	.90 3**	.90 3**	.90 3**	.90 3**	.90 3**	.90 3**	.79 8**	1.0 00*	1.0 00*	.79 8**	.70 4**	.79 8**	.70 4**	.70 4**	.70 4**	.70 4**	.32 8	.891**

	Sig. (2- taile d)	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.15	.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR00 013	Pear son Corr elati on	.72 4**	.72 4**	.90 3**	.90 3**	.90 3**	.90 3**	.90 3**	.90 3**	1.0 00*	.79 8**	.79 8**	1 1	.70 4**	1.0 00*	.90 5**	.90 5**	.90 5**	.90 5**	.53 3*	.959**
	Sig. (2- taile d)	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.01	.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR00 014	Pear son Corr elati on	.65 5**	.65 5**	.61 2**	.61 2**	.61 2**	.61 2**	.61 2**	.61 2**	.70 4**	.70 4**	.70 4**	1 1	.70 4**	.80 0**	.60 0**	.60 0**	.60 0**	.60 0**	.20 4	.719**
	Sig. (2- taile d)	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.38	.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR00 015	Pear son Corr elati on	.72 4**	.72 4**	.90 3**	.90 3**	.90 3**	.90 3**	.90 3**	.90 3**	1.0 00*	.79 8**	.79 8**	1.0 00*	.70 4**	1 1	.90 5**	.90 5**	.90 5**	.90 5**	.53 3*	.959**

	Sig. (2- taile d)	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.01 5	.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR00 016	Pear son Corr elati on	.65 5**	.65 5**	.81 6**	.81 6**	.81 6**	.81 6**	.81 6**	.81 6**	.90 5**	.70 4**	.70 4**	.90 5**	.80 0**	.90 5**	1 0**	.80 0**	.80 0**	.80 0**	.40 8	.878**
	Sig. (2- taile d)	.00 2	.00 2	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 1	.00 1	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.07 4	.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR00 017	Pear son Corr elati on	.65 5**	.65 5**	.81 6**	.81 6**	.81 6**	.81 6**	.81 6**	.81 6**	.90 5**	.70 4**	.70 4**	.90 5**	.60 0**	.90 5**	.80 0**	1 00*	1.0 00*	1.0 00*	.61 2**	.900**
	Sig. (2- taile d)	.00 2	.00 2	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 1	.00 1	.00 0	.00 5	.00 0	.00 0	.00 0	.00 0	.00 0	.00 4	.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR00 018	Pear son Corr elati on	.65 5**	.65 5**	.81 6**	.81 6**	.81 6**	.81 6**	.81 6**	.81 6**	.90 5**	.70 4**	.70 4**	.90 5**	.60 0**	.90 5**	.80 0**	1.0 00*	1 00*	1.0 00*	.61 2**	.900**

	Sig. (2- taile d)	.00 2	.00 2	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 4	.000	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
VAR00 019	Pear son Corr elati on	.65 5**	.65 5**	.81 6**	.81 6**	.81 6**	.81 6**	.81 6**	.81 6**	.90 5**	.70 4**	.70 4**	.90 5**	.60 0**	.90 5**	.80 0**	1.0 00*	1.0 00*						.61 2**	.900**	
	Sig. (2- taile d)	.00 2	.00 2	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 1	.00 1	.00 0	.00 5	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 0	.00 4	.000	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
VAR00 020	Pear son Corr elati on	.53 5*	.53 5*	.45 8*	.45 8*	.45 8*	.45 8*	.45 8*	.45 8*	.53 3*	.32 8	.32 8	.53 3*	.20 4	.53 3*	.40 8	.61 2**	.61 2**	.61 2**						.61 2**	.555*
	Sig. (2- taile d)	.01 5	.01 5	.04 2	.04 2	.04 2	.04 2	.04 2	.04 2	.01 5	.15 8	.15 8	.01 5	.38 8	.01 5	.07 4	.00 4	.00 4	.00 4						.00 4	.011
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
TOTAL	Pear son Corr elati on	.83 4**	.83 4**	.97 1**	.97 1**	.97 1**	.97 1**	.97 1**	.97 1**	.95 9**	.89 1**	.89 1**	.95 9**	.71 9**	.95 9**	.87 8**	.90 0**	.90 0**	.90 0**						.55 5*	1

Sig. (2- taile d)	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.01
N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

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

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



POST-TEST	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	TOTALSKOR
	R00001	R00002	R00003	R00004	R00005	R00006	R00007	R00008	R00009	R00010	R00011	R00012	R00013	R00014	R00015	R00016	R00017	R00018	R00019	R00020		
VAR00001 Pearson Correlation	1	.733**	.733**	.866**	.467*	.281	.866**	.733**	.728**	.728**	.728**	.728**	.728**	.728**	.577**	.577**	.577**	.577**	.132	-.132	.a	.877**
Sig. (2-tailed)		.000	.000	.000	.038	.230	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.578	.578	.578	.000
N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR00002 Pearson Correlation	.733**	1	.733**	.866**	.467*	.281	.866**	.733**	.728**	.728**	.728**	.728**	.728**	.404	.577**	.577**	.577**	.577**	.132	-.132	.a	.856**
Sig. (2-tailed)	.000		.000	.000	.038	.230	.000	.000	.000	.000	.000	.000	.000	.077	.000	.000	.000	.000	.578	.578	.578	.000
N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR00003 Pearson Correlation	.733**	.733**	1	.866**	.733**	.281	.866**	1.000*	.728**	.728**	.728**	.728**	.728**	.404	.577**	.577**	.577**	.577**	.397	-.397	.a	.919**
Sig. (2-tailed)	.000	.000		.000	.000	.230	.000	.000	.000	.000	.000	.000	.000	.077	.000	.000	.000	.000	.083	.083	.083	.000
N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20		20	
VAR000	Pearson																									
04	Correlation	.866**	.866**	.866**	.571	.288	1.000*	.866**	.840**	.840**	.840**	.840**	.840**	.840**	.490*	.667**	.667**	.667**	.667**	.115	.a			.977**		
	Sig. (2-tailed)	.000	.000	.000	.008	.219	.000	.000	.000	.000	.000	.000	.000	.000	.028	.001	.000	.000	.000	.631	.a			.000		
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20		20	
VAR000	Pearson																									
05	Correlation	.467*	.467*	.733**	.577**	.231	.577**	.733**	.404	.404	.728**	.728**	.404	.404	.192	.577**	.192	.192	.192	.397	.a			.668**		
	Sig. (2-tailed)	.038	.038	.000	.008	.330	.000	.000	.077	.077	.000	.000	.077	.077	.416	.000	.416	.416	.416	.083	.a			.001		
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20		20	
VAR000	Pearson																									
06	Correlation	.281	.281	.281	.288	.230	.281	.281	.242	.242	.242	.242	.242	.242	.180	.192	.192	.192	.192	.030	.a			.301		
	Sig. (2-tailed)	.230	.230	.230	.219	.330	.219	.230	.305	.305	.305	.305	.305	.305	.449	.418	.418	.418	.418	.899	.a			.197		
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20		20	

VAR0007	Pearson Correlation	.866**	.866**	.866**	1.000*	.577**	.288	.1	.866**	.840**	.840**	.840**	.840**	.840**	.490*	.667**	.667**	.667**	.667**	-.115	.a	.977**
	Sig. (2-tailed)	.000	.000	.000	.000	.008	.219		.000	.000	.000	.000	.000	.000	.028	.001	.001	.001	.001	.630		.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR0008	Pearson Correlation	.733**	.733**	1.000*	.866**	.733**	.281	.866**	.1	.728**	.728**	.728**	.728**	.728**	.404	.577**	.577**	.577**	.577**	.397	.a	.919**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.230	.000		.000	.000	.000	.000	.000	.077	.008	.008	.008	.008	.083		.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR0009	Pearson Correlation	.728**	.728**	.728**	.840**	.404	.242	.840**	.728**	.1	.608**	.608**	.608**	1.000*	.216	.793**	.793**	.793**	.793**	-.096	.a	.871**
	Sig. (2-tailed)	.000	.000	.000	.007	.305	.000	.000			.004	.004	.004	.000	.361	.000	.000	.000	.000	.686		.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

VAR000 10	Pearson Correlation	.728**	.728**	.728**	.840**	.404	.242	.840**	.728**	.608**	1	.608**	.608**	.608**	.608**	.327	.327	.327	.327	-.096	.a	.770**
	Sig. (2-tailed)	.000	.000	.000	.000	.077	.305	.000	.000	.000	.004	.004	.004	.004	.004	.160	.160	.160	.160	.160	.686	.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR000 11	Pearson Correlation	.728**	.728**	.728**	.840**	.728**	.242	.840**	.728**	.608**	.608**	1.000	.608**	.608**	.327	.793**	.327	.327	.327	-.096	.a	.846**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.305	.000	.000	.000	.000	.000	.000	.000	.160	.000	.160	.160	.160	.686	.000	.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR000 12	Pearson Correlation	.728**	.728**	.728**	.840**	.728**	.242	.840**	.728**	.608**	.608**	1.000	.608**	.608**	.327	.793**	.327	.327	.327	-.096	.a	.846**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.305	.000	.000	.000	.000	.000	.000	.000	.160	.000	.160	.160	.160	.686	.000	.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

VAR000 13	Pearson Correlation	.728**	.728**	.728**	.840**	.404	.242	.840**	.728**	1.000*	.608**	.608**	.608**	1	.216	.793**	.793**	.793**	.793**	-.096	.a	.871**	
	Sig. (2-tailed)	.000	.000	.000	.000	.077	.305	.000	.000	.000	.000	.000	.000	.000	.361	.000	.000	.000	.000	.686	.	.000	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
VAR000 14	Pearson Correlation	.728**	.404	.404	.490*	.404	.180	.490*	.404	.216	.608**	.608**	.608**	.216	1	.140	.327	-	-	-	-	.a	.491*
	Sig. (2-tailed)	.000	.077	.077	.028	.077	.449	.028	.077	.361	.000	.000	.000	.361	.	.556	.160	.556	.556	.686	.	.028	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
VAR000 15	Pearson Correlation	.577**	.577**	.577**	.667**	.192	.192	.667**	.577**	.793**	.327	.327	.327	.793**	-.140	1	.444*	1.000*	1.000*	-	.a	.681**	
	Sig. (2-tailed)	.000	.000	.000	.000	.416	.416	.000	.000	.000	.160	.160	.160	.000	.556	.	.050	.000	.000	.749	.	.001	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	

VAR000 16	Pearson Correlation	.577**	.577**	.577**	.667**	.577**	.192	.667**	.577**	.793**	.327	.793**	.793**	.327	.444*	1	.444*	.444*	-.076	.a	.742**
	Sig. (2-tailed)	.008	.008	.008	.001	.008	.418	.001	.008	.000	.160	.000	.000	.160	.050		.050	.050	.749	.	.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR000 17	Pearson Correlation	.577**	.577**	.577**	.667**	.192	.192	.667**	.577**	.793**	.327	.327	.327	.793**	-.140	1.00*	.444*	1.00*	-.076	.a	.681**
	Sig. (2-tailed)	.008	.008	.008	.001	.416	.418	.001	.008	.000	.160	.160	.160	.000	.556	.000	.050	.000	.749	.	.001
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR000 18	Pearson Correlation	.577**	.577**	.577**	.667**	.192	.192	.667**	.577**	.793**	.327	.327	.327	.793**	-.140	1.00*	.444*	1.00*	-.076	.a	.681**
	Sig. (2-tailed)	.008	.008	.008	.001	.416	.418	.001	.008	.000	.160	.160	.160	.000	.556	.000	.050	.000	.749	.	.001
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

VAR000 19	Pearson Correlation	-	-	.39	-	.39	.03	-	.39	-	-	-	-	-	-	-	-	-	-	1	.a	.033
	Sig. (2-tailed)	.57	.57	.08	.63	.08	.89	.63	.08	.68	.68	.68	.68	.68	.68	.74	.74	.74	.74			.889
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
VAR000 20	Pearson Correlation	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a
	Sig. (2-tailed)	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
TOTALS KOR	Pearson Correlation	.87	.85	.91	.97	.66	.30	.97	.91	.87	.77	.84	.84	.87	.49	.68	.74	.68	.68	.03	.a	1
	Sig. (2-tailed)	.00	.00	.00	.00	.00	.19	.00	.00	.00	.00	.00	.00	.00	.02	.00	.00	.00	.00	.88	.	.
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

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

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

a. Cannot be computed because at least one of the variables is constant.



REALIABILITY PRE-TEST

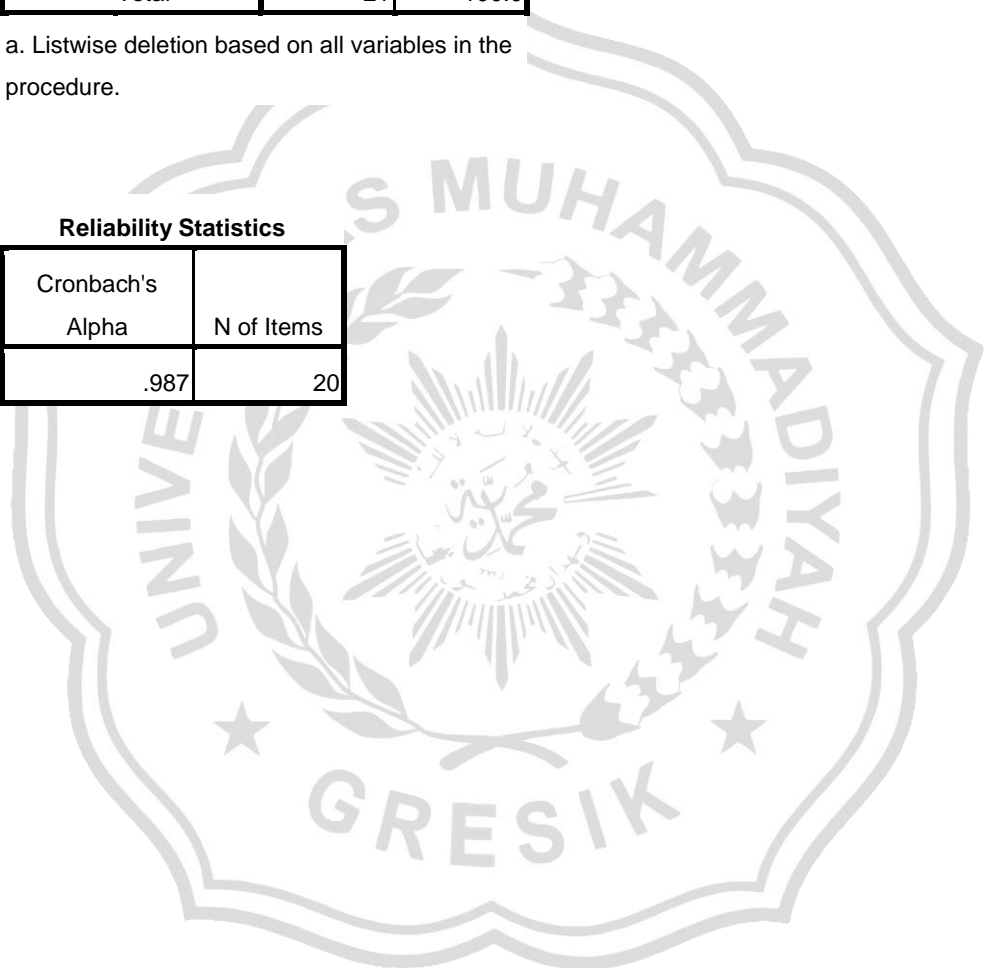
Case Processing Summary

		N	%
Cases	Valid	20	95.2
	Excluded ^a	1	4.8
	Total	21	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.987	20



Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	8.4500	75.208	.817	.987
VAR00002	8.4500	75.208	.817	.987
VAR00003	8.3500	73.503	.967	.986
VAR00004	8.3500	73.503	.967	.986
VAR00005	8.3500	73.503	.967	.986
VAR00006	8.3500	73.503	.967	.986
VAR00007	8.3500	73.503	.967	.986
VAR00008	8.3500	73.503	.967	.986
VAR00009	8.3500	73.503	.967	.986
VAR00010	8.3000	73.484	.954	.986
VAR00011	8.3000	74.116	.878	.987
VAR00012	8.3000	74.116	.878	.987
VAR00013	8.3000	73.484	.954	.986
VAR00014	8.2500	75.671	.690	.988
VAR00015	8.3000	73.484	.954	.986
VAR00016	8.2500	74.197	.864	.987
VAR00017	8.2500	73.987	.889	.987
VAR00018	8.2500	73.987	.889	.987
VAR00019	8.2500	73.987	.889	.987
VAR00020	8.1500	77.292	.515	.990

REALIABILITY POST-TEST

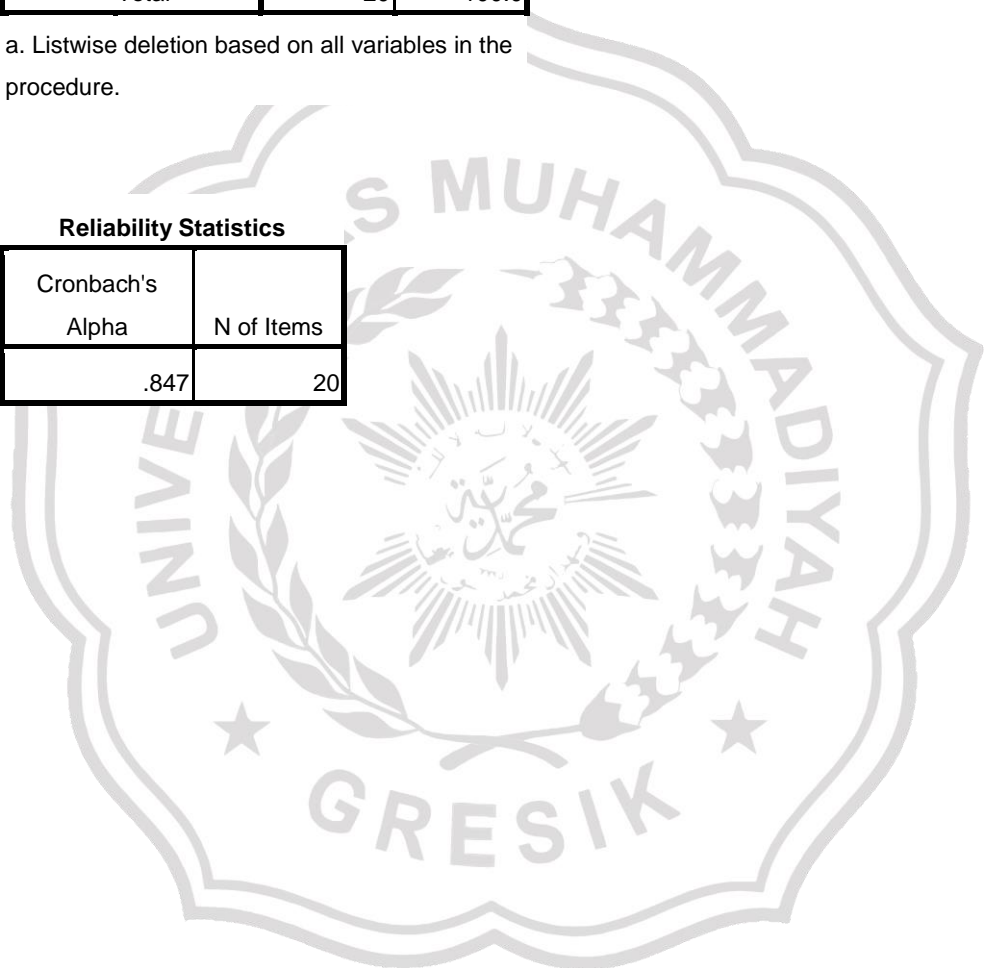
Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.847	20



Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	16.5500	36.050	.804	.829
VAR00002	16.5500	36.155	.783	.830
VAR00003	16.5500	35.839	.846	.828
VAR00004	16.5000	35.947	.898	.827
VAR00005	16.5500	37.103	.598	.835
VAR00006	16.0000	27.789	.301	.958
VAR00007	16.5000	35.947	.898	.827
VAR00008	16.5500	35.839	.846	.828
VAR00009	16.4500	36.892	.789	.832
VAR00010	16.4500	37.313	.690	.835
VAR00011	16.4500	36.997	.764	.833
VAR00012	16.4500	36.997	.764	.833
VAR00013	16.4500	36.892	.789	.832
VAR00014	16.4500	38.471	.425	.841
VAR00015	16.4000	38.147	.604	.839
VAR00016	16.4000	37.937	.661	.837
VAR00017	16.4000	38.147	.604	.839
VAR00018	16.4000	38.147	.604	.839
VAR00019	16.3500	40.450	.013	.850
VAR00020	16.3000	40.537	.000	.849

THE TREATMENT TEST

1. Treatment 1

Listen Carefully The Audio and Fill in The Blank Sentences Below Correctly Based on The Audio!

There was, once upon a time, a prince who wanted to marry a princess, but she must be a true princess. So he(1) _____ through the whole world to find one, but there was always something against each. There were(2) _____ of princesses, but he could not find out if they were true princesses. In every case there was some little defect, which showed the genuine article was not yet found. So he came home again in very low spirits, for he had wanted very much to have a true princess. One night there was a dreadful(3) _____ it thundered and lightened, and the rain streamed down in torrents. It was fearful! There was a knocking heard at the palace gate, and the old king went to open it.

There (4)_____ a princess outside the gate; but oh! What a sad(5) _____ she was in from the rain and the storm! The water was running down from her hair and her dress into the points of her shoes and out at the(6)_____ again. Yet she said she was a true princess.

"Well, we shall soon find that out!"(7) _____ the old queen. But she said nothing, and went into the sleeping room, took off all the bedclothes, and laid a pea on the bottom of the bed. Then she put twenty mattresses on top of the pea, and twenty eiderdown quilts on the top of the mattresses. This was the bed in which the princess was to sleep.

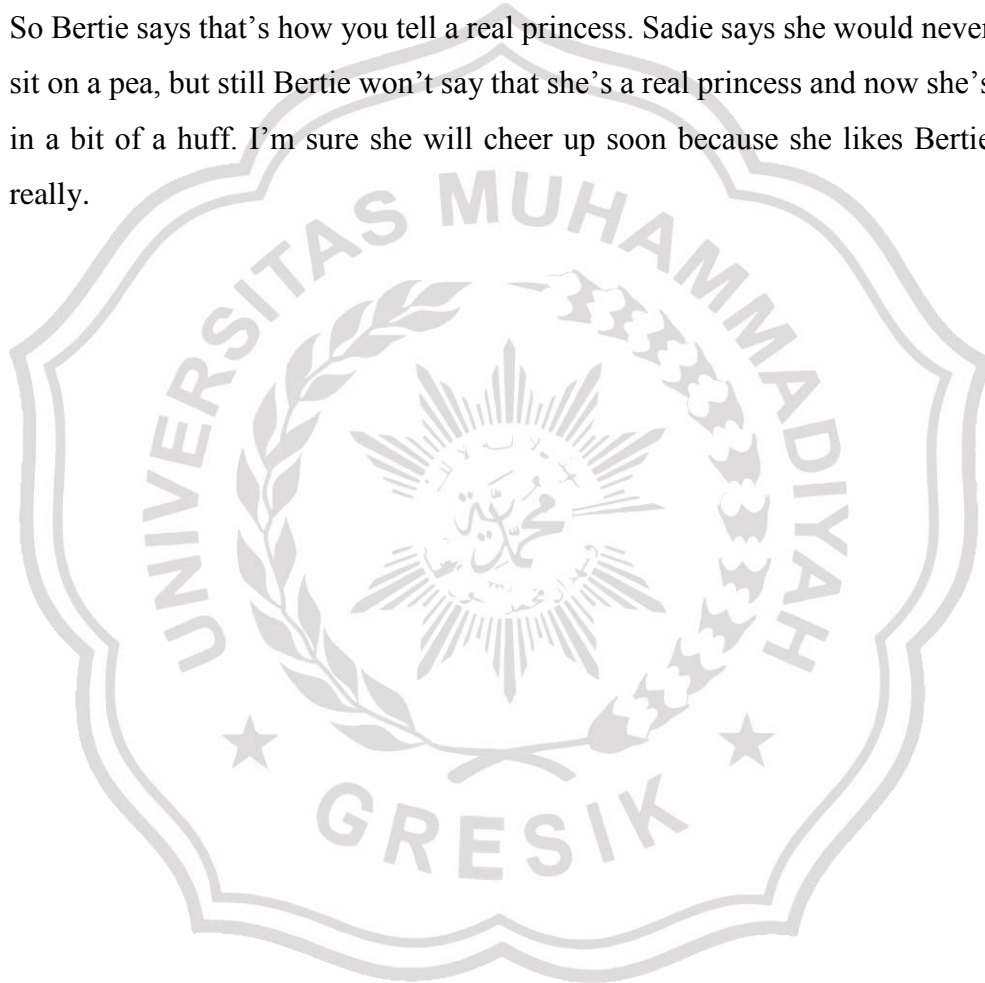
The next morning she was asked how she had slept.

"Oh, very badly!" Said the princess. "I (8)_____ closed my eyes all night! I am sure I don't know what was in the bed. I laid on something so hard that my whole body is black and blue. It was(9) _____!"

Now they perceived that she was a true princess, because she had felt the pea through the twenty mattresses and the twenty(10)_____ quilts. No one but a true princess could be so sensitive.

So the prince married her, for now he knew that at last he had gotten hold of a true princess. The pea was put into the Royal Museum, where it is still to be seen, if no one has stolen it. Now this is a true story.

So Bertie says that's how you tell a real princess. Sadie says she would never sit on a pea, but still Bertie won't say that she's a real princess and now she's in a bit of a huff. I'm sure she will cheer up soon because she likes Bertie really.



2. Treatment 2

Listen Carefully The Audio and Fill in The Blank Sentences Below Correctly Based on The Audio!

When I was a(1) _____, my father used to send me out to the fields each day to watch over his sheep. Hey now! There are(2) _____ jobs than sitting out in the fresh air all day, but it was boring work for a lad. I longed to be running around with my friends, playing ball, or making boyish mischief.

“Can’t the sheep look after themselves?” I asked my father. “After all, they know how to bleat and munch grass, but there isn’t much else that they do.”

Father said it was important work, and most importantly of all, I must keep my eyes (3) _____ for the wolf – in case he came sneaking into the fields and grabbed one of the spring lambs.

I couldn’t even go to sleep. I had to sit and keep a sharp look out. After a few weeks of this, I got so bored that I began to wish that the wolf would show up and give me something to do.

Then I got thinking to myself: “Let’s liven things up a bit,” I thought. “Let’s play a trick on the villagers.” So I got up and ran as fast as I could into the village shouting at the top of my voice: “Wolf! Wolf! WOOOOOOOLF!”

The villagers grabbed sticks, rolling pins, and(4) _____ and came running up to the field to chase away the wolf.

But when they got there, all was peaceful. The lambs were frolicking as usual, quite (5) _____.

I laughed: “Ha ha! Fooled you all!”

None of the villagers laughed with me. Some of them grumbled and the blacksmith became quite angry and shouted at me – but he was just a bad sport who couldn’t see the funny side of my joke.

A week later I did the same thing again, only this time I put on an even better act. I daubed red paint on my arm, and pretended that the wolf had bitten me. This fooled even the blacksmith, who was on his guard after the last trick I had played.

When they all arrived breathless in the field, I again(6) _____ out: “Ha ha! Fooled you!”

This time, quite a few of the villagers were angry with me, and I got quite an ear-wiggling from the blacksmith, the teacher, and the iron-monger. When I got home, my father was furious and told me that I had a stupid (7) _____ of humor. But I thought it was funny – and so did my friends.

About a week after that, I was sitting up on the hill watching my father’s sheep as usual. It was getting on for evening, and the sun was setting behind the forest. I would have to spend the night out there, and oh, how lonely and bored was I. Then all of a sudden the sheep dogs started to(8) _____ and the flock was running around and bleating like they had all gone mad. Only they hadn’t; there was a wolf among the sheep and he had(9) _____ a lamb. “Wolf! Wolf! WOOOOOOOOOOOOOLF!” I called out and I ran into the village to get help.

But nobody came. Not one villager. They carried on doing whatever they were doing. Eating supper, drinking ale, or finishing off their work for the day.

“Please,” I said to the blacksmith. “This time it’s true. There really is a wolf.” But he just (10) _____ his shoulders.

You see nobody believes a liar, even when he’s speaking the truth... And that’s why you should never cry wolf unless you really mean it.

3. Treatment 3

Listen Carefully The Audio and Fill in The Blank Sentences Below Correctly Based on The Audio!

A flea, a grasshopper, and a leap frog once wanted to see which could jump (1) _____ and they invited the whole world, and everybody else besides to come to see the festival. Three famous jumpers were they, as everyone would say, when they all met together in the room.

“I will give my daughter to him who jumps highest,” exclaimed the king, “for a competition without a prize would not be so amusing.”

The flea was the first to step forward. He had exquisite manners, and bowed to the company on all sides; for he had (2) _____ blood, and was, moreover, accustomed to live close to human beings - and that makes a great difference.

Then came the grasshopper. He was considerably heavier, but he was well-mannered, and wore a green uniform, which he had by right of birth. He said, moreover, that he belonged to a very (3) _____ Egyptian family. The fact was he had been just brought out of the fields, and put in a cardboard box. “I sing so well,” said he, “that sixteen native grasshoppers grew thin from sheer envy when they heard me.”

And that is how the flea and the grasshopper introduced themselves, and thought they were quite good enough to marry a princess.

The leap frog said nothing; but because he said nothing, people thought he was all the more clever. When the house-dog (4) _____ at him with his nose, he decided the leap frog was of good family. The old (5) _____ asserted that the leap frog was a prophet; for one could see on his back, if there would be a severe or mild winter.

“I say nothing,” exclaimed the king; “but I have my own opinion, nonetheless.”

Now the contest was to take place. The flea jumped so high that nobody could see where he went to; so they all said he had not jumped (6) _____ all, and that he had cheated.

The grasshopper jumped only half as high; but he(7) _____ into the king's face, and that was ill-mannered.

The leap frog stood still for a long time lost in thought; people began to think that he would not jump at all.

"I only hope he is not unwell," said the house-dog; when, pop! He made a jump into the lap of the princess, who was sitting on a little golden stool close by.

At this, the king said, "There is nothing above my daughter; therefore nobody should jump higher than her. But for this, one must possess understanding, and the leap frog has shown that he has understanding. He is brave and intellectual." And so he won the princess.

"It's all the same to me," said the flea. "She may have the old leap frog, for all I care. I jumped the highest; but in this world merit seldom meets its reward. Looks is what people appreciate nowadays."

The flea then went to serve(8) _____ in the army, where it is said, he was killed.

The grasshopper sat on a green bank, and reflected on(9) _____ things; and he said too, "Yes, looks are everything. A fine appearance is what people care about." And then he began(10) _____ his peculiar melancholy song, from which we have taken this story; and which may, very possibly, be all untrue.

4. Treatment 4

Listen Carefully The Audio and Fill in The Blank Sentences Below Correctly Based on The Audio!

There was once a family of pigs. The mother pig was very poor, and so she (1) _____ her three little pigs out to seek their fortunes. The first that went off met a man with a bundle of (2) _____, and said to him:

“Please, man, give me that (3) _____ to build me a house.”

Which the man did, and the little pig built a house with it. Presently came along a wolf, and knocked at the door, and said:

“Little pig, little pig, let me come in.”

To which the pig answered:

“No, no, by the hair of my chiny chin chin.”

The wolf then answered to that:

“Then I’ll huff, and I’ll puff, and I’ll blow your house in.”

So he huffed, and he puffed, and he blew his house in, and ate up the little pig.

The second little pig met a man with a (4) _____ of furze, and said:

“Please, man, give me that furze to build a house.”

Which the man did, and the pig built his house. Then along came the wolf, and said:

“Little pig, little pig, let me come in.”

“No, no, by the hair of my chiny chin chin.”

“Then I’ll puff, and I’ll huff, and I’ll blow your house in.”

So he huffed, and he puffed, and he puffed, and he huffed, and at last he blew the house down, and he(5) _____ up the little pig.

The third little pig met a man with a load of bricks, and said:

“Please, man, give me those bricks to build a house with.”

So the man gave him the bricks, and he built his house with them. So the wolf came, as he did to the other little pigs, and said:

“Little pig, little pig, let me come in.”

“No, no, by the hair of my chiny chin chin.”

“Then I’ll huff, and I’ll puff, and I’ll blow your house in.”

Well, he huffed, and he puffed, and he huffed and he puffed, and he puffed and huffed; but he could not get the house down. When he found that he could not, with all his huffing and puffing, blow the house down, he said:

“Little pig, I know where there is a nice field of (6) _____.”

“Where?” said the little pig.

“Oh, in Mr Smith’s Home-field, and if you will be ready tomorrow morning I will call for you, and we will go together, and get some for dinner.”

“Very well,” said the little pig, “I will be ready. What time do you mean to go?”

“Oh, at six o’clock.”

Well, the little pig got up at five, and got the turnips before the wolf came (which he did about six) and who said:

“Little Pig, are you ready?”

The little pig said: “Ready! I have been and come back again, and got a(7) _____ potful for dinner.”

The wolf felt very angry at this, but thought that he would be up to the little pig somehow (8) _____ other, so he said:

“Little pig, I know where there is a nice apple-tree.”

“Where?” said the pig.

“Down at Merry-garden,” replied the wolf, “and if you will not deceive me I will come for you, at five o’clock tomorrow and get some apples.”

Well, the little pig bustled up the next morning at four o’clock, and went off for the apples, hoping to get back before the wolf came; but he had further to go, and had to climb the tree, so that just as he was coming down from it, he saw the wolf coming, which, as you may suppose, frightened him very much. When the wolf came up he said:

“Little pig, what! Are you here before me? Are they nice apples?”

“Yes, very,” said the little pig. “I will throw you down one.”

And he threw it so far, that, while the wolf was gone to pick it up, the little pig jumped down and ran home. The next day the wolf came again, and said to the little pig:

“Little pig, there is a fair at Shanklin this afternoon, will you go?”

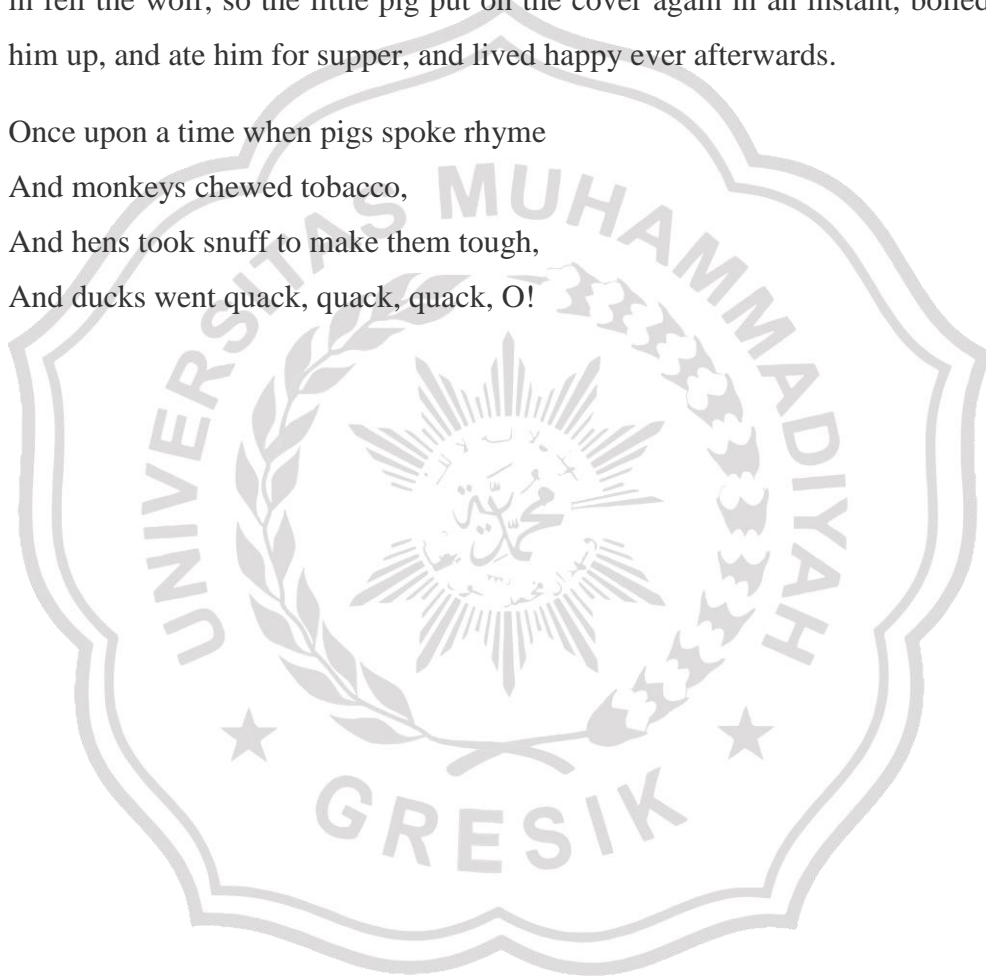
“Oh yes,” said the pig, “I will go; what time shall you be ready?”

“At three,” said the wolf. So the little pig went off before the time as usual, and got to the (9) _____, and bought a butter-churn, which he was going home with, when he saw the wolf coming. Then he could not tell what to do. So he got into the (10) _____ to hide, and by so doing turned it round, and it rolled down the hill with the pig in it, which frightened the wolf so much, that he ran home without going to the fair. He went to the little pig’s house, and told him how frightened he had been by a great round thing which came down the hill past him. Then the little pig said:

“Hah, I frightened you, then. I had been to the fair and bought a butter-churn, and when I saw you, I got into it, and rolled down the hill.”

Then the wolf was very angry indeed, and declared he would eat up the little pig, and that he would get down the chimney after him. When the little pig saw what he was about, he hung on the pot full of water, and made up a blazing fire, and, just as the wolf was coming down, took off the cover, and in fell the wolf; so the little pig put on the cover again in an instant, boiled him up, and ate him for supper, and lived happy ever afterwards.

Once upon a time when pigs spoke rhyme
And monkeys chewed tobacco,
And hens took snuff to make them tough,
And ducks went quack, quack, quack, O!



KEY ANSWER

Pre-Test

1. A. Catano
2. A. The parrot could not say Catano
3. C. Many times
4. C. The man killed the bird.
5. A. The bird killed the three chickens.
6. C. A parrot and the owner
7. C. He thought the ants were dull
8. D. It is wise to plan ahead for hard time
9. B. To sing and dance
10. A. It was hard for the grasshopper to find food
11. D. Narrative
12. B. Two Characters
13. C. Malin Kundang
14. A. His old mother
15. D. He wanted to improve life quality of his family
16. C. Beautiful daughter from another rich merchant
17. A. Malin Kundang bowed down to his mother and he became a stone
18. B. In the cave
19. C. Ali Baba
20. B. She screamed and asked for help

Post-Test

1. A. Gardening and fishing
2. C. He turned into an island
3. B. We must not break our promise
4. B. 1
5. A. Catano
6. A. The parrot could not say Catano

7. C. Many times
8. C. The man killed the bird.
9. A. The bird killed the three chickens.
10. C. A parrot and the owner
11. C. Malin Kundang
12. A. His old mother
13. D. He wanted to improve life quality of his family
14. A. Malin Kundang bowed down to his mother and he became a stone
15. C. He thought the ants were dull
16. D. It is wise to plan ahead for hard time
17. B. To sing and dance
18. A. It was hard for the grasshopper to find food
19. D. Narrative
20. B. Two Characters

Treatment 1

1. Travelled
2. Plenty
3. Storm
4. Stood
5. Plight
6. Heels
7. Thought
8. Scarcely
9. Dreadful
10. Eiderdown

Treatment 2

1. Lad
2. Worse
3. Peeled
4. Pitchforks
5. Unmolested
6. Called
7. Sense
8. Bark
9. Seized
10. Shrugged

Treatment 3

1. Highest
2. Noble
3. Ancient
4. Snuffed
5. Councillor
6. At
7. Leaped
8. Abroad
9. Worldly



10. Chirping

Treatment 4

1. Sent

2. Straw

3. Straw

4. Bundle

5. Ate

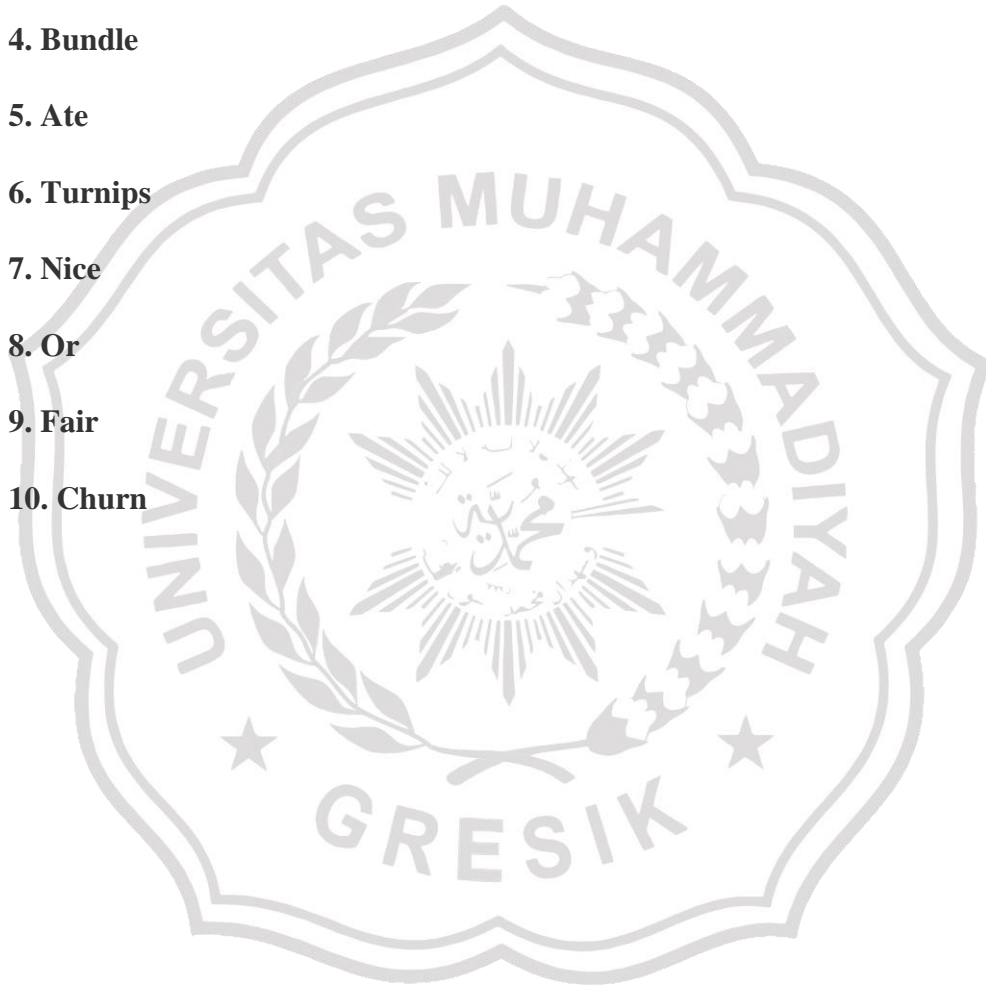
6. Turnips

7. Nice

8. Or

9. Fair

10. Churn





SMA MUHAMMADIYAH 8 CERME GRESIK

Terakreditasi "A"

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SURAT KETERANGAN

Nomor : 165/KET/III.4.AU/F/2020

Yang bertanda tangan di bawah ini :

Nama : **EMI FAIZATUL AFIFAH, M.SI**
Jabatan : Kepala SMA Muhammadiyah 8 Cerme

Dengan menerangkan bahwa :

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Telah melakukan penelitian skripsi di SMA Muhammadiyah 8 Cerme pada tanggal 17 Februari – 17 Juli 2020 dengan judul *"The Effectiveness of Teaching Students Listening using LINE Application"*.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Gresik, 5 Agustus 2020

Kepala Sekolah



EMI FAIZATUL AFIFAH, M.SI