THE COMPARATIVE STUDY ABOUT THE PROBLEMS IN READING COMPREHENSION OF ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 GEMOLONG AND SMA MUHAMMADIYAH 2 GEMOLONG IN ACADEMIC YEAR 2015/ 2016

THESIS

Submitted as a Partial
Requirements For the degree of *Sarjana* in
English Education Department

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Wassalamu'alaikum Wr. Wb

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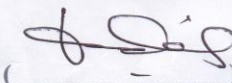   Advisor,

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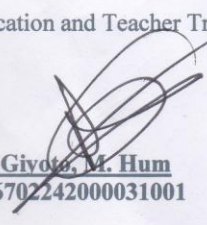   NIP. 197408072 005012 004

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DEDICATION

This thesis is dedicated to:

1. My beloved Mother (Bu. Iin Anisa) who always pray and support me, I will never forget your kindness.

2. My beloved Father (Muhammad Arifin)

3. My beloved sisters (Mbak Intan, Mbak Indah) and all of my family.

4. My beloved uncle (Pakde Sugeng)

5. My beloved best friends.

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7. My beloved family SMA Muhammadiyah 2 Gemolong.

MOTTO

If there is a difficulty, there must be a way to finish

(QS. AL- INSYIRAH: 6)

You may feel disappointed on your failure experiment,

but you will never be successful if you don't want to try

(Beverly Sills)

The power of Doa can be change everything

(Researcher)

CERTIFICATE OF ORIGINALITY

This is to certify that:

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Study Program : English Education Department

Faculty : Islamic Educational and Teacher Training Faculty

I hereby declare that the Thesis above is my own original work and written by myself carried out as parts of the requirements to accomplish a Undergraduate Degree in English Education Department in Islamic Education and Teacher Training Faculty, State Islamic Institute of Surakarta (IAIN Surakarta).

I also certify that any help for my research work, preparation of the thesis itself, sources and literature used for the thesis have been fully and properly cite. It contains no material which has been accepted for the award of any other degree previously submitted in IAIN Surakarta or any other institution, nor it been submitted as part of requirements for the degree except as fully acknowledged within text.

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Surakarta, January, 09th 2017

Sincerely Yours,

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The researcher realizes that this thesis is still far from being perfect. The reseracher hopes that this thesis is useful for the researcher in particular and the readers in general.

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ABSTRACT

Dina Citra Mariana. 2017. *"THE COMPARATIVE STUDY ABOUT THE PROBLEMS IN READING COMPREHENSION OF ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 GEMOLONG AND SMA MUHAMMADIYAH 2 GEMOLONG IN ACADEMIC YEAR 2015/2016"*. Thesis, Surakarta: English Education, Islamic Education and Teacher Training Faculty, The State Islamic Institute of Surakarta. 2017.

Advisor   : Budiasih, S.Pd., M.Hum

Key words   : Problems of Students, Reading Comprehension, Comparative and Descriptive Qualitative Study

The objectives of the research are (1) to know the problems experienced by the students in reading comprehension at the eleventh grade in SMA Negeri 1 and SMA Muhammadiyah 2 Gemolong in Academic Year 2015/2016. (2) to know are the root of the problems in reading comprehension at the eleventh grade in both schools in Academic Year 2015/ 2016.

To conduct the research, the researcher uses the descriptive qualitative research. The researcher conducted the research from April 2016 in SMA N 1 Gemolong and SMA Muhammadiyah 2 Gemolong. The researcher ccollected the data from the observation, interview, and study document. The researcher did three steps to analyze the data; they are reduction the data, display the data, and verification/ drawing conclusion. To prove the trustworthiness the data, the researcher used the triangulation. The triangulation that is used is triangulation method.

The result of this research shows that, first there are problems by students; students' limited vocabulary, the vary of sentence structure, less motivation and interest of the students. Second, the root problems in reading comprehension at the eleventh grade in SMA N I Gemolong and SMA Muh 2 Gemolong there are inappropriate teaching method, lack of supporting media, and the minimum support from the parent. Related to solve these problems, the teacher have some teaching methods, try to make the students more active and give some strategies to do the exercises. Besides, the teacher also give motivation to the students to make them be more active.

ABSTRACT

Dina Citra Mariana. 2017. " STUDI BANDING TENTANG MASALAH DALAM PEMAHAMAN BACAAN SISWA KELAS SEBELAS SMA NEGERI 1 GEMOLONG DAN SMA MUHAMMADIYAH 2 GEMOLONG DI TAHUN AKADEMIK 2015/2016". Skripsi, Surakarta: Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiah dan Keguruan, Institut Agama Islam Negri,Surakarta. 2017.

Pembimbing: Budiasih, S.Pd., M.Hum

Kata kunci: Masalah Siswa, Pemahaman Membaca, Perbandingan dan Deskriptif Kualitatif.

Tujuan dari penelitian ini adalah (1) untuk mengetahui masalah yang dialami oleh siswa dalam pemahaman membaca di kelas sebelas di SMA Negeri 1 Gemolong dan SMA Muhammadiyah 2 Gemolong Tahun Akademik 2015/2016. (2) untuk mengetahui adalah akar masalah dalam membaca pemahaman di kelas sebelas di kedua sekolah di Tahun Akademik 2015/2016.

Untuk melakukan penelitian, peneliti menggunakan penelitian deskriptif kualitatif. Peneliti melakukan penelitian dari April 2016 di SMA N 1 Gemolong dan SMA Muhammadiyah 2 Gemolong. Peneliti menghasilkan data dari observasi, wawancara, dan dokumen studi. peneliti melakukan tiga langkah untuk menganalisis data; yaitu pengurangan data, menampilkan data, dan verifikasi / penarikan kesimpulan. Untuk membuktikan kepercayaan yang data, peneliti menggunakan triangulasi. Triangulasi yang digunakan adalah metode triangulasi.

Hasil penelitian ini menunjukkan bahwa, pertama ada masalah dengan siswa; siswa yang terbatas dalam kosakata, struktur kalimat yang bervariasi , Kurangnya motivasi dan minat siswa. Kedua, akar permasalahan dalam pemahaman membaca di kelas sebelas di SMA N I Gemolong dan SMA Muh 2 Gemolong ada metode pengajaran yang tidak tepat, kurangnya media pendukung, dan kurangnya dukungan dari orang tua. Terkait untuk memecahkan masalah ini, guru memiliki beberapa metode pengajaran, mencoba untuk membuat siswa lebih aktif dan memberikan beberapa strategi untuk melakukan latihan. Selain itu, guru juga memberikan motivasi kepada siswa untuk membuat mereka lebih aktif.

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CHAPTER I

INTRODUCTION

A. Bacground of The Study

As an international language, English has been included in the recent curriculum for senior high school in Indonesia. The consideration lies in a fact that the students need English to develop their competency in order to face globalization. Unfortunately, the English lesson in our education system, especially for senior high school, cannot be focused on developing all language skills particularly. It deals with limitation of credit for each lesson ; whereas there are still other lessons that should be taught.

It brings a consequnce for students that they are expected to bear on all language skills at once. As we may have known, there are five language skills which are used in attaining the English language proficiency. They are listening, speaking, reading, writing, and structure. Reading is merely the most important one because it is the chosen instrument to acquire knowledge. As stated by Carrel (1996:1) for many students, reading is by far the most important of the four skills in the second language, particularly in English as second language or foreign language. Certainly if we consider the study of English as a foreign language around the world the situation in which most English learners find themselves reading is the main reason why the students learn language.

For educational necessity, the reading activity for students is focused on contextual reading where the source text is limited in accordance with the theme or basic competence that has already been decided by government. This means the students' reading activity isn't merely a literacy activity that allows them to use any source of texts only for making habituality for them, but it has been designed in order to build the students' reading comprehension with some defined texts in order to develop their skills in understanding and interpreting texts. Reading comprehension it self is a combination of identification and interpretation skills (Alyousef, 2006:63). Those skills are merely one unity that cannot be separated during the process of reading comprehension itself because gaining those skills cannot be done separably. Practically, students identify information during their reading activity, and at the same time they interpret the information in their mind. The information, which they have identified and interpreted in their mind, later will be needed as the surce for answering some questions related to the text. Surely, they will not absolutely be able to answer the questions if they can't identify and interpret the information from the text, both implicit and explicitly.

On the other hand, reading comprehension doesn't only deal with identifying and interpreting, but also recognizing the author's idea or purpose in writing the text. It is stated by Mc. Whorter that defined reading comprehension as an effort to understand, evaluate, and also recognize the author's ideas of reading text (2005:3). He emphasizes about understanding and evaluating, which have a near meaning of the process

of identifying and interpreting, and also revealing the author's idea in writing the text. This matter is merely a part of analyzing text through its intrinsic and extrinsic elements. This must be understood by the students that text is a product of its author's idea that, as a matter of fact, is also the product of society's (culture) value. This will require the students to have internal knowledge about the text in general. This is added by Johnson (2008:109) that states reading is the act of creating meaning with the text. This process will require the use of background knowledge, vocabulary, experiences of the readers to help them in comprehending the written text. In reading comprehension, almost all of the students have difficulties in comprehending the contents and the components in reading such as topic of the material when it is really a new concept for them; and they do not know what actually the text tells about such as: finding main idea, finding the meaning of word, phrase or sentence, and textual reference in the text.

The wide scope of reading comprehension has brought complexity for students to attain the skills. Based on interview conducted by the writer in SMAN 1 Gemolong and SMA Muhammadiyah 2 Gemolong, in fact, reading is the most complex and difficult for most students especially for 11th grade. Students who studied reading agreed that reading comprehension was not a simple process. They even still found difficulties in comprehending the English text. Based on the observation to the students of SMAN 1 Gemolong and SMA Muhammadiyah 2 Gemolong, the researcher found that most of students at eleventh grade said that reading is difficult to learn. The students very important to understanding

reading comprehension because reading comprehension one of key to successful in them learn.

Based on the situation above, the writer is interested in finding an idea about the problems in reading comprehension for students. This study tries to compare the situation in 2 different schools with the same academical system and curriculum. The two schools are needed to compare the situation where one of the school functions as comparator for the other. It is done in order to find the root of the problems in reading comprehension from the different objects and also different situations. The study will be focused on three aspects which influence learners in doing the activity of reading. They are the learner's background, the teaching method, and the learners' environment. The study is entitled **The Comparative Study About The Problems In Reading Comprehension Of Eleventh Grade Students Of SMA Negeri 1 Gemolong And SMA Muhammadiyah 2 Gemolong in Academic Year 2015/2016.**

B. Identification of the Problems

Based on the background of the study, there are some reasons why the researcher identifies about problems of students in reading comprehension at the eleventh grade of SMA Negeri 1 Gemolong And SMA Muhammadiyah 2 Gemolong. They are as follows:

1. The students have various reasons for their problems in reading comprehension.

2. The teachers don't even identify that their students have problems in reading comprehension for English lesson.

3. The students have different environment that affect their study.

C. Limitation of the Study

Based on the bacground above, the researcher limits this research on the students' problems of eleventh grade in SMA Muhammadiyah 2 Gemolong and SMA Negeri 1 Gemolong in reading comprehension in Academic Year 2015/2016.

D. Problem Statement

1. What are the problems faced by the students in reading comprehension at the eleventh grade in SMA Negeri 1 and SMA Muhammadiyah 2 Gemolong in Academic Year 2015/2016.

2. What are the Main of the problems in reading comprehension at the eleventh grade students in both schools.

E. Objective of Study

Based on the statement above the general objective of this research are:

1. To know the students problems in reading comprehension at the eleventh grade of SMA Negeri 1 Gemolong and SMA Muhammadiyah 2 Gemolong in Academic Year 2015/2016.

2. To know the cause of students' problems in reading comprehension at the eleventh grade in both schools in Academic Year 2015/2016.

F. Benefit of the Study

The result of this research is expected to give benefits both theoretically and practically:

1. Theoretical Benefit

This research can give a description about the the problems of students in reading comprehension at the eleventh grade of both schools in Gemolong in Academic Year 2015/2016.

2. Practical Benefits

a. For the teachers this research gives ways to solve the problems faced in the reading comprehension. The researcher also hopes the English teacher in both schools can develop their method in teaching English.

b. For the students this research will help to solve their problems in reading comprehension.

G. Definition of Key Terms

1. Reading is the act of creating meaning with the text. This process will require the use of background knowledge, vocabulary, experiences of the readers to help them in comprehending the written text (Johnson 2008:109).

2. Reading Comprehension is a combination of identification and interpretation skill (Alyousef, 2006:63).

CHAPTER II

THEORETICAL REVIEW

The chapter discusses about theorethical review. Theoretical review is the description of the theory and definition that is relevant to the research to legimate concept. It is used to get the certain description about The Comparative Study About The Problems In Reading Comprehension Of Eleventh Grade Students Of SMA Negeri 1 Gemolong And SMA Muhammadiyah 2 Gemolong in Academic Year 2015/2016.

A. Reading

1. Definition of Reading

Reading is one of the basic communicative skills. Anderson (2000:3) as an expert defined reading as an interaction between a reader and a text. Reading is what happens when people look at a text and assign meaning to the written symbols in that text (Aebersold& Field, 1997: 15). Another definition is stated by Dalmann, Rounch, Char & Deboer (1982: 22) that reading means getting from certain combination of letters.

Catherine Wallance (1996:4) defines "reading as interpreting means reacting to a written text as a piece of communication." She also states that in other word, reading is communicative intent on the writer's part that the reader has a purpose in attempting to understand.

Reading is process of retrieving and comprehending some forms of stored information or ideas. These ideas are usually sort of representation of language, as symbols to be examined by sign, or by touch (for example Braille)

2. **Types of Reading**

a. Extensive Reading

Extensive reading is reading longer texts, usually for one's own pleasure. This is a fluency activity; mainly involving global understanding. The text is always to be read for comprehension of meaning ideas, not for every detail word. For example, reading business books. There have been conflicting definitions of the terms "extensive reading" (Hedge in Alyousef, 2006:66). Some use it to refer to describe "skimming and scanning activities" other associate it to quantity of material.

Hedge believes that extensive reading varies according to students' motivation and school resources. A well- motivated and trained teacher will be able to choose suitable handouts or activities books for the students. No one can deny the fact that extensive reading helps greatly in "exposing" Source Language learners to English and especially when the class tome is limited. Hedge briefs the advantages of extensive use in the following lines.

Learners can build their language competence. Progress in their reading ability, become more independent in their studies, acquire cultural knowledge, and develop

confidence and motivation to curry on learning (Hudge in Alyousef, 2006:66).

b. Intensive Reading

In intensive (or creative) reading, Students usually read a page to explore the meaning and to be acquainted with writing mechanisms. Hedge in alyousef (2006:66) argues that it is only through more extensive reading that learners can gain substantial practice in operating these strategies more independently on a range of materials. These strategies can be either text-related or learner- related. The former includes an awareness of text organization, while the latter includes strategies like linguistic, schematic, and metacognitive strategies.

3. **The Techniques of Reading**

Grellet (1981:4) mentions the main ways of reading as allow:

a. Skimming9

Skimming is quickly running one's eyes over a text to get the gist of it. Skimming is used to gather information quickly. According to Williams (1999:96), the purpose of skimming is simply to see what a text is about. Brown (1994:293) also stated that skimming gives reader the advantage of being able to predict the purpose of the passage, the main topic or message, and possibly some of the developing or supporting ideas. The reader skins in order to satisfy to recognize their thought and specify what

information they can get from a book, so that their subsequent reading is more efficient.

b. Scanning

Scanning is quickly searching for some particular piece or pieces of information in a text. The purpose of scanning is to extract certain specific information without reading through the whole text (Brown, 1994:293), Scanning occurs when a reader goes through a text very quickly in order to find a particular point of information (Williams, 1999:100). For example, a conference guide, airplane schedule. Scanning involves these steps:

1) Determine what key word to look for

2) Look quickly through the text for those words

3) When you find each word, read the sentence around it to see if they provide the information being sought

4) If they do not read further, they do not continue scanning

4. The Purpose and Ways in Reading

When people read, they read for purpose. Purpose determines how people read a text. According to Davies (1995:133), there are four main reasons for reading, namely:

a. Reading for pleasure, the reader wants to follow a narrative, to enjoy the 'sound' and rhythm of literary text.

b. Reading for a general impression, the reader wants to gain an ides of the writer's viewpoint, to gain an overall impression of the 'tone' of a text and to decide wether or not to read the text.

c. Reading for organizing reading and study, the reader wants to identify the important content of a text, to answer a specific question and to decide which section of a text to start studying.

d. Reading for learning content and procedures, the reader wants to gain an understanding of new concepts, to learn certain facts from a text, and to follow instruction.

Moreover, the purposes above are supported by Wallace (1992:6). He states that there are three reading purpose. They are as follows:

a. Reading for survival, the readers need to responses to their environment. Survival reading serves immediate needs or wishes. Obvious examples are 'ladies', 'gentlemen', there are sign in toilet. The sign 'stop' will be matter for a motorist.

b. Reading for learning, the readers find out information on strictly utilitarian bases, wider role of extending general knowledge of the world.

c. Reading for pleasure, the readers want to enjoy the text.

B. Reading Comprehension

    1. Definition of Reading Comprehension

Most people want to compete to create a concept of reading comprehension which is never ended to be discussed. People always try to give limitation or determine the meaning in order to make a clearer definition and understanding of reading comprehension. Pang et al (2003:6) state that reading comprehension is about understanding written texts. It is a complex activity that involves both perception and thought. Reading comprehension consist of two related processes; there are word recognition and comprehension. First of all, word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. In addition, comprehension is the process of making sense of words, sentences and connected text. Here, the readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies in order to help them understand written text.

Reading comprehension is an important skill. As we know, reading comprehension is more than a single skill. It involves the coordination of range of abilities and strategies. Harmer (2007:99) states that reading comprehension is useful for language acquisition. Reading definitely will improve people's knowledge because the more they read, the more they get knowledge. Reading also has a positive effect on the students' vocabulary knowledge, on their spelling or their writing. To comprehend a text, students have to be focused on what they read because reading is not only reading but also comprehending the text systematically. He also states that reading is incredibly active

occupation. To do it successfully, the readers have to understand what words mean, see the pictures, words are painting, understand the arguments and work out if the readers agree with them. This statements show that without understanding the word; students cannot know what the meaning of the text is.

2. **Level of Reading Comprehension**

Reading is an essential skill for English as second or foreign language students. They will be able to read and to gain the comprehension of the written text with the strengthened of reading skill. They learn to read gradually from the easiest to the most difficult one. With the strengthened reading skills, they will make greater progress and attain greater development in all academic areas.

The development of abilities to react the written language with meaning and thought is factors affecting the process of language comprehension. Specific abilities in this area include the continuous development of word meaning, the ability to recognize the structure of written language, and the ability to understand sentence structure.

Meanwhile, reading comprehension divided into three reading comprehension levels; literal comprehension, infereltial comprehension and evaluative comprehension (Allonzo, et al, 2009).

a. Literal Comprehension

Literal comprehension refers to understanding ideas and information explicitly stated in the passage. The literal levels of compression is fundamental to all reading skills at any level because a reader must first understand what the author said before he can draw an inference or make evaluation. In literal comprehension, it is hope the students can recognize the details such as fact and main idea.

b. Inferential comprehension

Inferential comprehension refers to understanding of ideas and information not explicitly stated in the passage. To get inferences or implied meanings from the reading material he read between the lines. Inferences are some ideas that a reader receives when he goes beneath the surface to sense relationship, put facts and ideas together to draw conclusion and make generalization. In these levees, the students can infer supporting details, main idea which is not explicitly stated, and relationship of cause and effect.

c. Critical Comprehension

Critical comprehension refers to analyzing, evaluating, and personally reacting to information presented in the passage. Critical reading requires a higher degree of skill development and perception, because it involves evaluation, making of a personal judgment on the accuracy, value of what is being read. It means questioning, comparing and evaluating.

C. Problems in Reading

Harmer (2002:203-208), states that there are five problems are indentified from the student's reading:

1. Word attack

    Some of the students had obvious word-attack problem; either the examiner had to supply words or the children mispronounced words or sometimes they sounded them out. The wrong kind of phonics instruction may be characterized as follows:

    a. It is too abstract, requiring sophisticated prerequisite abilities.

    b. It spends time on task that do not contribute to reading.

    c. It omits components needed for successful decoding.

2. Fluency

    Most of children read haltingly, in a monotone, and with many hesitations. The comprehension of students is week when texts are read too slowly. Some researchers indicate that slow word recognition is correlated with better comprehension.

    a. Syntactic structure

        The third reading problem that the children have is syntactic structure. The problems with syntactic structures can arise in two ways. First, children's ability to understand syntactic structures when they are spoken does not guarantee that these same structures will be understood when they are read. Second, some

syntactic structures are more frequent in speech than in print and are unfamiliar when encountered in print.

b. Word meanings

Many children had difficulty with the meaning of some words. Here, the number and difficulty of word are increase. The vocabulary becomes more sophisticated, and word meaning becomes more of a problem.

According to Harmer (2002:203-208), some problems in teaching and learning reading skill that are faced by the teachers are language, topic and genre, comprehension tasks, and negative expectations.

a. Language

In the case of written text some researchers look at word and sentence length (Wallace 1992:77), on the premise that texts with longer words will be more difficult to understand than those with shorter ones. It means that if students faced the situation, they will get difficult in absorbing what the meaning of the text is.

b. Topic and Genre

The teaching of receptive skill something will not go as we want it to be because of the inappropriate topic or unfamiliar genre they are dealing with and will not interest to learn.

c. Comprehension Task

When the teacher wants to give the task and choose the comprehension task to do it, sometimes that the kind of tasks are not helping the students to more understand the skill. It is more likely to be testing them. By testing they will not be appropriate way of accomplishing the student's improvement in this skill.

d. Negative Expectations

Before the students were starting to learn the skill, they already have negative expectations. They have feeling that they are not going to understand the passage because it is bound to be too difficult and they will be frustrating and de-motivating.

D. Reading Problems Faced by Students

1. Low vocabulary

Limited knowledge of vocabulary and of sentence structure is regarded as the main problem for students reading texts (Gunning, 2002). If the students lack vocabulary and sentence structure knowledge, they have problems in reading English texts. The lack of knowledge of both vocabulary and sentence structure interferes with the reading success of students. Students need both vocabulary knowledge and linguistic knowledge (Day & Bamford, 1998). Knowledge of vocabulary is very useful for reading comprehension because it is used to determine word meaning in reading a text.

a. Similar word

These difficulties include problems with technical vocabulary, superordinates, synonyms, antonyms, and words with several meanings (Grave & Ryder, 1998; Richardson & Morgan 2003; Nuttall, 2000). One word can have many meanings, it will depend on which meaning is being used (Harmer, 2007: 61). Technical vocabulary is made of words used for specific purposes, and it creates reading problems because it is difficult to understand. Teachers should teach their students to understand the concept of these word s when reading a text. Next, superordinates are the words with a meaning that is too general; for example, the word "building" can mean a house, a school, a factory, a cinema, or a hotel. The problem is that the reader may conclude that these words have the same meaning because he could not classify what differences the word "building" offers (Nuttall , 2000). In addition, synonyms are used to provide explanations with a simple and common word in the sentence. The problem is that when the writer uses different words or a similar meaning to refer to and to explain the meaning of a word in a sentence, the reader cannot understand this meaning because he has poor vocabulary knowledge. Here is an example: The house stood at the end of a quiet neat street. The little dwelling, however, looked neglected and cheerless (Nuttall,2000:91). In this example, house and dwelling have the same meaning. The careless reader may fail to understand.

b. Long sentences

Complex and very long sentences also cause problems in reading comprehension for students learning English as a second or foreign language. Complex sentences are sentences that contain many clauses or reduced clauses and abstract concepts. Sentences with cohesive words such as however, because, thus, although, and furthermore are also complex (Aebersold & Field, 1997; Graves &Ryder, 1994; Kinzer & Lue, 1995). Besides, complex noun groups, nominalizations, coordinating conjunctions, participial phrases, and prepositional phrases are the main causes of problems in reading comprehension of the students because they render texts complex and difficult to understand (Nuttall, 2000). To understand texts, students must also understand complex noun groups, nominalizations, coordinating conjunctions, participial phrases, and prepositional phrases. Effective reading is necessary to have the ability to understand how a text is organized and the relationship between sentences (William, 1994).

E. Factors of Problems in Reading

1. Psychological Factor

It includes intelligence, motivation, interest, attitude and others.

a. The low brain

The low brain happened if there factors are bad. For example they don't get education the early year example they don't get

education in the early year so when children need be person chose low intelligence. Their mind kinds are an easy problem, but not default one.

b. Low Motivation

A motive is a set predisposes the individual of certain activities and for seeking certain goals. Motivation is a way of explaining how people aroused by on event, how key direct, their behavior for given lengths of time, for example: the children will not get class activity if their parent do not support them. They will be quickly and lazy to learn and the class activity is boring. The teaching process will be success if students have motivation in the learning. Because of it, the teacher need grow the student's motivation.

2. Sociological Factor

Sociological include parent, society and other environments.

a. Parent (family) Environment

Family environment is important one, because they are always beside us.

b. Society Environment

Society environment is place where the learner live, society consists of person whose are different;

Background attitude, education, ages, other tongue, or local language and culture and economic, in the different with society living in city or town, the different with society living student's difficulties in learning language. As a conclusion parent and

society environment are important factors which influence English learning for children. Because the children get interest and motivation from their parent and society without all of those, children will not reach the goal learning. It means students get learning difficulties.

F. Cause Factors of Problems in Teaching Learning

1. Teaching Method

   A teacher must be considered many things such as appropriate teaching method. Material for students the teacher choose one of the method of English language teaching that is suitable with students characteristics as senior high school and interesting for students. Thus method is theoretically related to an approach and is organizationally determined by a design (Fauziati, 2009: 15).

   There are some kinds method of English teaching, those are:

   a. Direct Method (DM)

      The goal of DM is to make students learn how to communicate in the target language, students taught using DM need to associate meaning and the target language directly. The syllabus used in the DM is based on situation and topic. The emphasis is on the direct association the student makes between objects and concepts and the corresponding words in the target language. The use of the native language, as in the grammar translation method, is avoided; the use of the target language is

emphasized at all times. In this method, the primary goals are for students to think and speak the language, thus no use of the native language is allowed.

Richards and Rodgers (1993: 10) argued that Direct Method lacked a rigorous basis in applied linguistic theory. It required teachers who were native speakers or who had native like fluency in the foreign language. It was largely dependent upon the teacher's skill, rather than on a textbook, and not all teachers were proficient enough in the foreign language to change to the principles of the method. This method not only required a teacher who possessed a perfect mastery of the foreign language, but they made such claims on his nervous and physical energy as to entail premature exhaustion (Mackey, 1978: 147-148).

Vocabulary is emphasizing than grammar. Reading and writing exercises are based on the students practice orally first. Pronunciation is also received special attention. Rhicards and Rodgers (1993: 9-10) in Fauziati (2009: 37). The characteristics of the DM are:

1) Classroom was conducted exclusively in the target language.

2) Only everyday vocabulary and sentences were taught.

3) Oral communication skills were built up in a carefully graded progression. Organized around question and answer exchanges between teachers and students in small, intensive class.

4) Grammar was taught inductively.

5) New teaching points were introduced orally.

6) Concrete vocabulary was taught through demonstration of objects and pictures, whereas abstract vocabulary was taught by association of ideas.

7) Both speech and listening comprehension were taught, and

8) Correct pronunciation and grammar were emphasized.

b. Communicative Language Teaching (CLT)

Communicative Language Teaching is the generally accepted norm in the field of second language teaching. Kreshen suggests that learners acquire language through using it for communication. The teacher help his students develop communicative skills by experimenting with the second language in class and beyond. Communicative language teaching emphasizes learning to communicate through interaction in the target language, and generally use a mix of the four language skills listening, reading, speaking and reading. The teacher provides opportunities for learners not only to active the second language, but also to better understand the learning process. The characteristics of CLT are:

1) Language is a system for expression of meaning.

2) The primary function of language is for interaction and communication.

3) The structure of language reflects its functional and communicative use.

4) The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse. (Richards and Rodgers, 1993: 71)

c. Cooperative Language Learning (Coop. LL)

Cooperative language learning learning is part of a more general instructional approach known Collaborative Learning. It is an approach to teaching that makes maximum use of cooperative activities involving pairs and small group of learners in the classroom (Richards and Rodgers, 2004: 192). The traditional models of classroom learning tend to be more teachers centered that fostered competition rather than cooperation. In the second or foreign language teaching, coop. LL is seen as allied to the principles of Communication Language Teaching. It has been adopted as a way of promoting communicative interaction in the classroom. The procedure works in CLL following ways:

1) The teacher assigns students to pairs with at least one good reader in each pair.

2) Students A describes what he or she is planning to write to students B, who listen carefully, probes with a set of questions and outlines students' ideas.

3) This procedure is reversed, with students B describing what he or she is going to write

4) The students individually research the material they need for their compositions.

2. Teacher Roles

The teacher's roles in teaching learning process include many things as stated by Jeremy Harmer in The Practice of English Language Teaching. He classified the roles of teacher as follows:

a. Controller

When teachers act as controllers they are in charge of the class and of the activity taking places in a way that is substantially different from situation where students are working in their own groups. Controllers take the roll, tell students things, organize drills, read aloud, and in various other ways exemplify the qualities of a teachers- fronted classroom.

b. Facilitator

The teacher acts as facilitator that gives their students a good milieu to enlarge competencies they have. It also can engage most of their students actively in teaching- learning activities and influence positive things to most of their students' attitudes through teaching- learning activities. Here, the students dopefully can actuate themselves easily without fear of doing wrong in every step of their learning, because they feel comfort of being facilitated by their teacher.

c. Organizer

One of the most important roles that teachers have to perform is that organizing students to do various activities. This often involves giving the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop.

d. Assessor

One of the things that students expect from their teachers is an indication of whether or not they are getting their English right. This is where we have to act as an assessor, offering feedback and correction and grading students in various ways.

e. Resource

The students' might ask how to say of write something, a word or phrase meaning. They might want to know informationin the middle of an activity about that activity or they might want information about where to look for something, a book or a website for example. This is where we can be one of the most important resources they have. When the teachers are acting as a resource they will wants to be helpful and available, but at the same time we have to resist the urge to spoon- feed their students, so that the students become over- reliant on them.

f. Tutor

When the students are working on longer projects, such as pieces of writing or preparations for a talk or debate, the teachers

can act as a tutor, working with individuals or small groups, pointing them in directions they have not yet thought of taking. In such situation the teachers are combining the roles of prompter and resource, acting as a tutor.

3. Facility

E. Mulyasa notes in this book that learning facility is all of instruments of tool used to conduct education process especially teaching learning process, like school building, classroom, table, chair and teaching media.

4. Evaluation

Evaluation is a process through which a value judgment or decision is made from a variety of observations and from the background and training of the evaluator.(James, 1974:253)

Teaching and learning process is a kind of process in education that involves interactions from some components. They are the instructional objective the material, methods, media and evaluation as instruments to measure whether or not the process have a significant meaning, not only the interaction but also includes the educational aspect. The teacher's also have duty to transmit the values and skill so that they may improve their behavior and motivation in studying the materials.

G. Previous of Study

For the previous study, the researcher learns some theses that have similarities and difference with the researcher's thesis. There are two previous researches used by the researcher, they are:

1. The first research is done by Abdul Aziz (2006) who conducted a research entitled *" Some Difficulties in Learning Reading Based on Competency- Based Curiculum (A Case Study at Mts. Al-Ihsan Pamulang Tangerang)"*. His thesis explained about what the difficult in learning reading based curriculum. The subject of the research are students. The technique data analysis his using test.

2. The second research is done by Atikah Ikah (2009) who conducted a research entitled *"Analysis on the Students'Linguistic Problem in Reading Comprehension (A case study at Second Grade Students of Madrasah Tsanawiyah Baiturrahmah Sukabumi."* This thesis tries to describe the students' difficulties in reading comprehension at second grade students of Madrasah Tsanawiyah Baiturrahmah Sukabumi. The aim of this research is to find out some difficulties in linguistic problems in reading comprehension.

Based on previous study above, there are similarities and difference with the researcher's thesis. From the first previous study, it is same in research design used descriptive qualitative research, and the subject to students, but the different is Abdul concerned on this place, his place chooce three class class VII until IX. From the second previous study it is same in research design, in this research also used descriptive

qualitative research and subject to students but, Atikah concerned about difficulties Linguistic in reading and the object are the second grade students of Senior High School.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher presents the points of research method, namely the research design, the setting of place and time of the research, the subject and informant of the research, the technique collecting data, the technique analyzing the data and the trustworthiness of the data.

A. Research Design

The research design that is used is comparative method. In his book *Penelitian Pendidikan Metode dan Paradigma Baru*, Zainal Arifin (2012:46) states that comparative study is a research method which is used to compare two or more objects as the variables of the research. This is done to find out the contrast of two or more situations, events, activities or programs that is likely to be the same. The research analysis is focused on the similarities and the differences of the objects. The result of the analysis can point out some important background elements or substances behind those situations.

Comparative study is merely an *ex-post facto* which means data is collected after the situation happened. It is an systematic empirical research where the researcher doesn't directly control the situation since it has already happened and it can't be manipulated. In this case, the researcher doesn't influence the objects in comparing and seeking the causal relation within the situation.

The previous concept is also supported by Margono (2010:10) who states that comparative study is a research for analyzing cause and effect relationship. This means the research investigates the possible factors that may cause some situations. This study tends to use quantitative data, but for some cases, qualitative data can also possibly be used.

B. Setting of the Research

The research is conducted at SMA Muhammadiyah 2 Gemolong and SMA Negeri 1 Gemolong in Academic year of 2015/2016 and the time of the research is at the middle of academic year, from November 2015 to April 2016. The researcher does the research especially for eleventh grade students.

C. Research Subject

The subjects of the research is the IPS class which has lower scores than other classes. They are IPS 1 in SMA Muhammadiyah 2 Gemolong and IPS 1 in SMA Negeri 1 Gemolong, the classes consist of 64 students in eleventh grade of SMA in Gemolong.

D. The Source of Data

The sources of data in this research are event, informant, and document.

1. Event

Considering the aim of comparative research, the researcher collected the data about the problems faced by students in reading comprehension

by observing the subjects of the research during teaching learning process. Since both of the schools has used recent curriculum, Kurikulum 2013, the researcher focused on the students' identification of the reading materials, students' activity of asking, and students' presentation and conclusion.

2. Informant

The researcher assisted by the English teacher in SMA Muhammadiyah 2 Gemolong, Mr. Aries Ramelani, S.Pd and SMA Negeri 1 Gemolong, Mrs. Yati Nurhayati, DRA as secondary informants and students as the primary informant..

3. Document

The researcher used some teaching instruments such as syllabus, the lesson plan of the English subject matter, the textbook used as the teaching learning material and the mark of the students. In order to support the analysis, the researcher also took some pictures of the classroom settings, the available media in the classroom, and also some teaching tools.

E. Technique Collecting Data

The techniques of collecting data are represented in the following section.

1. Observation

Observation is an activity in which the researcher takes regular and conscious notice of classroom actions and occurrences which are particularly relevant to the issues or topics being investigated. It also refers to using procedures that ensure that the information collecting

provides a sound basis for answering research questions and supporting the interpretations that are researched (Burns, 1999: 80).

The researcher directly teaching learning activities and also those involved in those activities to know the problems of the students in learning reading comprehension.

What would be observed are activities in classroom, they are:

a. The way of the teacher when he/she touches the students in the teaching learning process. In this case, the researcher would observe all of the process of the teaching learning, starting from the opening class, the main teaching process and also the closing

b. The way of the students' activities and the factors of students' problem in teaching learning process.

2. **Interview**

interview is a conversation or oral asking and answering activity between two persons or more who physically sit face to face and lead to a specific problem (Kartono,1996:187). It can be conducted through a variety of participant combinations: teacher to teacher. Teacher to learner, learner to learner, researcher to teacher, teacher to researcher, and researcher to students (Burns, 1999:118). In this technique of collecting data, the researcher would like to interview the English teacher to know about students' problem in teaching learning process. Moreover, the researcher interviewed some of students about their problem in teaching learning process.

F. Technique of Analyzing Data

The researcher uses an interactive model of analysis that includes three main components, namely the data reduction, the display of data, and conclusion or verification (Miles and Habermen in Sutopo, 2002: 95).In this study, the process of analyzing the data is aimed to describe the problems of students in Reading Comprehension at the eleventh grade students. The data in this research is analyzed by using descriptive qualitative method.

1. The Data Reduction

   Data reduction is aimed at selecting, focusing, simplifying and abstracting the data from the field note conducted to get simple and valid information in order to make conclusion. In short, the data reduction is part of data analyses, which emphasize, makes the data shorter, makes the themes focused, and arranges the data in appropriate order. The researcher chooses, eliminates, and summarize the data. Then, the researcher only focuses on the data about the problems of students in Reading Comprenend at the eleventh grade students of SMA Muhammadiyah 2 Gemolong and SMA Negeri 1 Gemolong Academic Year 2015/2016.

2. The Data Representation/Display

   Presenting the data means describing the data in the form of description or narration. As the second components in analyzing data, this technique is used in arranging the information, description, or narration to draw the conclusion. By presenting the data, the researcher

considered what she should do; she can analyze or take the other action based on her understanding. The researcher analyzed all of the data which she got from the research and took the data which support to the topic of the research.

3. Drawing conclusion

The third activity is drawing conclusion. In this study, conclusions are drawn continuously throughout the course of the study. The researcher tends to accumulate and formulate her interpretations as she goes along. She wants to write up not only what her saw each day but also her interpretation of those observations.

G. The Trustworthiness of Data

To determine the trustworthiness of the data, the researcher needs some techniques of examining data. The examination is done based on some criteria. There are four criteria used: credibility, transferability, dependability, and conformability. The trustworthiness of the data can be done by participation prolongation, diligence of research, triangulation, colleague checking, and sufficiency of references, negative cases analysis, and member check (Moleong, 2000: 175). In this research, the researcher is going to use triangulation.

According Moleong (2001:178), triangulation is a technique of examining the trustworthiness of data by using something excluding the data to check or to compare the data. Triangulation is divided into four techniques: (1) triangulation by using sources (2) triangulation by using

methods (3) triangulation by using investigator and (4) triangulation by using theories. Triangulation by using the resources means that the researcher will compare and recheck the credibility of information found in the observation with the data of interview and compare it with related documents. Triangulation by using methods means that the researcher will check the credibility of the data of the research and the data resources by using several data collection techniques and analyze them by the same method. What means by triangulation by using investigator is that the researcher will recheck the credibility of his data by his own research or other researcher. The last technique used in triangulation is using theory. It is a technique of examining data by finding standard of comparison from an analysis explanation as a supporting data to get a valid evidence of the research result.

The researcher uses triangulation of method because the researcher uses interview and observation to gather data. The researcher connected the result of interview and observation. Triangulation of method involves using multiple data gathering procedures.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The analysis in this chapter is divided into two parts. They are the observation results and discussion. The first part, the observation results, report the data about all problems in reading comprehension in both schools. The data is classified into two variables afterward. The variables are the problems of students and root of the problems in reading. The second part, the discussion, reveals the correlation that may occur between one variable to the others.

A. Research Findings

1. The problems faced by the students in reading comprehension at the eleventh grade of SMA in Gemolong in Academic Year 2015/2016.

a. SMA Negeri 1 Gemolong

1) Limited vocabulary

Based on the observation, the vocabulary is the basic problem in reading comprehension. As a matter of fact, it is the common problem that all foreign language learners must deal with. The vocabulary is the first and major difficulty that is faced by most of the students. It happens in both schools. The teacher in SMAN 1 Gemolong (Mrs. Yati) said that:

> *"Most of the students meet serious difficulty in vocabulary mastery. They are still lack of*

vocabulary. It is for real. Vocabulary mastery of students is still low. It makes them difficult to comprehend the reading text. Sometimes they can't even pronounce some words correctly." (It was the interview with English teacher SMA N 1 Gemolong on April 10 2016.).

Then, based on the interview to one of the student of SMA N 1 Gemolong (Asih) said that:

> *"The reading material is difficult. The available text in the teaching learning process is usually so long. There are many difficulties to comprehend the reading text. I sometimes can't even pronounce correctly in English. There are so many unfamiliar vocabularies of the text, so I have to open the dictionary every meeting. Fortunately my teacher usually gives assignments for me and my friends to memorize the words. She also asks the students in my class to try pronouncing three words every meeting. When we have reading lesson, my teacher still finds us some chance to explain about confusing words that we meet during lessons. She also explain about some words that contain several meanings, how the meanings of the words may change when they have affixes or they are used in certain contexts of the reading materials."* (It was the interview with student on April 10 2016)

The low rate of mastering vocabulary can also be seen from the result of the pre-test that had been done before the researcher conducted the interview. The researcher asked the students to write the meaning of listed words. All of the words were adjusted with the hortatory text used in the next meeting which was about death sentence for corruptors in Indonesia. The researcher took 10 verbs on the first part, and 10 more words on the second part which derrived from words in the first part plus suffixes. The result shows that almost 81% of

students in SMA N 1 Gemolong can answer more than 10 words correctly from 20 words listed.

Vocabulary is a key to compose meaning from sentence to sentence, which later it will automatically build the general message of the text they study. Both the students and teachers are foreign language learners, so it is natural process that they meet the difficulty about vocabulary. The key to pass this difficulty depends on how the teachers habituate the language to the students. It can be done by drilling the students to find the meaning of certain words, asking them to memorize the meaning, giving them some exercise to pronounce the words regularly, and giving them some assignments to write the words in form of dialogues or paragraphs. Those several activities can make the students recognize the vocabulary. Nevertheless, the teachers still have to give grammatical lesson to support the students' background knowledge's of English language.

The same language forms can be used to express different meanings, and on the contrary a meaning can be expressed by many different forms. Based on interview to one of the students in SMA N 1 Gemolong (Azizah); she said that English is very interested for her, but she usually gets confused if there are similar words but the meanings are different. Sometimes there are also some words that the meanings are

changed in accordance with the context. It makes her difficult to understand. *(It was the interview with student on April 12, 2016)*

2) Various sentence structures

Another aspect that appears to be the students problem in reading comprehension is the sentence structure. It is difficult for the students to reveal the message of a sentence eventhough they know the meaning of most of the words in the sentence itself. They get confused to identify the meaning of words arrangement in a sentence. This happens because they don't have sufficient knowledge about grammatical structure. It brings some impacts to the students when they have to answer some questions related to the reading material, especially the informative questions which use question words. The students fail to indentify that every question word point to specific part of the sentence. For example, the question with "who" refers to the subject of the sentence, "whom" refers to the object of the sentence, etc. It becomes problematic for the students since they can't even decide the subject, object, predicate, adverb, and complement. This gets worse when the sentence is a complex sentence which uses various clauses.

The teacher in SMAN 1 Gemolong, (Mrs. Yati), said that:

> *"I have taught them about phrase, clause and sentence. I also explained briefly about several types of sentences, but the students still to have some kind of difficulties in understanding the*

sentences in the reading material. Fortunately, the aren't scared to ask me about anything they don't really understand in the reading material so I can explain further. They seem to have difficulty in finding the coherency between sentences, or paragraphs." (It was the interview with English teacher SMA N 1 Gemolong on April 10, 2016).

Then, based on the interview to one of the student of SMAN 1 Gemolong (Dwi) said that:

> *"Some sentences in the reading material are very complex. I can't differentiate phrases and clauses in the text. Though my teacher has already explained to me and my friends about positive, negative, active, passive, verbal, and non-verbal sentences, but somehow I still meet difficulties when trying to decide parts of sentences themselves. I still have to exercise a lot. I realize that. Hopefully, I can aquire all competences in my English lesson." (It was the interview with student on April 13,2016)*

The most significant impact lies in the consideration that students surely fail to grab the message of each sentences. They can't also identify the coherence between sentence to sentence. Therefore, the idea of the whole text can't be fully covered. This affects the students in answering the following questions about the text because the questions require informations from the text, both impicit and explicitly.

3) Less motivation and interest

A.S. Honby in Oxford Advanced Learner's Dictionary of Current English defines motivation as "A desire, stimulation, or willingness to do something, enthusiasm " (1995:758). As teenagers, students often experience unstable motivations in learning. The students' unstable motivation in

learning is not only caused by internal factor, but also external. The internal influence deals with their psychological development when usually teenagers at their age concern a lot only about anything they interested. The students certainly would pay all of their attention when they feel curoius about something. Teenagers at this age commonly get bored easily about something they dislike. Meanwhile, the external influences may come from their environmental surroundings, such as their friends, the method that the teachers use, and many others.

This is important for the teacher to try to build the students' motivation and interest in every lesson they do because students need motivation from their teachers. On the other hand, the teachers must also be able to conduct the classes in order to control the students during the lesson. Based on the observation, the researcher found that the teachers always try to motivate the students but sometimes the teachers feel hard to motivate the students so some of the students become uninterested in learning English, especially in speaking and finally they chose to play with their friends or make another activities. The teacher in SMAN 1 Gemolong, (Mrs. Yati), said that:

> *"I try to build my students motivation in every lesson because their self motivations are quite unstable. It is important to motivate them. I even state the aims of the lesson to raise their motivation.*

> *Somehow, it works, but still there are several students that pay less attention. They talk to their friends occasionally. I realize that I must have a great passion in taking care of them, so that I don't have to be angry. I also make some rules at the early meeting in order to control them, for example the prohibition of using mobile phone during the lessons, the agreement to bring dictionaries every lesson, etc. I have tried to make my lessons to be more attractive with games, discussions, and competitions in order to raise their interests to the lesson."* (It was the interview with English teacher SMA N 1 Gemolong on April 13,2016).

Then, based on the interview to one of the student of

SMAN 1 Gemolong (Azizah) said that:

> *"I think my reading comprehension class is so interesting, eventhough I meet a lot of difficulties during the lesson. I become less confident when I have to present my group's discussion result. But considering the goal of the lesson that have already been mentioned by the teacher, I become motivated to try solving my difficulties. Sometime my teacher plays some games at the beginning of the lesson. It is very interesting for me. The group discussion is really helpful for me. I can overcome my problems in reading because each member of the groups tries to motivate and help each other. This must be done because there is a group competition in every lesson we have. We must keep our compactness to win the competition."* (It was the interview with student of SMAN 1 Gemolong on April 10, 2016)

One more thing in motivating students that hasn't been

mentioned in previous explanation is about giving some

rewards to the students for whatever result of their studying

process. This is also important for the teachers to give their

students appropriate rewards for any kinds of achievements the

students get. It doesn't have to be a gift, but it may be applied

into some complements that can motivate students., even when

their achievements are very dissatisfying. Giving the reward to

the students would raise the students' confidences and stimulate them to do harder for the next assignments and activities.

b. SMA Muhammadiyah 2 Gemolong

1) Limited vocabulary

The reseacher also be seen from the result of the pre-test in SMA Muh 2 Gemolong had been done before the researcher conducted the interview. The researcher asked the students to write the meaning of listed words. All of the words were adjusted with the hortatory text used in the next meeting which was about death sentence for corruptors in Indonesia. The researcher took 10 verbs on the first part, and 10 more words on the second part which derrived from words in the first part plus suffixes. The result shows that almost 81% of students in SMA N 1 Gemolong can answer more than 10 words correctly from 20 words listed.

Slightly similar situation happens in SMA Muhammadiyah 2 Gemolong where most students have the similar difficulties. The teacher, (Mr. Aries), said that:

> *"The students have a very limited vocabulary. My students cannot even differentiate which words are nouns, which are verbs. It is hard for them to understand the meaning of some words and the text." (it was the interview with English teacher SMA Muhammadiyah 2 Gemolong on April 13 2016).*

Then, based on the interview to one of the student of SMA Muhammadiyah 2 Gemolong (Akib) said that:

"It is difficult for me to understand the meaning of the words. That is why I always one step behind in learning English, especially when there is reading activity in lesson. Sometimes I didn't even bring my dictionary because the teacher didn't remain me on the previous meeting. On the other hand, I can't memorize English words easily. I get confuse when words sometime ended with -s, -ion, et cetera. Teacher never ask me and my friends to try memorizing the words, or finding the meaning of words in every meeting. Sometime teacher even translate the text in order to make it easier for us to answer the following questions. " (It was the interview with student on April 13, 2016)

The term vocabulary in this subject matter isn't only related to the meaning of a word, but also its pronounciation, its lexical category, the phonemic construction, the possible suffixes that may be attached, the change of meaning before and after affixation process, and in the larger scope, its relation with the other words in clause, sentence, paragraph, and how their relation build the entire meaning or messages of a text. This must be understood that reading comprehension doesn't only deal with translating text, but it theoretically implies the individual's skill of the language itself, such as semantics, phonetics, morphology, and structure. It is impossible for the students to grab all scopes of English language at once without specific education of language. The minimum requirement is that they are expected to master the skill of reading practically.

2) Various sentence structure

The same situation happens in SMA Muhammadiyah 2 Gemolong where most students have the similar difficulties. They get confused to identify the meaning of words arrangement in a sentence. This happens because they don't have sufficient knowledge about grammatical structure. It brings some impacts to the students when they have to answer some questions related to the reading material, especially the informative questions which use question words.

They can't even decide the subejct when the sentences use complex phrases or clauses as subjects. It also happens in the objects and the predicates with verb phrases. It makes them unable to identify the message in a sentence. It becomes problematic for the students since they can't even decide the subject, object, predicate, adverb, and complement. They wrong answers when identifying main idea, implicit informations and some informations related to the text This gets worse when the sentence is a complex sentence which uses various clauses.

The teacher, (Mr. Aries), said that:

> *"Eventhough the students have translated all words in text, I don't know why, but they are still unable to arrange the sentences in the right way. They can't even decide the subejct when the sentences use complex phrases or clauses as subjects. It also happens in the objects and the predicates with verb phrases. It makes them unable to identify the message in a sentence. And at last,*

they don't understand the big picture of the reading materials." (it was the interview with English teacher SMA Muhammadiyah 2 Gemolong on April 27, 2016).

Then, based on the interview to one of the student of

SMA Muhammadiyah 2 Gemolong (Arianto) said that:

> *"The sentence is very complicated. I always put wrong answers when identifying main idea, implicit informations and some informations related to the text. Sometimes I take wrong decision to determine which is the subject, object,, especially when the clause uses wh-question (relative pronoun). The arrangement of the sentences are too complex for me because as long as I can remember, my teacher hasn't explained to me briefly about types of sentences." (It was the interview with student on April 27, 2016)*

3) Less motivation and interest

Based on the observation, the researcher found that the

teachers always try to motivate the students but sometimes the

teachers feel hard to motivate the students so some of the

students become uninterested in learning English, The teacher

in SMA Muhammadiyah 2 Gemolong, (Mr. Aries), said that:

> *"The students' motivation is very low in my English class, especially for reading lesson. I have tried to motivate them to study harder but it seems to be useless. They are stii very passive. I also make some group discussions to make them easier in comprehending the texts, but the discussion can't reach the goal of the lesson. They even chat or make some jokes with their friends during the discussion. Some of them do not regularly bring their dictionaries. Their indisciplines make it hard for me to share the knowledge in reading comprehension class. They are really dependent to me. This is what I want to change. I think it would be important to make them start doing everything by themselves in order to make it usual for them to be independent in everything. But they can't keep their responsibility."*

(it was the interview with English teacher SMA Muhammadiyah 2 Gemolong on April 13,2016).
Then, based on the interview to one of the student of

SMA Muhammadiyah 2 Gemolong (Alfina) said that:

"The English lesson is a very difficult class. Most of the materials are very hard to follow. I become pesimistic that I can reach the high mark for this lesson. I feel unmotivated to join the class. My teacher doesn't give me interesting material or attractive activity in the class. The teacher just gives us material, reads the task from the hand book and never does fun activity in the class. The task we have done sometimes don't even discussed further. It is making me uninterested with the lesson. That is why some of my friends and I prefer to skip the class and go to anywhere we like outside the classroom."
(It was the interview with student April 13, 2016).
Then the second interviewed student (Ima) said that:

"English class is difficult for me because my class makes me bored. Usually, the condition in my class is so crowded. The teacher just asks us to open the book and look page 11 and then tells us to read the text before doing the following exercises. Sometimes, some of my classmates skip the class and prefer to go to canteen." *(interview with student on April 27, 2016.*

The Problems	Different		Simmilers'
	SMA N 1 Gemolong	SMA Muh 2 Gemolong	
1) Limited vocabulary	- Low in sensibility of sentence patterns - The teacher always drilling and oral practice	- Low which words are nouns, which are verbs - Indisciplines - The Students can't memorize English words easily	Vocabulary mastery of students is still low.

2) Various sentence structures	- low to identify the meaning of words arrangement in a sentence. - Scared to ask me about anything they don't really understand in the reading material so I can explain further.	- Still unable to arrange the sentences in the right way - unable to identify the message in a sentence. - teacher hasn't explained to me briefly about types of sentences.	They take wrong decision to determine which is the subject, object,, especially when the clause uses wh-question (relative pronoun).
3) motivation	- Teacher become motivated to try solving the difficulties. - The lessons to be more attractive with games, discussions, and competitions in order to raise their interests to the lesson. - Lesson will be done because there is a group competition in every lesson.	- The students' motivation is very low in English class - They are stii very passive. - Discussion can't reach the goal of the lesson - Teacher doesn't give interesting material or attractive activity in the class.	The Teachers give students motivation in every lesson because their self motivations are quite unstable.

Practically, the problems that occur about vocabulary is the presence of meaning differentiation and the contextual meaning. A word can have more than one meanings, it will depend on which meaning is being used (Harmer, 2007: 61). Unfortunately, the English lesson for senior high school doesn't carry the semantical study in particular. It makes the students can't have a brief explanation about the meaning itself. This makes the teachers must be able to extract their skill in semantics study and find the most suitable way to share the knowledge with the students. This is significant because the students must be able to identify the correct meaning based on the textual content of the reading materials.

2. **The Main of the problems in reading comprehension at the eleventh grade in SMA Negeri 1 and SMA Muhammadiyah 2 Gemolong in Academic Year 2015/ 2016**

a. The teaching problems

1) The problems of teachers

Most of the teachers do not realize that they use the conventional approach of study, the teacher centered. This is no longer the appropriate approach of the study to be applied in the classroom activity. The recent curriculum demands the teacher to apply students centered study where learning process doesn't mean to transfer the knowledge because it can

make the students to be very passive. The conventional approach of study emphasizes the teachers as the only source of study. Therefore, students must follow all the teachers instructions of the process of thinking. This will make the students respond to the stimulation very late, and the way the students think is limited up to Low Order of Thinking. The students can't use their own basic understanding and creativity in thinking because they are very dependant to their teacher. At this point, the approach consider knowledge to something constant that is ready to be transferred from the teacher to the students, so the study refers to accepting the knowledge.

It brings some consequences when it is applied in reading comprehension lesson. Basically, the students' interest are very low in reading activity. The conventional approach affects to the students' feel of unexcitement of the lesson, since the classroom activity is only about lecturing. Students can only give responses when they are asked to. They might not be able to explore their capacity in comprehending the text, including observing the text, discussing and presenting their findings.

The teacher in SMAN 1 Gemolong, (Mrs. Yati), said that:

> *"Making the students to be more active in the lessons has been a difficult task for me. It takes a great effort to make them active in learning, for example to discuss with their friends, to present their identifications of the problems, or maybe just share their opinions about something. On the other*

hand, I still have to explain about something related to the materials because, as a matter of fact, students need the explanation. " (interview with student on April 10, 2016).

The result of the students' comprehension about the material depends on how much they can catch the teacher's explanation about the material. Students are unable to develop their idea in analyzing the reading material. It limits the students' initiatives. The greatest responsibility must be carried by the teachers to find the easiest way of communication and explanation in order to make it easy for the students to understand. It makes the students unconsiously have less responsibility in learning activity. All they have to do is following their teacher's instructions, listening to the teacher's explanation, and they don't have nothing more to think about.

The conventional teacher centered way of teaching has made the class room activity to be constant. The communication tends to be one way, from the teacher to the students. The only possible source of learning comes from the teacher. This results in the students' way of thinking. They can only do low order of thinking, such as remembering, understanding and applying. It can be seen from the way they answer the questions about the reading material. There is no various point of views of their answer. They put only common answers that have been explained by the teacher. They surely meet difficulties when they have to answer some questions that

deal with argumentative questions. It becomes hard for them to jump on the higher order of thinking, such as analyzing, evaluating and creating, because they aren't use to think that way.

The teacher in SMA Muhammadiyah 2 Gemolong, (Mr. Aries), said that:

> *"Most of my students never give their opinions during the discussion in reading class. It forces me to explain everything about the reading materials. I can't figure out how this can be happened. They seem to be unable to identify any simple things in the reading material. Silence is the only answer I get whenever I ask them about their opinions." (interview with student on April 27, 2016).*

The practical way of students centered teaching has been brought into more serious problems by unsuitable teaching model and method between the teacher's lesson plan with the teacher's way of teaching in the classroom. In the teacher's lesson plan, it is stated that the lesson being observed uses discovery model and the methods used are lecturing, discussion, assignment, presentation. As a matter of fact, the teaching learning activity doesn't include the overall activity in the lesson plan or the teaching and learning activity uses no method.

The first observation has been observed in SMAN 1 Gemolong on April, 13 2016. The English teacher is (Mrs. Yati). The teaching learning was done on Friday at 07.00-

08.30 a.m in *IPS 1* class which consisted of 30 students. The teachers used LCD projector. The teacher used some papers to give the exercises. She wrote to explain the material on the whiteboard also. Thus the media are whiteboard and LCD projector.

The lesson was about Hortatory text. The students should identify the generic structure of the text. Based on the observation, the researcher found out that the English teacher used jigsaw for the teaching model in this class. There were some procedure here, they were opening, main activity and closing. In teaching learning activity, the teacher used procedure of Cooperative Learning.

a) Opening

The teacher came into the classroom and greeted the students. Before the teacher gave the material to the students, she explained briefly about the aims of the study to the students, including some examples of the use of the knowledge in daily activities. The teacher also presentes the apperception by asking to the students about how much money they had. The teacher gave some of illustrations about the material to be discussed that day.

b) Main Activity

The teacher showed pictures of money, transaction between two persons using money, and then the teacher

asked the students to guess what the pictures meant. She gave opportunity to the students to answer the question. The students raised their hands before answer.

1) Presentation of a brief

After the students were ready to get the material, the teacher explained the material about Hortatory Text. She introduced the generic structure of hortatory text, the teacher asked her students to comprehend the task and then the teacher asked one of the students to repeat after her.

The goal of the students' repetition about generic structure of Hortatory is to make them remember about the material. The teacher gave some explanations about the generic structure of hortatory text and the students understood. This meeting was the early introduction about Hortatory text, so the teacher had to make the students understood so that the students could have an internal knowledge before learning the following materials..

2) Oral Practice

After the teacher explained the material clearly, the teacher formed expert groups by making a match (cooperative learning model). This early groups, then, separated into numbers to form professional groups.

She asked the students to mention number by order. After that, the students gathered by the same number. When the last groups had been formed, the teacher gave the text to each group. She told the students to discuss the text about corruption. After several of minutes, the teacher asked the students to come back to their early groups. The teacher asked the students to present their discussion results in front of the class after giving them time to discuss with their early groups. The teacher asked them to seek generic structure of the text. Each groups was asked to right answer. Then each student started discuss and write their answers on their paper. The teacher guides the way discussing.

After all groups finished the analysis, they presented the result in front of the class. When each group was presenting their result, all students in the class laughed because the result that another group was wrong.

3) Question and answer based on the topic

When one of the groups performed in front class, the teacher gave question to the other groups The other groups tried to answer and figure out the purpose of the presenting group. Some of the responses quite made sense about the topic discussed, but some did not.

4) Evaluation of learning

Then the teacher gave comments and corrections to their discussions. Every groups made good performances, but they had to be more serious another time.

c) Closing

In the end of teaching learning activity, the teacher opened the questions to give opportunity to the students to firm up their understanding and gave feedback about the material of hortatory text. After that, the teacher gave information that the material for next meeting was descriptive text.

Based on the first observation above the researcher concludes that the class is enjoying because the teacher is not only focus in material but also made a joke, making very brief explanations, making game and groups competitions, showing the meaning of the difficult words with LCD. All of the activities involve the students directly. The communication flows very well though the students meet a lot of difficult words. Yet, the teaching learning activity goes very well since the teacher can lift the students' motivations and intersts.

The second observation has been observed in SMA Muhammadiyah 2 Gemolong on April 10,2016. The English

teacher is Mr. Aries. The teaching learning was done on Tuesday at 10 a.m in XI IPS 1 which consisted of 24 students. The teacher used whiteboard and some pieces of papers as the media.

The lesson was also about Hortatory text. The students should identify the generic structure of the text. Based on the observation, the researcher found out that the English teacher used discussion for the teaching model in this class. There was no specific sequence, but just opening and main activity. In teaching learning activity, the teacher didn't pay maximum attention to the students.

a) Opening

The teacher came into the classroom and greeted the students. Then, the teacher said: "*Ok students, Today we are going to learn about hortatory text. I need you to discuss this text with some of your friends. You may choose your own group but it must be consisted of 5 students maximum.*"

b) Main Activity

After the groups had been formed, the teacher gave each group a piece of paper to be discussed. The text in the paper entitled Spoof Text The teacher said: "*I will give you 30 minutes to discuss the text. Now please work with your groups.*"

The classroom became silent at first. The teacher sat on her own seat in front of the class. After around 10 minutes, the classroom started to get crowded, only a few of students discuss about the material. Some students made a joke with their friends. Some students also asked permission to the teacher to go to the restroom. Some other students even played with their phones. When the classroom seemed to get out of control, the teacher stood and started to come close to one of the group. She asked about their progress of discussion while shouting at the students : *"Tolong jangan ramai! (Please remain silent!)"* After a while, she seemed to explain something to that group. On the other hand, the other groups began to be out of control again.

After around 30 minutes, the teacher stood and asked each group to read aloud every paragraph of the text. She corrected their mistakes in reading some words. The next activity was translating the text into Indonesian. The teacher plays the only role in this activity. She didn't give some chances to the students to try finding the meaning or understanding text. After translating the text, the teacher explained about the generic structure of hortatory text and put the text given as example. Unfortunately, she didn't provide enough papers for each

student, but just one or two pieces per-group. It made some of the students didn't have a specific object to observed. The students, who had no paper, sat in silence and looking at the teacher while she was explaining. Sometimes they looked at their friends' paper to confirm about the information given along the explanation. There was no LCD projector in the classroom. This situation made the information couldn't be absorbed by the students well considering that some of them didn't do discussion from the early time.

After the teacher had finished explaining the material, she didn't gave the opportunity for the students to confirm about the information she had shared. She didn't give some questions to the students to try directing their consciousness about the knowledge of the generic structure of hortatory text. At the end of her explanation, she asked whether the students had already understood or not. None of the students gave response to her question. All students were silent. Receiving none of response, the teacher continued the teaching by handing out the exercises for each group. She gave several minutes for the students to answer all the questions in the exercise. There were 10 questions. The teacher walked around the class and talked to some of the students. On the other hand,

there were some students that were remain passive along the lesson. When the remaining time was around 20 minutes, the teacher discussed the questions with the students. She called some students to answer the question one by one.

The lesson ended as all of the questions in the exercise had been done by the students. The teacher closed the lesson by asking the students to read the next material for the next meeting. After that, the teacher closed.

Based on the observation above the lesson doesn't go well. The situation is very boring for the students. It results in their low motivation in studying. It can be seen from the very minimum interaction between the students with the teacher in their communication. The teacher didn't guide the students in doing the discussion. The media used is very limited. And the most important thing is that the teacher didn't involve the students directly in every activity.

	Different	
	SMA Negri 1 Gemolong	SMA Muh 2 Gemolong
The main of The Problems	- The lesson was Enjoying - Teacher is not only	- The Lesson was still Boring - Low motivation in

	focus in material but also made a joke, - Making very brief explanations, making game and groups competitions, - Showing the meaning of the difficult words with LCD. - The teacher can lift the students' motivations and intersts.	studying - Very minimum interaction between the students with the teacher in their communication - Media used is very limited

The supporting media

The media in teaching and learning process can be understood as any kind of tools or equipments that are used as operating aids to share information from the sender to the receiver. Generally, it refers to any kind of things that the teacher used to stimulate the mind, feeling, attention, motivation, or the skills of the students to accelerate the learning process. (Arief Sadiman. 2002. Media Pembelajaran dan Proses Belajar Mengajar, Pengertian Pengembangan dan Pemanfaatannya, Jakarta: Raja Grafindo

Persada.) The media itself can be print out text (text, picture, book, etc), visual media (Over head projector, LCD projector, Microsoft powerpoint slideshow, movie, clip, etc), audio media (recording, song, etc).

Since teaching and learning process is merely a process of communication in a specific system of interaction, media plays an important role as one of the element in teaching and learning process. The media builds a relation toward the message from the speaker in order to be received well by the listener. Thus, media is significant as an integratic system of teaching and learning process.

The aims of using media in teaching are various. It can increase the eficiency, building the concept in the students' mind, maintain the relevancy of the purpose of the study, and ease the process of teaching. This is undoubtful that teacher needs media in doing their job. The teacher is also free to decide the media used, considering that this will depend on the lesson materials, the students' competency, classroom situation, and the way the teacher share the knowledge.

In the first observation in SMAN 1 Gemolong, the teacher uses sufficient papers (printing out of hortatory texts), LCD projector to give a view in making explanation, and using whiteboard to make illustration.

Taken on 23/4/2016

The sufficient media helps the students in comprehending the teaxt, understanding the teacher's explanation, and observing the difficult words. The different situation can be seen in the second school,

It becomes problematic when the facility of the class can't support the teaching learning activity. The situation must be anticipated by the teacher to be more creative in managing the classroom activity in order to make English lesson to be easier and interesting.

b. Environmental influences

1) Parent support

There are also an aspect outside school environment that may have an influence toward the students. It is the parent support. Parent should be the first side to take control and supervise the student's development and, surely, problems in learning. parent should build a good communication to guide the student in learning, learn about life's value, and, in this case, help the student in solving their difficulties of some specific lesson. Parent is also take the responsibility in building the student's moral characteristic. It implies directly to the way they behave in the environment, how they can decide whether

something is right or wrong, and also how they try to appreciate other people.

Home is the basic environment that will decide the student's behaviour, point of view, and psychological developmnet. The parent hold the key to make supporting environment at home in order to accelerate the student's achievement in studying. The high determination outside the home will surely bring an effect to the student in the decrease of motivation, stress, and unstable emotion.

Related to the topic, parent plays an important role in determining the student's achievement of learning. Most of the students face a lot of difficulties in Reading as a part of English lesson. The parent must be aware of their children's situation. They may contribute to solve students' difficulties in studying English in Reading comprehension. One of the most significant problem is difficult words. The parent may give an assistant by helping the students doing their task, finding the meaning of some difficult words, or planning some drilling schedule to increase the students' vocabulary.

Based on the observation, the parent support still becomes problematic. The teacher in SMAN 1 Gemolong, (Mrs. Yati), said that:

> *"It is very hard for me to give such a good advise for the students' parent in order to guide their children in learning. that's why I always make a column for parental signature for every homework*

or assignment I gave to the students. At least they will make time to accompany their children and give some attention to every achievement their children's got." (It was the interview with English teacher SMA N 1 Gemolong on April 27, 2016).

Then, based on the interview to one of the student of

SMAN 1 Gemolong (Dwi) said that:

"Sometimes my mother checked me when I studied in my room. She sat and make a conversation about my lesson at school. She also gave me an assistant in finding difficult words in the dictionary. She often asked me about any progress I made at school. I also had to ask for her signature for English tasks because my teacher make it obligation for us (students) to include our parents signatures in every assignment.." (It was the interview with student on April 10, 2016)

B. Discussion

After conducting some observations through both objects of the research, SMA Negeri 1 Gemolong and SMA Muhammadiyah 2 Gemolong, there are merely some problems in reading comprehension lesson in both objects. There are 6 major problems; students' limited vocabulary, the vary of sentence structure, less motivation and interest of the students, inappropriate teaching method, lack of supporting media, and the minimum support from the parent.

As stated by Harmer (2002:203-208) students technically deal with one common problem as they do reading activity, fluency. The term fluency covers both the students limited vocabulary and words syntactical structure. On the other hand, Harmer also states that there is also students' psychological problems in doing reading activity that deal with motivation and interest. Harmer also states that teacher has become a problem in

reading comprehension lesson since there are several teacher's role that must be done in order to solve the students' problems. The additional supporting problems lay in the availability of the media and the parental support in English daily usage.

The first school to observe, SMA Negeri 1 Gemolong, faces several difficulties, but the major ones lay in the students. As stated above, SMA Negeri 1 Gemolong must also deal with the students' fluency. In this case, the problems are related with the word meaning, pronounciation, the similarity of meaning that a word may contain, and also the correlation between a word to other in a structure of a sentence. There is a significant relation between one problem to the other. The first is the fluency of the students. This problem deals with the situation in which the students place the position of foreign language learners. The mastering of the foreign language they are studying depends on how often the language is used in their daily activities. The practical use of the foreign language doesn't only help the students to develop their vocabulary, but also to exercise pronouncing words correctly, know the category of word, and form the fluency of pronouncing words series. This is the key to solve the students' problem of limited vocabulary. It has a straight connection to the way the teacher teaches in the classroom. The English teachers of SMA Negeri 1 Gemolong always give time to their students for drilling and oral practice. This is done intentionally for the purpose of solving the students' lack of vocabulary. This method is effective in developing the students competence in understanding texts.

The students' problem of fluency results in low sensibility of sentence patterns. Students have unsufficient internal knowledge of English grammar, starting from the various categories of words, the words series that may be constructed in making phrases, clauses, and sentences. An anticipation has been made by the teachers in SMA Negeri 1 Gemolong by doing drilling and oral practice in order to build students sensibility of words. They also teach some types of some specific sentence structures, such as conditional, direct-indirect, affirmative, exclamation, prohibition, active-passive sentence, etc. The customary of using English must also be supported by building internal knowledge of the students about English grammar, so that the students are able to comprehend the texts. At this point of view, the teacher has played the role of controller, facilitator, good resources, and tutor for the students (Harmer: 23-34). The role of controller has been done by conducting students to read aloud the text in order to practice their pronounciation and doing the drilling activities. The teacher also plays the role of facilitator in the teaching learning process as she encourages the students to do learning activities without being afraid of making mistakes. The teacher also plays the role of an English tutor as she gives some explanation about some difficult phrases, clauses, and sentences structures in order to build students' internal knowledge.

It is one thing that makes teaching English is not that simple. The teacher must be able to figure out the way to make the students stay focus along the lesson because teaching English grammar can be very boring and

difficult especially when the teachers do the one way communication. It requires the teacher's creativity to build an interactive way of communication to the lesson in order to get the students' attention and gain their responses. A good teacher doesn't only functions as a tutor, but he/she also must be able to be organizer to the students. It turns into a matter since students' motivation and interest are quite unstable. As explained previously, students' motivation and interest to the lesson has become a significant problem in reading comprehension lesson when the lesson requires students' high concentration and focus. SMA Negeri 1 Gemolong's English teachers are creative in practicing Cooprative Language Learning Method (Richards and Rodgers, 2004: 192). It can solve the problem of student's low motivations and interests. They play some games in teaching and do ice breaking in order to keep the students' fun. On the other hand, they also give brief explanation in the reading material so that the students can understand about the reading material. The teachers also try to maintain students' to be active in classroom communication through some conditioned discussions, groups, and presentations. They act trully as a facilitator to their students by conditining the classroom situation, providing enough source for the students to find the concept of the material, and also sharing the knowledge without doing a long and boring speech or explanation.

The situation is supported by the availability of media in the classroom in which uses LCD projector. This device enable the teachers to give a clear view for every explanation and activity done in the classroom.

By using this kind of device, the teachers have an opportunity to insert any kind of sources for their lesson. Of course, this will demand the teachers in SMA Negeri 1 Gemolong must prepare the media before the lesson.

The teachers in SMA Negeri 1 Gemolong also realize that their efforts would be such a waste when the students don't do enough exercises at home. Students discipline and responsibility for every home assignments the teachers give has a direct relationship with the parent's support at home. It must be considered that most of the students prefer to spend their time playing gadget or smartphone at home. Surely it brings a negative impact to the students' especially about their development in lesson. The teachers in SMA Negeri 1 Gemolong try to anticipate this problem by requiring the students' parents to give signatures for every homework or assignment given. This is done in order to relate the students' with their parents directly. The teachers there facilitate students to make a good communication to their parents.

The different situation can be seen in the second object of the research, SMA Muhammadiyah 2 Gemolong. Basically, the school faces the same main problems, the students' fluency that cause them to be unfamiliar with the various sentence structures, the different lies in the way the teachers solve the problem. The problem of very limited vocabulary requires drilling, practicing, and also memorizing for the solutions. These three activities must be done regularly inside and outside the classroom, included or excluded with the lesson. Unfortunately, the teacher didn't regularly do these activities. The students can't increase

their vocabularies. The students missed the meaning of most of the words in the text. It results in their confusion about the contextual meaning of the text. The students can't really understand about the reading material itself. The teacher has appeared to be a new problem as the teacher fails to play the role of controller, facilitator, good resources, and tutor for the students (Harmer: 23-34).

On the other hand, the teacher's method of teaching has also appeared to be a new problem for the students. The teacher's way of communication will determine the students' understanding toward the material of the lesson. The teacher in the second object of the research, SMA Muhammadiyah 2 Gemolong, has failed to build interactive way of communication along the lesson. The students feel hard to understand the teacher's explanation and, as a matter of fact, the situation get worse when they don't have a chance to ask in order to confirm all information they get by asking to the teacher. It results in students' confusion about the material. Since this situation happens time after time, the students start to think that English lesson, especially for reading activity, is totally boring. They aren't completely interested with the lesson. The teacher can't build students' motivation and interest. The students do not have enthusiasm to try understanding the material and absorbing the knowledge. The students' internal knowledge doesn't sufficient to comprehend the text.

Another thing to consider is the availability of the media in the lesson. the media merely can help the teacher to build students' comprehensive understanding about certain concept. For example, by

using LCD projector, teacher can give some illustrations to students with some pictures or videos. It also can avoid the students' low enthusiasm with regular papers or printed text. It can even rise the students' anxiety about the lesson. Somehow, the media is also an additional aspect in the lesson. the use of media will depend of the teacher's creativity in using the media to help his/her way of teaching. The availability of media is the school's policy. The absence of the media requires the teacher to find other alternative source to support the explanation in order to reach the goal.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher draws the conclusion that The previous part has been explaining about the research findings of some problems the researcher found during the research in both of the schools. There are 6 major problems; students' limited vocabulary, the vary of sentence structure, less motivation and interest of the students, inappropriate teaching method, lack of supporting media, and the minimum support from the parent.

In SMA Negeri 1 Gemolong and SMA Muhammadiyah 2 Gemolong are dealing with the same problems; students' limited vocabulary and the difficulties of understanding various sentence structures. There are some important differences lay between the two objects. In the first object of the research, SMA Negeri 1 Gemolong, the problems of students' limited vocabularies, and their unability to comprehend various sentences structures has been solved by a correct method of teaching which in this case the teacher practices drilling, memorizing and applying those words in daily conversation regularly. This is supported by the teacher's brief explanation about the words' categories, phrases, clauses and complex structures of sentences in English. The students' problem of their less motivation and interest have been solved by the teacher's method of teaching by applying

some games and cooperative learning methods in order to raise students'
active participation.

In SMA Muhammadiyah 2 Gemolong, the students' problem of their
limited vocaularies and unability to comprehend the various sentences
structures hasn't been solved by appropriate activities in the lesson. the
teacher doesn't conduct some drilling, memorizing and applying the words
in daily activities. The teacher even comes into an additional problems for
the students as the teacher can't conduct a comprehensive lesson for the
students. The teacher can't function as conductor and narrator as the teacher
failed to build the students internal knowledge of English grammar. The
students can't build the understanding about the reading material as they
missed the meanings of some words. It makes them hard to comprehend the
reading text material.

B. Suggestion

After obtaining the valuable result of this study, the researcher
would like to give some suggestion. The following are the suggestion that
can be offered to the students, English teacher and other researcher.

1. For the students
    a. The students should study English carefully through practice and
       experience.
    b. The students should be active and creative in teaching learning.
    c. The students should memorize vocabulary little by little.

d. The students should have a great motivation and interest, they will be willing to join the lesson with full attention and focus. As they join the lesson with full attention.

2. For the teacher

a. The teacher should make the teaching learning process more interesting. The teacher may choose method to teach the students to refresh the students and making comfortable environment.

b. The teacher can make some games, group discussions or group competition.

c. The teacher should give enough preparation before the students do tasks. It can reduce the students mistake

d. The teacher can also raise the students' motivation by stating the aims of the lesson to motivate the students.

3. For other researcher

The researcher realizes that this research is far from being prefect, thus the researcher hopes the readers would give any critics and suggestions. The researcher wishes that this research can give contributions for the readers and it will be useful to improve information about the study about problems in reading comprehension. By this research, the writer hopes it can lead the other students in studying of English teaching learning process to do more prefect research in the future.

FIELD NOTE

Date   **:** April, 13 2016

Place, Time   **:** Classroom , 07.15 a.m in SMA N 1 Gemolong

Class   **:** XI IPS 1

Informant   **:** Mrs. Yati M.pd

1. Opening

> The teacher came into the classroom and greeted the students by saying: "*Assalamu'alaikum Wr.Wb., Good morning students? How are you today?*" The students responded well. The teacher opened the meeting by greeting and reciting *"Basmallah"* together. The teacher checked the students' attendance by asking, "*Who is absent today?*". The students answered none. Then, the teacher said: "*Ok students, Are you ready to learn English? We'll start now. But, before we start I'd like to explain about the aims of our lesson today.*"

> Before the teacher gave the material to the students, she explained briefly about the aims of the study to the students, including some examples of the use of the knowledge in daily activities. The teacher also presentes the apperception by asking to the students about how much money they had. The teacher gave some of illustrations about the material to be discussed that day.

a.   Main Activity

The teacher showed pictures of money, transaction between two persons using money, and then the teacher asked the students to guess what the pictures meant. She gave opportunity to the students to answer the question. The students raised their hands before answer.

b. Presentation of a brief

After the students were ready to get the material, the teacher explained the material about Hortatory Text. She introduced the generic structure of hortatory text, the teacher asked her students to comprehend the task and then the teacher asked one of the students to repeat after him. This is made the students looking at it, the teacher said:

Mrs Yati : Generic structure of the Hortatory texts is Thesis, Argument, and Recommendation. .For example: in text Corruption (students must repetition).

Student: Generic structure of hortatory texts is Thesis, Arguments and Recommendation

The goal of the students' repetition about generic structure of Hortatory is to make them remember about the material. The teacher gave some explanations about the generic structure of hortatory text and the students understood. This meeting was the early introduction about Hortatory text, so the teacher had to make the students understood so that the students could have an internal knowledge before learning the following materials..

2. Oral Practice

After the teacher explained the material clearly, the teacher formed expert groups by making a match (cooperative learning model). This early groups, then, separated into numbers to form professional groups. She asked the students to mention number by order. After that, the students gathered by the same number. When the last groups had been formed, the teacher gave the text to each group. She told the students to discuss the text about corruption. After several of minutes, the teacher asked the students to come back to their early groups. The teacher asked the students to present their discussion results in front of the class after giving them time to discuss with their early groups. The teacher asked them to seek generic structure of the text. Each groups was asked to right answer. Then each student started discuss and write their answers on their paper. The teacher guides the way discussing.

After all groups finished the analysis, they presented the result in front of the class. When each group was presenting their result, all students in the class laughed because the result that another group was wrong.

5) Question and answer based on the topic

When one of the groups performed in front class, the teacher gave question to the other groups *"what does the group's argument mean?* The other groups tried to answer and figure out the purpose of the

presenting group. Some of the responses quite made sense about the topic discussed, but some did not.

6) Evaluation of learning

Then the teacher gave comments and corrections to their discussions. Every groups made good performances, but they had to be more serious another time.

3. Closing

In the end of teaching learning activity, the teacher opened the questions to give opportunity to the students to firm up their understanding and gave feedback about the material of hortatory text. After that, the teacher gave information that the material for next meeting was descriptive text. After that, the teacher closed the meeting by reciting *"Hamdallah"* and greeting *"Wassalamu'alaikum Wr.Wb."*

FIELD NOTE

Date   **:** April, 19 2016

Place, Time   **:** Classroom , 07.15 a.m in SMA N 1 Gemolong

Class   **:** XI IPS 1

Informant   **:** Mrs. Yati M.pd

This is second observation in this class. There are 34 students. The teacher opened the class by greeting "Assalamu'alaikum". She checked the students'

attendance. Before gave the material, She reviewed the homework in textbook in the last meeting " Do you homework? Ada yang mau menjawab?". She gave tips to do the exercise by analyzing text. He tried to make good interaction to the students by asking them. The students were active enough. She discussed the exercise with students.

The teacher writes vocabulary in on the whiteboard. She said, "Write in your book, after do it please search in your dictionary". She gave some vocabulary

Relation = Hubungan	A hundred = Ratusan
Pages = Kertas	Problem = Masalah
Cover = Penutup	Lock = Kunci
Secret = Rahasia	Good = Bagus
Payment = bayaran	Bad =Buruk
Want = ingin	

After that, he read vocabulary then the students repeated after teacher read it. The teacher read a text in textbook and the students just listen without see the text. Then, after student read the text the student must fill text of the blank. The teacher read more than once, the students must answer with chooses one of in whiteboard. Next, teacher and students discussed together.

The students give question again, the students must answer with speak the goal of it is to make students be familiarly to speak. The students effort to make sentence with oral and the teacher helped to make good sentence .Time was up, he closed the meeting by greeting and reciting hamdallah and wishing wassalamu'alaikum.

FIELD NOTE

Date   **:** April, 10 2016

Place, Time **:** Classroom , 09.00 a.m SMA Muh 2 Gemolong

Class   **:** XI IPS 1

Informant   **:** Mr. Aries S.Pd

The teacher came into the classroom and greeted the students by saying: "*Assalamu'alaikum Wr.Wb*" The students responded well. The teacher checked the students' attendance by asking, "*Who is absent today?*". The students answered none. Then, the teacher said: "*Ok students, Today we are going to learn about hortatory text. I need you to discuss this text with some of your friends. You may choose your own group but it must be consisted of 5 students maximum.*" After the groups had been formed, the teacher gave each group a

piece of paper to be discussed. The text in the paper entitled (Corruption). The teacher said: "*I will give you 30 minutes to discuss the text. Now please work with your groups.*" After around 10 minutes, the classroom started to get crowded, only a few of students discuss about the material. After around 30 minutes, the teacher stood and asked each group to read aloud every paragraph of the text. She corrected their mistakes in reading some words. The next activity was translating the text into Indonesian. The teacher plays the only role in this activity. She didn't give some chances to the students to try finding the meaning or understanding text. After translating the text, the teacher explained about the generic structure of hortatory text and put the text given as example. Unfortunately, she didn't provide enough papers for each student, but just one or two pieces per-group. It made some of the students didn't have a specific object to observed. The students, who had no paper, sat in silence and looking at the teacher while she was explaining. Sometimes they looked at their friends' paper to confirm about the information given along the explanation. There was no LCD projector in the classroom. This situation made the information couldn't be absorbed by the students well considering that some of them didn't do discussion from the early time.

After the teacher had finished explaining the material, she didn't gave the opportunity for the students to confirm about the information she had shared. She didn't give some questions to the students to try directing their consciousness about the knowledge of the generic structure of hortatory text. At the end of her explanation, she asked whether the students had already understood or not. None of the students gave response to her question. All students were silent. Receiving none of response, the teacher continued the teaching by handing out the exercises for each group. She gave several minutes for the students to answer all the questions in the exercise. There were 10 questions. The teacher walked around the class and talked to some of the students. On the other hand, there were some students that were remain passive along the lesson. When the remaining time was around 20 minutes, the

teacher discussed the questions with the students. She called some students to answer the question one by one.

The lesson ended as all of the questions in the exercise had been done by the students. The teacher closed the lesson by asking the students to read the next material for the next meeting. After that, the teacher closed the meeting by reciting *"Hamdallah"* and greeting *"Wassalamu'alaikum Wr.Wb."*

FIELD NOTE

Date   **:** April, 13 2016

Place, Time **:** Classroom , 10.15 a.m in SMA Muh 2 Gemolong

Class   **:** XI IPS 1

Informant   **:** Mr. Aries S.Pd

On this day I do the observation of learning English. Take place is class XI IPS 1 is taught by Mr. Aries. I entered classroom together with the teacher. After entering the class, I introduce myself. After that the teacher opens the class and the teacher present member of students. The teacher asks all students make their respective groups, because the boys are less than the girls the teacher told each of them to join in each group, each group of students are required to have one boy. They should from their own groups by grouping of chairs and tables put together for each group.

After receiving construction from their teacher they instead crowded own. The teacher immediately conditioned classroom. Then he gives a piece of text that has different title for

each group. He asks the students interpret the text and answer the questions related to the text. Each group must choose the chairman as the person who will explain another group. Because of this regulation has been frequently used by teacher in teaching all students immediately understood. Students were given 45 minutes to finish it. After the time is out, the chairman of the group are required to explain the answers of the questions to their group itself and to another group, the chairman of the other groups are also doing the same. In the classroom consist of 5 groups, the rules is chairman of groups 1 after explaining to their members, he moved to group 2, the chairman of the group 2 also switch to group 3, chairman of group 4 moved to group 5, chairman of the group 5 moved to group 1. Actually the lesson not completed yet, the chairman of the group should explain all of groups. Because of the limited of time, the lesson must quit. All of students begin returning to the place originally. From these lessons every students is very enthusiastic, they are very compact between one another and they were serious about each other's work. But on the sidelines of the group's chairman explained that there are students who enthusiastic asked about the text because each problem is different.

Having considered it is enough the teacher closes the lesson and encourage them to continue to study hard so that they can increase their knowledge in English. He closed the meeting by greeting and reciting hamdallah and wishing wassalamu'alaikum.

(Interview with teacher)

Title   : Interview about condition of students

Source   : Mrs. Yati, M.Pd

Location   : Teacher Office SMA N 1 Gemolong

Time   : April, 10 2016

Reseacher   : Assalamu'alaikum Wr.Wb Bu?

Teacher   : Wa'alaikumussalam Wr. Wb mbak, silahkan duduk

Reseacher   : Maaf buk, benar dengan bu Yati?

Teacher   : iya mbk, ada apa ya?

Reseacher   : sebelumnya, perkenalkan saya Dina Reseacher Mariana dari IAIN Surakarta buk, jurusan Pendidikan Bahasa Inggris. Saya disini ingin observasi di SMA N 1 Gemolong ini buk. Saya tadi sudah menemui bagian TU dan menyuruh saya langsung menemui ibu.

Teacher   : oh iya. Lalu hari ini mau langsung observasi atau bagaimana?

Reseacher   : hari ini saya mau mengajukan beberapa pertanyaan dulu bu, yang berkaitan dengan penelitian saya untuk menyusun skripsi. Saya akan menanyakan mengenai proses belajar mengajar Bahasa Inggris di sekolahan ini bu.

Teacher   : iya mbak silahkan

Reseacher : Sebelumnya kita tahu bahwa dalam bahasa inggris itu ada 4 skill yaitu Listening, Speaking, Reading dan Writing. Nah ke4 skill tersebuat pasti ada di UN ya bu?

Teacher : maka dari itu mbak saya juga khawatir dengan kemampuan reading nya anak- anak. Reading mereka sangat rendah. Mereka belum bisa memahami maksud dari tek bacaan. Maka dari itu meraka menjawabnya pun juga salah.

Reseacher : menurut ibu kelas mana ya buk yang paling rendah dalam reading nya?

Teacher : kelas XI itu lo mbk, pelajaran dikelas XI kan lumayan banyak. Nah kelas XI IPS 1 itu mungkin agak rendah bahasa inggrisnya mbak. Tapi mereka masih bisa mengikuti.

Reseacher : kapan ya buk saya bisa mulai observasi ke kelasnya?

Teacher : hari Jum'at ya mbk, ini kebetulan saya juga mau kedokter karena saya juga sedang sakit. Hari jum'at jam 7 ketemu lagi dengan saya disini ya.

Reseacher : iya buk. Terimakasih atas waktumya ya buk. Assalamu'alaikum warahmatullhi wabarakatuh.

FIELD NOTE

(Interview with teacher)

Title   : Interview about students in the class

Source   : Mr. Aries Ramelani S.Pd

Location   : Teacher Office SMA Muh 2 Gemolong

Time   : April, 9 2016

Monday, 9 April 2016, the research did interview the English teacher of SMA Muh 2 Gemolong in teacher office. The English teacher who was interviewed is Mrs. Yati. There were some conversation in the interview, the researcher asked some questions to the teacher and the teacher gave answers and information to the researcher. The conversation is as follow:

Reseacher   : Assalamu'alaikum wr. Wb pak?

Teacher   : Wa'alaikummusalam wr. Wb, silahkan duduk mbak.

Reseacher   : sebelumnya, perkenalkan nama saya Dina Reseacher dari IAIN Surakarta jurusan pendidikan Bahasa Inggris. Dengan bapak Aries benar?

Teacher   : Iya mbak

Reseacher   : saya tadi sudah menemui bagian TU, dan beliau menyuruh saya untuk langsung menemui bapak. Langsung saja nggeh pak, saya mau mengajukan beberapa pertanyaan berkenaan dengan penelitian saya

untuk menyusun skripsi. Saya akan menanyakan mengenai proses belajar mengajar Bahasa Inggris di sekolahan ini pak.

Teacher   : iya silahkan mbak.

Reseacher   : sebelumnya kita tahu bahwa dalam Bahasa Inggris itu ada 4 skill yaitu Listening, Speaking, Reading dan Writing. Nah, dari keempat skill tersebut manakah yang paling dikuasai oleh siswa di kelas XI di sekolah ini?

Teacher   : sebenarnya dari keempat skill tersebut mereka tidak begitu menyukainya.

Reseacher   : la kenapa kok begitu pak?

Teacher   : Karena Pelajaran Bahasa Inggris itu pelajaran bahasa asing yang sangat berbeda dengan bahasa mereka sehari- hari. Mereka juga kurang menguasai kosa kata. Tapi akhir- akhir ini siswa mulai saya perhatikan masalah pokok itu muncul karna mereka malas untuk membaca.

Reseacher   : la kok bias pak? Metode apa yang bapak gunakan saat mengajar?

Teacher   : iya mbak, menurut pengalaman saya yang lalu- lalu, dalam mengajar Bahasa Inggris saya menggunakan metode yang umum dilakukan oleh teacher- teacher yang lain mbk. Kadang saya menggunakan jigsaw, ceramah dan diskusi mbak.

Reseacher   : dengan metode yang anda gunakan tersebut apakan anak bisa dapat lebih memahami bahasa Inggris pak?

Teacher : ya gimana lagi mbak, anak- anak disini pasif sekali. Saya sudah menjelaskan beberapa kali tapi anak ya masih saja ada yang bingung. Kita lanjutkan besok lagi ya mbak. Saya mau ke dinas dulu.

Reseacher : oh iya pak. Terimakasih atas waktunya pak. Wassalamu'alaikum wr. wb

FIELD NOTE

(Interview with teacher)

Title : Interview about problems of students

Source : Mr. Aries Ramelani S.Pd

Location : Teacher Office SMA Muh 2 Gemolong

Time : April, 27 2016

Reseacher : assalamu'alaikum bapak.

Teacher : wa'alaikummusalam mbk. Silahkan duduk

Reseacher : terimakasih pak. Pak saya ingin melanjutkan interview yang kemarin pak.

Teacher : iya, silahkan mbak.

Reseacher : saat anda mengajar dikelas apa yang anda rasakan pak?

Teacher : ya itu mbak, anak nya pasif sekali. Saya sudah menggunakan berbagai cara biar anak itu speak up tapi ya gimana lagi mbk anak nya susah.

Reseacher : dengan anak yang pasif seperti itu bagaimana cara anda biar anak berani maju dan mengutarakan pendapatnya pak?

Teacher : ya akhirnya saya paksa mbk. Saya panggil namanya saya suruh maju. Kadang ya ada anak yang dia itu tahu jawabanyya tapi dia malu untuk bicara, tapi kebanyakan mereka dia gara- gara tidak tahu harus jawab apa dan tanya apa.

Reseacher : tapi dalam menjawab soal di lks atau saat ulangan bisa pak?

Teacher : ya banyak yang salah mbk. Wong mereka pada nggak tahu artinya, atau mereka kurang faham apa pertanyaan nya. Padahal saya kadang sudah memberi tahu klu- klu nya mbak tapi mereka ya masih banyak yang bingung.

Reseacher : apa mereka tidak mencoba mengartikannya pak?

Teacher : mereka juga jarang membawa kamus. Saya sudah ingatkan beberapa kali saat pelajaran bahasa inggris harus bawa kamus, tapi alasan mereka berat lah, lupa, tidak punya. Banyak sekali alasan mereka mbak. Kalau terpaksa menggunakan kamus saya suruh pinjam kamus di perpus mbak. Kedisiplinan mereka juga kurang mbk.

Reseacher : apakah anda tidak memberi motivasi untuk mereka pak?

Teacher   : motivasi setiap hari saya berikan mbak, saat mereka mengerjakan kadang saya selingi dengan omongan- omongan yang bisa membuat mereka termotivasi, saat pelajaran selesai saya juga memberi motivasi lagi untuk tidak malas, untuk belajar, mengerjakan pr. Tapi sepertinya omongan saya hanya wacana belaka mbak. Soalnya mereka seperti itu di rumah orang tuanya juga tidak menyuruhnya untuk belajar. Jadi anak juga krang motivasi, bisanya main hp terus. Padahal motivasi itu penting.

Reseacher   : owh,,, iya. terimakasih atas waktunya ya pak. Wassalamu'alaikum wr wb

Students list of SMA Negri 1 Gemolong

No	NIS	Nama Siswa
1	140708097	Abdul Rosyid Wicaksono
2	140708100	Ade Safitri
3	140708101	Adinda Lucky Salsabilla
4	140708109	Ahmad Ari Shodikin
5	140708124	Anita Chindyana
6	140708128	Aprinia Sari Triastuti
7	140708133	Asih Fatmawati
8	140708137	Aulia Walen Pramita
9	140708138	Ayu Apriliana
10	140708140	Azizah Dhea Luthfiani
11	140708162	Diana Kusuma Wati
12	140708166	Dinda Maharani Kusuma Dewi
13	140708170	Dwi Nur Handayani
14	140708172	Dyah Ayu Nur Aini
15	140708179	Emmi Estikhomah
16	140708183	Erni Fajar Susanti
17	140708193	Galih Adjie Pangestu

18	140708195	Habib Wahyu Alwi Luqman
19	140708196	Haliza Rachma Putri
20	140708198	Hanifah Nur Ardilia
21	140708201	Hasti Murti Kusmandani
22	140708203	Hildavia Denta Al-fatima
23	140708216	Irawati Dewi
24	140708221	Isna Mar'atus Sholihah
25	140708224	Ita Fitriana
26	140708225	Janita Dyah Kusuma Ratna
27	140708230	Khoirul Nisa' Nur Hayati
28	140708243	Masitha Jannati
29	140708246	Miftah Nur Aziza
30	140708248	Mika Yuliyanti

Students of class XI IPS 1 SMA Negeri 1 Gemolong

Students list of SMA Muhammadiyah 2 Gemolong

No	NIS	NAMA SISWA
1	9626	AAS MURNIAWATI
2	9628	ADE TRI BUDI SANTOSO
3	9629	ADIKA SAPUTRO
4	9630	AGUNG SETIAWAN
5	9631	AINUN NISA NUR IMANI
6	9634	AKIB SUMANTRI
7	9636	ALFINA SEPTIANA PRATIWI
8	9637	ALPINA RAHMAWATI
9	9639	AMIIRA NUHAA SYADZAA
10	9643	ANIYA TURROHMAH
11	9645	ARIF CATUR PRABOWO
12	9646	AYU IRADATUL KHUSNA
13	9650	AZIZAH YUNI PULCHERIMA
14	9769	VIVI NUR FANIYA
15	9653	CAHYO AJI
16	9654	CHOIRUMATUS LUTHFI KHAFIDOH
17	9656	DELA LESTARI
18	9658	DEVI ERNINGSIH
19	9660	DEVI WULANDARI
20	9662	DEWI ANJANI

21	9664	DEWI SUSANTI
22	9665	DIA VIKA PRADILA ALFI
23	9667	DIDAN ROVIANSYAH DEVA
24	9668	DINA ANJARSARI TRI ASTINI
25	9669	DINA LAILI OKTAVIANA

Students Class XI IPS 1 SMA Muhammadiyah 2 Gemolong

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Satuan Pendidikan	: SMA Negeri 1 Gemolong
Kelas/semester	: XI/2
Materi Pokok	: Teks Analytical exposition
Alokasi Waktu	: 4 x 45 Menit

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan 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.
4. Mengolah, menalar, dan menyaji dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional

3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya

Indikator :

1. Siswa dapat mengidentifikasi karakteristik teks eksposisi analitis
2. Siswa dapat menjelaskan struktur teks eksposisi analitis
3. Siswa dapat menjelaskan unsur kebahasaan dari teks eksposisi analitis
4. Siswa dapat menjelaskan kegunaan teks eksposisi analitis

4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum

Indikator:

1. Siswa dapat menjawab pertanyaan berdasarkan teks yang dipelajari
2. Siswa dapat membuat ringkasan teks eksposisi analitis yang diberikan dengan benar
3. Siswa dapat menceritakan kembali informasi yang didapat dari teks eksposisi analitis yang diberikan dengan benar

C. Tujuan Pembelajaran

Siswa dapat mengungkapkan makna teks eksposisi analitis lisan dan tulis tentang topik yang hangat dibicarakan umum.

D. Materi Pembelajaran

Teks lisan dan tertulis berbentuk teks eksposisi analitis

Fungsi sosial: Mengajak pemirsa untuk melihat isu yang hangat dibicarakan umum melalui sudut pandang penulis

Struktur teks :

1. Thesis
2. Arguments
3. Reiteration

Unsur Kebahasaan :

1. Use Descriptive persuasive words
   - instead of using "bad", USE appaling, unfavorable, ghastly, terrible
   - instead of using "good", USE fantastic, incredible, momentous, remarkable.
   - Instead of using "persuading", USE convincing, urging, enticing, realistic
   - Instead of using "persuasive", USE credible, realistic, rational, sane, coherent
2. Use Present Tense such as Lions live; I eat, Cheetahs run.
3. Use Mental verbs such as I believe; I prefer; I agree; I doubt; I disagree.
4. Use saying verbs such as *people say*; *it is said; research inicates, etc.*
5. Use connecting words such as additionally, furthermore, not only, also, in addition, moreover, like wise etc.
6. Use causal conjunction such as; because, consequently, despite, due to, for that reason, in case, otherwise, yet, first, second, etc.

7. Use words that express th author's attitude such as; will, frequently, may, must, usually, typically, habitually, commonly, doubtless, characteristically, in all probability etc.

E. Metode Pembelajaran

Pendekatan scientifik

Strategi : Menyimak, diskusi kelompok, studi pustaka, penugasan individu dan kelompok (Discovery dan project)

F. Media, Alat, dan Sumber Pembelajaran

1. Media : Koran/Majalah, Power point, Film
2. Alat : laptop, LCD, Papan tulis
3. Sumber Pembelajaran : 1. Buku Teks
    2. Artikel Eksposisi analitis
    3. Internet

G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan ke 1

1. Kegiatan Pendahuluan
   a. Mengucapkan salam dan berdoa bersama
   b. Memberi motivasi belajar
   c. Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan seperti:
   - Had you ever heard about Global warming?
   - Do you believe that global warming is happening or do you think it is a hoax?
   d. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
   e. Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus
2. Kegiatan inti
   Mengamati
     a. Siswa menyimak contoh teks eksposisi analitis berjudul Global Warming pada halaman 253 – 254.
     b. Siswa mendiskusikan jawaban pertanyaan-pertanyaan yang diberikan
   Menanya
     Siswa mempertanyakan isi teks berjudul Global Warming.
   Mengeksplorasi
     a. Siswa mengidentifikasi fungsi sosial teks eksposisi analitis
     b. Siswa mengidentifikasi karakteristik teks eksposisi analitis
     c. Siswa mengidentifikasi unsur kebahasaan teks eksposisi analitis
3. Kegiatan Penutup
   1. Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu

2. Guru memberikan umpan balik pembelajaran

3. Guru menyampaikan rencana pembelajaran berikutnya

Pertemuan ke 2

1. Kegiatan Pendahuluan

    1. Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis

    2. Guru menanyakan pengalaman siswa dalam berbahasa Inggris

    3. Guru mengulas singkat materi/kegiatan di pertemuan sebelumnya

    4. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai

    5. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran

2. Kegiatan Inti

    Mengasosiasi

    a. Siswa berlatih melengkapi suatu teks eksposisi yang tersedia.

    b. Siswa berlatih mengungkapkan pendapat pada sebuah isu/topic.

    c. Siswa berlatih menganalisa fakta dan opini pada sebuah teks eksposisi analitis.

    d. Siswa berlatih mengungkapkan argument dan penjelasan untuk mendukung *thesis statement.*

    Mengomunikasikan

    1. Siswa membuat poster tentang wildlife conservation atau pamphlet tentang dangers of drug abuse and cigarette smoking

3. Kegiatan Penutup

    1. Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu

    2. Guru memberikan umpan balik pembelajaran

    3. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.

PENILAIAN HASIL BELAJAR

JENIS/INSTRUMEN/RUBRIK

A. Penilaian

1. Jenis/Teknik Penilaian
    - Sikap (melalui rubrik pengamatan sikap selama pembelajaran)
    - Pengetahuan : tes tertulis
    - Keterampilan : proyek

2. Bentuk instrumen
    Instrumen penilaian sikap

No.	Nama siswa	Perilaku yang diamati pada pembelajaran					Skor Maksimal	Perolehan Nilai
		Disiplin	Kreatif	Tanggung Jawab	Rasa ingin tahu	Kerja keras		

No								
1.	....							
2.	....							

Keterangan :

Skala penilaian dibuat dengan rentangan dari 1 sampai 5

Penafsiran angka :

1. Sangat kurang

2. Kurang konsisten

3. Mulai konsisten

4. Konsisten

5. Selalu konsisten

Rumus penilaian :

Nilai = <u>Jumlah skor yang diperoleh</u> X 100%

Skor maksimal

Instrumen penilaian pengetahuan :

Kompetensi Dasar   : KD 3.21

Bentuk Soal   : Tes Tulis

Topik   : Teks eksposisi analitis

Indikator   : Siswa mampu mengidentifikasi karakter, fungsi sosial dan unsur

kebahasaan sebuah teks eksposisi analitis.

Soal   : Pilihan ganda

Lembar penilaian Hasil

Indikator Pencapaian Kompetensi	Nomor	Bentuk Soal	Skor
Siswa mampu mengidentifikasi karakter sebuah teks eksposisi analitis	1 - 5	PG	5
Siswa mampu menyebutkan fungsi sosial sebuah teks eksposisi analitis	6 - 10	PG	5
Siswa mampu mengidentifikasi unsur kebahasaan sebuah teks eksposisi analitis	11 - 15	PG	5

Instrumen penilaian keterampilan :

Kompetensi Dasar   : KD 4.30.

Bentuk Soal   : Proyek

Indikator   : Siswa mampu mengomunikasikan argument melalui poster/pamflet

Lembar penilaian keterampilan

No	Nama Siswa	Aspek yang dinilai				Skor
		Kesesuaian dengan tema	estetika	Relevansi dengan kondisi terkini	originalitas	

Keterangan :

Skala penilaian dibuat dengan rentangan dari 1 sampai 5

Penafsiran angka :

1. Sangat Kurang

2. Kurang

3. Cukup

4. Baik

5. Sangat baik

Pedoman pensekoran

Nilai = Jumlah skor yang diperoleh X 100%

                    Skor maksimal

Mengetahui,   Gemolong, 15 Januari2016
Kepala Sekolah   Guru Bahasa Inggris

Drs. Marsono. M.S.I   Dra. Yati Nurhayati
NIP. 19590131 198103 1 004   NIP. 19611227 198903 2 005

Mata Pelajaran : **BAHASA INGGRIS**

Kelas : **XI**

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 menunjukan 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 dan metakognitif 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, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan					

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dalam semangat belajar					
2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.					
2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.					
2.3. Menunjukkan					

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.					
3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya 4.1 Menyusun teks	**Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya.** ***Fungsi Sosial*** Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. ***Struktur text*** Gamal: *Why don't you talk to your parents. You*	**Mengamati** • Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain memberi saran dan tawaran serta responnya, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Siswa dituntut untuk mencontoh kebiasaan tersebut dengan memberi saran dan tawaran serta responnya, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan	KRITERIA PENILAIAN • Tingkat ketercapaian fungsi sosial memberi saran dan tawaran, serta responnya. • Tingkat kelengkapan dan keruntutan struktur ungkapan untuk memberi saran dan tawaran, serta responnya. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi,	4	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal / transaksional dengan benar dan akurat • Contoh peragaan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
lisan dan tulis untuk menyatakan, menanyakan, dan merespons ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	*should let them know. I think they will understand.* Siti*: I don't know. But I'm afraid they will be angry with me.* Gamal: *I don't think so. Just go.* Evi: *He will go out from the class at 10. You can wait for him in my room.* Johan: *Thanks a lot. But I'd better go to bank first, and then I'll go back* Evi: *Okay. I'll tell him that you came.*	dan mempertanyakan antara lain tentang perbedaan antara cara memberi saran dan tawaran serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb. **Mengumpulkan Informasi** • Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan memberi saran dan tawaran serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi dengan memberi saran dan tawaran serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur	ejaan, tanda baca, tulisan tangan. • Sikap santun, peduli, percaya diri dan cinta damai yang menyertai ungkapan memberi saran dan tawaran, serta responnya. **CARA PENILAIAN:** **Kinerja (praktik)** Simulasi dan/atau bermain peran (*role play*) untuk memberi saran dan tawaran, serta responnya. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk memberi saran dan tawaran ketika		dalam bentuk rekaman CD/VCD/DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.or

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	Unsur kebahasaan (1) Kosa kata terkait dengan kesehatan, tugas sekolah, kebersihan lingkungan , dsb. (2) Tata bahasa : simple past tense, simple present tense present perfect tense. (3) Kata kerja bantu modal *should, have to, can*, will, dsb. (4) Ungkapan *I think*, *I know*. (5) Penggunaan nominal singular dan plural secara tepat, dengan	kebahasaan) interaksi memberi saran dan tawaran serta responnya. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk memberi saran dan tawaran serta responnya dalam konteks pembelajaran, simulasi, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan memberi saran dan tawaran serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan memberi saran dan tawaran serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang	muncul kesempatan di dalam dan di luar kelas. • Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas. **Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan memberi saran dan tawaran, termasuk kemudahan dan kesulitannya.		g/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (6) Ucapan, tekanan kata, intonasi (7) Ejaan dan tanda baca (8) Tulisan tangan ***Topik*** Berbagai hal terkait dengan interaksi siswa dengan guru, teman, adik, kakak, dsb. tentang berbagai kegiatan siswa sehari-hari di rumah, sekolah, di dalam maupun	fungsi sosial dan unsur kebahasaan yang digunakan. **Mengkomunikasikan** • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk memberi saran dan tawaran serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk memberi saran dan tawaran serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	di luar kelas.				
3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya. 4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespons ungkapan menyatakan pendap	**Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya** ***Fungsi sosial*** Menjaga hubungan interpersonal dengan guru, teman, dan orang lain ***Struktur teks*** <u>Yuli</u>: *I think Rina's answer to the question is not right. It should be 'vinegar'.* <u>Vivi</u>: *I think it is 'vinegar' too, not 'wine'.*	**Mengamati** • Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyatakan pendapat dan pikiran serta responnya, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyatakan pendapat dan pikiran serta responnya, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyatakan pendapat dan pikiran serta responnya, dalam bahasa Inggris dengan yang ada	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial menyatakan pendapat dan pikiran, serta responnya. • Tingkat kelengkapan dan keruntutan struktur ungkapan untuk menyatakan pendapat dan pikiran, serta responnya. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap santun, peduli, percaya diri dan cinta damai yang menyertai ungkapan menyatakan pendapat	4 JP	• Buku Teks wajib • Ketela danan ucapan dan tindakan guru mengg unakan setiap tindakan komunikasi interpersonal / transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset • Contoh interaksi tertuli

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
at dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.	Yani: *In my opinion, our volley ball team needs a new coach. Mr. Zulfan cannot handle too many teams himself.* Firda: *I agree with you.* Rahmat: *Our English should be more active, I suppose. Why don't we meet three times a week?* Rully: *I agree, but after the final exam. Now we are very busy preparing for it.* ***Unsur kebahasaa***	dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb. **Mengumpulkan Informasi** • Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyatakan pendapat dan pikiran serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi dengan menyatakan pendapat dan pikiran serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyatakan pendapat dan pikiran serta responnya. • Secara kolaboratif, siswa	dan pikiran, serta responnya. **CARA PENILAIAN:** **Kinerja (praktik)** Simulasi dan/atau bermain peran (*role play*) untuk menyatakan pendapat dan pikiran, serta responnya. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran ketika muncul kesempatan di dalam dan di luar kelas. • Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap		s • Contoh teks tertulis • Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	n (1) Kosa kata terkait dengan kegiatan ekstrakurikuler, tugas sekolah, kebersihan lingkungan , dsb. (2) Tata bahasa : simple past tense, simple present tense present perfect tense. (3) Ungkapan: *I think... I suppose... In my opinion ...,* *agree, diasagree,* dsb. (4) Kata kerja bantu modal: *need, should, will,* dsb. (5) Penggu	berusaha menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran serta responnya dalam konteks pembelajaran, simulasi, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan menyatakan pendapat dan pikiran serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan menyatakan pendapat dan pikiran serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang	tahapan. • Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas. **Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan menyatakan pendapat dan pikiran, termasuk kemudahan dan kesulitannya.		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	naan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb secara tepat dalam frasa nominal (6) Ucapan, tekanan kata, intonasi (7) Ejaan dan tanda baca (8) Tulisan tangan ***Topik*** Berbagai hal terkait dengan interaksi siswa dengan guru, teman, adik, kakak, dsb. tentang berbagai	digunakan. **Mengkomunikasikan** • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyatakan pendapat dan pikiran serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	kegiatan siswa sehari-hari di rumah, sekolah, di dalam maupun di luar kelas.				
3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (*extended*), sesuai dengan konteks penggunaannya 4.3 Menyusun teks lisan dan tulis untuk menyat	**Teks lisan dan tulis untuk menyatakan harapan dan doa bersayap (*extended*), serta responnya** ***Fungsi sosial:*** Menjaga hubungan interpersonal dengan guru, teman, dan orang lain ***Struktur teks*** Fitri: *I hope the principal understands the situation. He knows you did not do it purposeful*	**Mengamati** • Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyatakan harapan dan doa bersayap (*extended*), serta responnya dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain (keteladanan), dengan unsur kebahasaan yang dapat menjaga hubungan interpersonal. • Siswa dituntut untuk mencontoh keteladanan tersebut dengan menyatakan harapan dan doa bersayap (*extended*) serta meresponnya, dalam bahasa Inggris dan bahasa lainnya, dengan unsur kebahasaan yang dapat menjaga hubungan interpersonal.	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial menyatakan harapan dan doa bersayap (*extended*), serta responnya. • Tingkat kelengkapan dan keruntutan struktur ungkapan untuk menyatakan harapan dan doa bersayap (*extended*), serta responnya. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap	4 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
akan dan merespons ungkapan harapan dan doa, bersayap (*extended*) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks	*ly.* Amat: *Yes, I hope so, too.* Yudi: *As always, your volley ball team will win again this year. I wish you all the best!* Freddy: *I hope so. Cross your fingers for us.* ***Unsur kebahasaan*** (1) Kosa kata terkait dengan kualitas pekerjaan, kekerhasilan, prestasi. (2) Tata bahasa: simple past tense, present perfect tense,	**Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan untuk menyatakan harapan dan doa bersayap (*extended*), serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb. **Mengumpulkan Informasi** • Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyatakan harapan dan doa bersayap (*extended*) serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi dengan menyatakan harapan dan doa bersayap (*extended*), serta responnya dalam bahasa Inggris dengan ucapan,	santun, peduli, percaya diri dan cinta damai yang menyertai ungkapan menyatakan harapan dan doa bersayap (*extended*), serta responnya. **CARA PENILAIAN:** **Kinerja (praktik)** Simulasi dan/atau bermain peran (*role play*) untuk menyatakan harapan dan doa bersayap (*extended*), serta responnya. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyatakan harapan dan doa bersayap (*extended*)		DVD/ kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	present perfect continuous tense, (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (4) Ucapan, tekanan kata, intonasi (5) Ejaan dan tanda baca (6) Tulisan tangan ***Topik*** Berbagai hal terkait dengan interaksi siswa dengan guru,	tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyatakan harapan dan doa bersayap (*extended*), serta responnya. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyatakan harapan dan doa bersayap (*extended*), serta responnya dalam konteks pembelajaran, simulasi, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan untuk menyatakan harapan dan doa bersayap (*extended*), serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan	ketika muncul kesempatan di dalam dan di luar kelas. • Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas. **Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan menyatakan harapan dan doa bersayap (*extended*), termasuk kemudahan dan kesulitannya.		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	teman, adik, kakak, dsb. tentang berbagai kegiatan siswa sehari-hari di rumah, sekolah, di dalam maupun di luar kelas.	ungkapan untuk menyatakan harapan dan doa bersayap (*extended*), serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. **Mengkomunikasikan** • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyatakan harapan dan doa bersayap (*extended*), serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat menjaga hubungan interpersonal. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyatakan harapan dan doa bersayap (*extended*), serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			
3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya 4.4 Menangkap makna	**Teks tulis berbentuk undangan resmi** *Fungsi sosial* Menjalin hubungan interpersonal dalam konteks formal *Struktur text* **(gagasan utama dan informasi rinci)** a. Menyebutkan tujuan undang	**Mengamati** • Siswa mencari undangan resmi, termasuk yang menggunakan bahasa Indonesia. • Siswa mengumpulkan gambar dan foto undangan resmi dari berbagai sumber termasuk internet, buku teks, dsb. • Siswa memberikan komentar dan pandangannya tentang fungsi undangan resmi, ketepatan unsur kebahasaannya, format, tampilan, dsb. **Menanya** Dengan bimbingan	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial undangan resmi. • Tingkat kelengkapan dan keruntutan undangan resmi. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap	6 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal / transaksional dengan benar dan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
teks undangan resmi. 4.5 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebaha	an. b. Menyebutkan informasi rinci undangan **Unsur kebahasaan** (1) Ungkapan dan kosa kata yang lazim digunakan dalam undangan resmi (2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (3) Ucapan, tekanan kata,	dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara undangan resmi dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb. **Mengumpulkan Informasi** • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari undangan resmi. • Siswa membaca secara lebih cermat semua undangan resmi yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya.	tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan memahami dan membuat undangan resmi. CARA PENILAIAN: **Kinerja (praktik)** Tugas menganalisis, menyunting, dan membuat undangan resmi untuk fungsi nyata. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa memahami, menyunting, dan menghasilkan undangan resmi sesuai fungsi sosialnya, di dalam dan di luar kelas. • Observasi		akurat • Contoh teks dari sumber otentik • Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
saan yang benar dan sesuai konteks.	intonasi (4) Ejaan dan tanda baca (5) Tulisan tangan ***Topik*** Kegiatan dan acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama dan bertanggung jawab ***Multimedia:*** Layout dan dekorasi yang membuat	• Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat undangan resmi untuk fungsi nyata di lingkungan kelas, sekolah, rumah, dan sekitarnya. **Mengasosiasi** • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai undangan resmi yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai undangan resmi yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang	terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. **Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami, menyunting, dan membuat undangan resmi, termasuk kemudahan dan kesulitannya. **Portofolio** • Kumpulan karya berbagai undangan resmi yang		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	tampilan teks lebih menarik.	digunakan. **Mengkomunikasikan** • Siswa membuat lebih banyak undangan resmi dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam membuat undangan resmi dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	telah dibuat. a. Kumpulan hasil suntingan beberapa undangan resmi yang dibuat sendiri atau temannya. • Kumpulan hasil analisis tentang beberapa berbagai undangan resmi.		
3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks	**Teks tulis berbentuk surat pribadi** *Fungsi sosial* Menjalin kedekatan hubungan antar pribadi	**Mengamati** • Siswa mencari surat pribadi, termasuk yang menggunakan bahasa Indonesia. • Siswa mengumpulkan gambar dan foto surat pribadi dari berbagai sumber termasuk internet, buku	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial surat pribadi. • Tingkat kelengkapan dan keruntutan surat pribadi. • Tingkat ketepatan	8 JP	• Buku Teks wajib • Ketela danan ucapa n dan tindak an guru mengg unaka n setiap tindak

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
surat pribadi, sesuai dengan konteks penggunaannya 4.7 Menangkap makna teks surat pribadi. 4.8 Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	***Struktur text*** **(gagasan utama dan informasi rinci)** a. Menyebutkan tujuan surat. b. Menyebutkan informasi rinci surat. ***Unsur kebahasaan*** (1) Ungkapan dan kosa kata yang lazim digunakan dalam surat pribadi sederhana (2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,*	teks, dsb. • Siswa memberikan komentar dan pandangannya tentang fungsi surat pribadi, ketepatan unsur kebahasaannya, format, tampilan, dsb. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara surat pribadi dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb. **Mengumpulkan Informasi** • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari surat pribadi. • Siswa membaca	unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan memahami dan membuat surat pribadi. **CARA PENILAIAN:** **Kinerja (praktik)** Tugas menganalisis dan membuat surat pribadi untuk fungsi nyata. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa memahami		an komunikasi interpersonal / transaksional dengan benar dan akurat • Contoh teks dari sumber otentik • Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcounc

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	dsb secara tepat dalam frasa nominal (3) Ucapan, tekanan kata, intonasi (4) Ejaan dan tanda baca (5) Tulisan tangan **_Topik_** Pengalaman, informasi, masalah yang terkait dengan sekolah, rumah, dan masyarakat yang relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama	secara lebih cermat semua surat pribadi yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya. • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat surat pribadi untuk fungsi nyata di lingkungan kelas, sekolah, rumah, dan sekitarnya. **Mengasosiasi** • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai surat pribadi yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai surat pribadi yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau	dan menghasilkan surat pribadi sesuai fungsi sosialnya, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. **Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan membuat surat pribadi, termasuk kemudahan dan		il.org/en/ - https://www.google.com/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	dan bertanggung jawab ***Multimedia:*** Layout dan dekorasi yang membuat tampilan teks lebih menarik.	dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. **Mengkomunikasikan** • Siswa membuat lebih banyak surat pribadi dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam membuat surat pribadi dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	kesulitannya. **Portofolio** • Kumpulan karya berbagai surat pribadi yang telah dibuat. • Kumpulan hasil analisis tentang beberapa berbagai surat pribadi.		
3.6 Menganalisis fungsi	**Teks lisan dan tulis teks prosedur**	**Mengamati** • Siswa mencari teks prosedur berbentuk manual	**KRITERIA PENILAIAN** • Tingkat	8 JP	• Buku Teks wajib • Ketela

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (*tips*), sesuai dengan konteks penggunaannya. 4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (*tips*). 4.10 Menyunting teks prosed	**berbentuk manual dan kiat-kiat (*tips*)** ***Fungsi sosial*** Mencapai hasil terbaik secara efisien, menghindari kecelakaan, kerusakan, pemborosan, dsb. ***Struktur text*** **(gagasan utama dan informasi rinci)** a. Menyebutkan tujuan manual dan tip b. Menyebutkan bahan dan/atau peralatan yang diperlukan c. Menyebutkan serangkaian langkah	dan kiat-kiat (*tips*), termasuk yang menggunakan bahasa Indonesia. • Siswa mengumpulkan gambar dan foto teks prosedur berbentuk manual dan kiat-kiat (*tips*) dari berbagai sumber termasuk internet, buku teks, dsb. • Siswa memberikan komentar dan pandangannya tentang fungsi teks prosedur berbentuk manual dan kiat-kiat (*tips*), ketepatan unsur kebahasaannya, format, tampilan, dsb. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara teks prosedur berbentuk manual dan kiat-kiat (*tips*) dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan	ketercapaian fungsi sosial teks prosedur berbentuk manual dan kiat-kiat (*tips*). • Tingkat kelengkapan dan keruntutan teks prosedur berbentuk manual dan kiat-kiat (*tips*). • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan memahami dan membuat teks prosedur berbentuk manual dan kiat-kiat (*tips*).		danan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal / transaksional dengan benar dan akurat • Contoh teks dari sumber otentik • Sumber dari internet, seperti: - www .daily english. com - http://americanglish.state.gov/files/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
ur berbentuk manual dan kiat-kiat (*tips*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	kerja ***Unsur kebahasaan*** (1) Tata bahasa : kalimat imperatif, negatif dan positif (2) Ungkapan dan kosa kata yang lazim digunakan dalam manual dan tip (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (4) Ucapan	menggunakan ungkapan lain, akibat jika tidak ada, dsb. **Mengumpulkan Informasi** • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (*tips*). • Siswa membaca secara lebih cermat semua teks prosedur berbentuk manual dan kiat-kiat (*tips*) yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya. • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks prosedur berbentuk manual dan kiat-kiat (tips) untuk fungsi nyata di lingkungan kelas,	**Cara Penilaian:** **Kinerja (praktik)** Tugas menganalisis dan membuat teks prosedur berbentuk manual dan kiat-kiat (*tips*) untuk fungsi nyata. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa memahami dan menghasilkan teks prosedur berbentuk manual dan kiat-kiat (*tips*) sesuai fungsi sosialnya, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap		ae/resource_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	, tekanan kata, intonasi (5) Ejaan dan tanda baca (6) Tulisan tangan ***Topik*** Tindakan dan kegiatan yang lazim atau terkait dengan hidup siswa di sekolah, rumah, dan masyarakat, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama dan bertanggung jawab.	sekolah, rumah, dan sekitarnya. **Mengasosiasi** • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai teks prosedur berbentuk manual dan kiat-kiat (*tips*) yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai teks prosedur berbentuk manual dan kiat-kiat (*tips*) yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. **Mengkomunikasikan** • Siswa membuat lebih banyak teks	tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. **Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan membuat teks prosedur berbentuk manual dan kiat-kiat (*tips*), termasuk kemudahan dan kesulitannya. **Portofolio** • Kumpulan karya berbagai teks prosedur berbentuk manual dan kiat-kiat (*tips*) yang telah dibuat. • Kumpulan hasil analisis tentang		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		prosedur berbentuk manual dan kiat-kiat (*tips*) dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam membuat teks prosedur berbentuk manual dan kiat-kiat (*tips*) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	beberapa berbagai teks prosedur berbentuk manual dan kiat-kiat (*tips*).		
3.7 Mengan alisis fungsi sosial, struktu r teks, dan unsur kebaha saan untuk menyat akan dan dan	**Teks lisan dan tulis untuk menyataka n dan menanyak an tentang tindakan/ kegiatan/ kejadian tanpa selalu perlu menyebut kan**	**Mengamati** • Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya, dalam bahasa Inggris, dalam konteks	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tindakan/ kegiatan/kej adian tanpa perlu menyebutkan pelakunya. • Tingkat	6 JP	• Buku Teks wajib • Ketela danan ucapa n dan tindak an guru mengg unaka n setiap tindak an

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. 4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam	**pelakunya** ***Fungsi sosial*** Menyatakan secara obyektif, terfokus pada hasilnya atau bendanya, bukan pelakunya. ***Struktur teks*** *Insects are considered dangerous animals. A tsunami is caused by an earthquake affecting the seabed. The harbour was built by the Dutch in 1887. A windmill is so called because it is generated by the wind.,* dan semacamnya.	yang benar, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya, dalam bahasa Inggris, dalam konteks yang benar, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika menyebutkan	kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya. **CARA PENILAIAN:** **Kinerja (praktik)** Simulasi		komunikasi interpersonal / transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/ kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti : - www.dailyenglish.com - http://americane

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	***Unsur kebahasaan*** (1) Tata bahasa : passive voice, simple present tense, simple past tense (2) Kata *by* (3) Kosa kata: benda-benda yang terkait dengan pembelajaran di SMA dan kehidupan siswa sebagai remaja (4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara	pelakunya, dsb. **Mengumpulkan Informasi** • Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya, dalam konteks yang benar, dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam konteks yang benar dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan	dan/atau bermain peran (*role play*) dalam bentuk interaksi dengan menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama		nglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	tepat dalam frasa nominal (5) Ucapan, tekanan kata, intonasi, (6) Ejaan dan tanda baca (7) Tulisan tangan. ***Topik*** Benda, binatang, tumbuh-tumbuhan, kejadian, peristiwa yang penting dan relevan dengan siswa SMA yang memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.	tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam konteks yang benar. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam konteks pembelajaran, simulasi, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan	siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. **Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya, termasuk kemudahan dan kesulitannya. **Tes tertulis** Membaca dan menulis teks yang menuntut pemahaman dan kemampuan		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		pelakunya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. **Mengkomunikasikan** • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.	menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tindakan/ kegiatan/kejadia n tanpa perlu menyebutkan pelakunya.		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		• Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			
3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di	**Teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang** *Fungsi sosial* Mengingatkan, menasehati, berita-cita, menyatakan kebenaran	**Mengamati** • Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang, dalam bahasa Inggris, dalam konteks yang benar, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang. • Tingkat kelengkapan dan keruntutan dalam menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di	4 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat • Contoh peragaan dalam bentuk

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
waktu yang akan datang, sesuai dengan konteks penggunaanny a. 4.12 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejad ian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan	umum, dsb. ***Struktur teks*** *If you eat too much fast food, you will get overweight. We will only get the benefit of exercise, physically and mentally, if we do it regularly. Unless you tell the teacher the truth, she will forever think that you are a liar. The plant will die if you do not water it properly.,* dan semacamnya. ***Unsur kebahasaan*** (1) Kata untuk menyatakan	/ peristiwa di waktu yang akan datang, dalam bahasa Inggris, dalam konteks yang benar, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika menyebutkan pelakunya, dsb. **Mengumpulkan Informasi** • Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyatakan dan menanyakan pengandaian jika terjadi suatu	waktu yang akan datang. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kej adian/ peristiwa di waktu yang akan datang. **CARA PENILAIAN:** **Kinerja (praktik)** Simulasi dan/atau bermain peran (*role play*) dalam bentuk interaksi dengan menyatakan dan		rekaman CD/VCD/DVD/ kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti : - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
unsur kebahasaan yang benar dan sesuai konteks	pengandaian: *if …, unless …* (2) Adverbial dengan *–ly*, adverbila untuk menyatakan waktu, tempat, dsb. (3) Kosa kata: benda-benda yang terkait dengan pembelajaran di SMA dan kehidupan siswa sebagai remaja (4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara	keadaan/kejadian/ peristiwa di waktu yang akan datang, dalam konteks yang benar, dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi dengan menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian / peristiwa di waktu yang akan datang dalam konteks yang benar dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian / peristiwa di waktu yang akan datang dalam konteks yang benar. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris	menanyakan pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap		*l*

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	tepat dalam frasa nominal (5) Ucapan, tekanan kata, intonasi, (6) Ejaan dan tanda baca (7) Tulisan tangan. ***Topik*** Benda, binatang, tumbuh-tumbuhan, kejadian, peristiwa yang penting dan relevan dengan siswa SMA yang memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.	untuk menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian / peristiwa di waktu yang akan datang dalam konteks pembelajaran, simulasi, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian / peristiwa di waktu yang akan datang yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian / peristiwa di waktu yang akan datang yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa	tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. **Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang, termasuk kemudahan dan kesulitannya. **Tes tertulis** Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. **Mengkomunikasikan** • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian / peristiwa di waktu yang akan datang, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan	dalamnya termasuk tindakan menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang.		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		pengandaian jika terjadi suatu keadaan/kejadian / peristiwa di waktu yang akan datang dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			
3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (*factual report*) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan	**Teks ilmiah faktual (*factual report*) lisan dan tulis sederhana tentang benda, binatang dan gejala dan peristiwa alam dan sosial** *Fungsi sosial* Memperoleh gambaran umum tentang tentang benda, binatang dan gejala/peristiwa alam, secara objektif dan	**Mengamati** • Siswa menyalin dengan tulisan tangan yang rapi beberapa teks ilmiah faktual (*factual report*) lisan dan tulis sederhana tentang benda, binatang dan gejala dan peristiwa alam dan sosial, sesuai dengan konteks pembelajaran di mata pelajaran di Kelas XI dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. • Siswa membaca dan mendengarkan teks ilmiah faktual (*factual report*) tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks	**Kᴿɪᴛᴇʀɪᴀ Pᴇɴɪʟᴀɪᴀɴ** • Tingkat pemahaman fungsi sosial teks teks ilmiah faktual (*factual report*) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial sesuai dengan konteks pembelajaran di mata pelajaran di Kelas XI. • Tingkat kelengkapan dan keruntutan pemahaman isi pesan teks ilmiah faktual (*factual report*) tentang orang, binatang, benda, gejala dan peristiwa alam dan	8 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal / transaksional dengan benar dan akurat • Contoh teks dari sumber otentik • Sumber dari internet,

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI 4.13 Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajara	ilmiah. ***Struktur text*** **(gagasan utama dan informasi rinci)** a. Menyebutkan jenis atau golongan dari obyek yang dipaparkan. b. Deskripsi obyek termasuk nama, bagian-bagian, sifat dan perilaku yang umum ditemukan/dilihat. ***Unsur kebahasaan*** (1) Kosa kata tentang benda/binatang/gejala alam yang	(termasuk a.l. gagasan utama dan informasi rinci) dari teks ilmiah faktual (*factual report*) tersebut. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks ilmiah faktual (*factual report*) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial tersebut. **Mengumpulkan Informasi** • Secara kolaboratif, siswa mencari dan mengumpulan beberapa teks ilmiah faktual (*factual report*) lisan dan tulis sederhana tentang benda, binatang dan gejala dan peristiwa alam dan sosial, sesuai dengan konteks pembelajaran di mata pelajaran di Kelas XI, dari berbagai sumber, termasuk dari internet, film, koran, majalah,	sosial. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan teks ilmiah faktual (*factual report*) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial. **CARA PENILAIAN:** **Kinerja (praktik)** Menganalisis isi pesan teks ilmiah faktual (*factual report*) tentang orang, binatang,		seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alok asi Wak tu	Sumber Belajar
n lain di Kelas XI.	diamati : banyak peristil ahan ilmiah (2) Kata kerja keadaa n be, have, look, need, breed, dll., dalam Simple Present tense, atau Simple Past tense jika sudah punah atau tidak ada lagi (3) Penggu naan nomina l singula r dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa	buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks ilmiah faktual (*factual report*). • Siswa membaca semua teks ilmiah faktual (*factual report*) lisan dan tulis sederhana tentang benda, binatang dan gejala dan peristiwa alam dan sosial yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: - fungsi sosial setiap teks - jenis atau golongan dari obyek yang dipaparkan - nama, bagian-bagian, sifat dan perilaku yang umum ditemukan/ dilihat - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang	benda, gejala dan peristiwa alam dan sosial, sesuai dengan konteks pembelajaran di mata pelajaran di Kelas XI. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa berusaha memahami dan menganalisis isi pesan teks ilmiah faktual (*factual report*) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial. • Observasi terhadap kesungguhan , tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. **Penilaian diri:**		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	nominal (4) Ucapan, tekanan kata, intonasi (5) Ejaan dan tanda baca (6) Tulisan tangan ***Topik*** Benda, binatang dan gejala/peristiwa alam dan sosial terkait dengan mata pelajaran lain di Kelas XI	digunakan **Mengasosiasi** • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks ilmiah faktual (*factual report*) yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks ilmiah faktual (*factual report*) yang mereka baca. **Mengkomunikasikan** • Siswa menyampaikan beberapa teks ilmiah faktual (*factual report*) sederhana yang telah dibaca atau dibuat sendiri kepada teman-temannya, dengan cara antara lain membacakan, menyalin/menulis dan menerbitkan di majalah dinding, bertanya	Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menganalisis teks ilmiah faktual (*factual report*) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sesuai dengan konteks pembelajaran di mata pelajaran di Kelas XI, termasuk kemudahan dan kesulitannya. **Tes tertulis** Membaca teks yang menuntut pemahaman tentang teks ilmiah faktual (*factual report*) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sesuai dengan konteks pembelajaran di mata pelajaran		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		jawab, membahas pandangan masing-masing tentang isi teks ilmiah factual, dsb. • Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam memahami teks ilmiah faktual (*factual report*) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	di Kelas XI. **Portofolio** • Kumpulan hasil analisis tentang beberapa teks ilmiah faktual (*factual report*) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial yang telah dibuat. • Lembar soal dan hasil tes		
3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik	**Teks eksposisi analitis tentang topik yang hangat dibicarakan umum** ***Fungsi sosial*** Menyatakan pendapat tentang berbagai topik secara	**Mengamati** • Siswa menyalin dengan tulisan tangan yang rapi beberapa teks eksposisi analitis tentang topik yang hangat dibicarakan umum dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. • Siswa membaca dan mendengarkan teks eksposisi	**KRITERIA PENILAIAN** • Tingkat pemahaman fungsi sosial teks teks eksposisi analitis tentang topik yang hangat dibicarakan umum. • Tingkat kelengkapan dan keruntutan pemahaman isi pesan teks eksposisi	8 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya. 4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum	analitis dan bertanggung jawab ***Struktur text*** **(gagasan utama dan informasi rinci)** a. Menyebutkan topik serta pandangan atau posisi penulis tentang topik tsb secara umum b. Menyebutkan serangkaian argumentasi, secara analitis, yang masing-masing diawali dengan pernyataan pendu	analitis tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari teks eksposisi analitis tersebut. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks eksposisi analitis tersebut. **Mengumpulkan Informasi** • Secara kolaboratif, siswa mencari dan mengumpulan beberapa teks eksposisi analitis dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk	analitis tentang topik yang hangat dibicarakan umum. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan teks eksposisi analitis tentang topik yang hangat dibicarakan umum. **CARA PENILAIAN:** **Kinerja (praktik)** Menganalisis isi pesan teks eksposisi analitis tentang topik yang hangat dibicarakan		/ transaksional dengan benar dan akurat • Contoh teks dari sumber otentik • Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/ - http

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	kung dan penjelasannya. c. Menyimpulkan dengan menyebutkan kembali pandangan dan posisinya. ***Unsur kebahasaan*** (1) Kosa kata terkait dengan topik yang dibahas (2) Tata bahasa terkait dengan penyusunan argumentasi, a.l. Simple Present Tense, kata kerja *be*, *have*, dan kata sambu	mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis. • Siswa membaca semua teks eksposisi analitis yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: - fungsi sosial setiap teks - jenis atau golongan dari obyek yang dipaparkan - nama, bagian-bagian, sifat dan perilaku yang umum ditemukan/ dilihat - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan **Mengasosiasi** • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks eksposisi analitis yang telah dikumpulkan dari berbagai sumber	umum. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa berusaha memahami dan menganalisis isi pesan teks eksposisi analitis tentang topik yang hangat dibicarakan umum. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. **Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menganalisis teks eksposisi		s://www.google.com/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	ng seperti *first, similarly, finally,* dsb. (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb secara tepat dalam frasa nominal (4) Ucapan, tekanan kata, intonasi (5) Ejaan dan tanda baca (6) Tulisan tangan ***Topik*** Institusi, benda, binatang dan gejala/peri	tersebut di atas. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks eksposisi analitis yang mereka baca. **Mengkomunikasikan** • Siswa menyampaikan beberapa teks eksposisi analitis sederhana yang telah dibaca atau dibuat sendiri kepada teman-temannya, dengan cara antara lain membacakan, menyalin/menulis dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi teks eksposisi analitis, dsb. • Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.	analitis tentang topik yang hangat dibicarakan umum, termasuk kemudahan dan kesulitannya. **Tes tertulis** Membaca teks yang menuntut pemahaman tentang teks eksposisi analitis tentang topik yang hangat dibicarakan umum. **Portofolio** • Kumpulan hasil analisis tentang beberapa teks eksposisi analitis tentang topik yang hangat dibicarakan umum yang telah dibuat. • Lembar soal dan hasil tes		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	stiwa alam dan sosial terkait dengan mata pelajaran lain di Kelas XI, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama dan bertanggung jawab.	• Siswa membicarakan permasalahan yang dialami dalam memahami teks eksposisi analitis dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			
3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal,	**Teks biografi pendek dan sederhana tentang tokoh terkenal** *Fungsi sosial* Meneladani, membangga kan, mengagu mi *Struktur text* **(gagasan**	**Mengamati** • Siswa menyalin dengan tulisan tangan yang rapi beberapa teks biografi pendek dan sederhana tentang tokoh terkenal dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. • Siswa membaca dan mendengarkan teks biografi pendek dan sederhana tentang tokoh terkenal tersebut untuk	**KRITERIA PENILAIAN** • Tingkat pemahaman fungsi sosial teks biografi pendek dan sederhana tentang tokoh terkenal. • Tingkat kelengkapan dan keruntutan pemahaman isi pesan teks biografi pendek dan sederhana tentang tokoh	8 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal / transaksional

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sesuai dengan konteks penggunaannya. 4.15 Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal	**utama dan informasi rinci)** a. Mengenalkan tokohnya dan uraian umum tentang ketokohannya b. Menyebutkan urutan tindakan/ kejadian/peristiwa yang dilakukan atau dialami tokoh secara kronologis, dan runtut yang mencerminkan ketokohannya ***Unsur kebahasaan*** (1) Kosa kata	memahami isi pesannya. • Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari teks biografi pendek dan sederhana tentang tokoh terkenal tersebut. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks biografi pendek dan sederhana tentang tokoh terkenal tersebut. **Mengumpulkan Informasi** • Secara kolaboratif, siswa mencari dan mengumpulan beberapa teks biografi pendek dan sederhana tentang tokoh terkenal dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.	terkenal. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan teks biografi pendek dan sederhana tentang tokoh terkenal. **CARA PENILAIAN:** **Kinerja (praktik)** Menganalisis isi pesan teks biografi pendek dan sederhana tentang tokoh terkenal. **Observasi:** (penilaian yang bertujuan untuk		dengan benar dan akurat • Contoh teks dari sumber otentik • Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.c

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	terkait dengan topik yang dibahas (2) Tata bahasa: semua Past Tense, dan kata-kata penghubung yang menunjukkan urutan secara kronologis (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (4) Ucapan, tekanan kata,	• Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal. • Siswa membaca semua teks biografi pendek dan sederhana tentang tokoh terkenal yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: - fungsi sosial setiap teks - jenis atau golongan dari obyek yang dipaparkan - nama, bagian-bagian, sifat dan perilaku yang umum ditemukan/ dilihat - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan **Mengasosiasi** • Siswa	memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa berusaha memahami dan menganalisis isi pesan teks biografi pendek dan sederhana tentang tokoh terkenal. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. **Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menganalisis teks biografi pendek dan sederhana tentang tokoh terkenal, termasuk		om/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	intonasi (5) Ejaan dan tanda baca (6) Tulisan tangan **Topik** Tokoh yang memberi inspirasi dan pengalaman hidupnya yang relevan dengan hidap siswa sebagai remaja dan pelajar SMA, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama dan bertanggung jawab.	membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks biografi pendek dan sederhana tentang tokoh terkenal yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks biografi pendek dan sederhana tentang tokoh terkenal yang mereka baca. **Mengkomunikasikan** • Siswa menyampaikan beberapa teks biografi pendek dan sederhana tentang tokoh terkenal sederhana yang telah dibaca atau dibuat sendiri kepada teman-temannya, dengan cara antara lain membacakan, menyalin/menulis dan menerbitkan di majalah	kemudahan dan kesulitannya. **Tes tertulis** Membaca teks yang menuntut pemahaman tentang teks biografi pendek dan sederhana tentang tokoh terkenal. **Portofolio** • Kumpulan hasil analisis tentang beberapa teks biografi pendek dan sederhana tentang tokoh terkenal yang telah dibuat. • Lembar soal dan hasil tes		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dinding, bertanya jawab, membahas pandangan masing-masing tentang isi teks biografi pendek dan sederhana tentang tokoh terkenal, dsb. • Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam memahami teks biografi pendek dan sederhana tentang tokoh terkenal dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			
3.12 Menyebutkan fungsi sosial dan kebahasaan dalam lagu 4.16 Menangkap pesan	**Lagu pendek dan sederhana** ***Fungsi sosial*** Memahami pesan moral lagu dan menghargai lagu sebagai	**Mengamati** • Siswa menyalin dengan tulisan tangan beberapa lagu berbahasa Inggris sangat sederhana yang memberikan keteladanan atau menginspirasi di dalam buku koleksi lagunya. • Siswa berusaha memahami isi pesan lagu	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial lagu. • Tingkat kelengkapan dan keruntutan dalam memahami isi pesan lagu.	4 JP	• Buku Teks wajib • Contoh lagu dalam CD/VCD/DVD/kaset • Kumpulan lirik lagu

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Aloka si Wak tu	Sumber Belajar
dalam lagu	karya seni ***Unsur kebahasa an*** (1) Kata, ungkap an, dan tata bahasa dalam karya seni berben tuk lagu. (2) Penggu naan nomina l singula r dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nomina l (3) Ucapan , tekana n kata, intonas i (4) Ejaan dan tanda baca.	dengan menguasai unsur kebahasaan di dalamnya. • Hanya jika memungkinkan semuanya, siswa menyanyikan lagu-lagu tersebut. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan isi pesan dan unsur kebahasaan yang digunakan. **Mengumpulkan Informasi** • Siswa membaca (dan jika memungkinkan, mendengarkan) salah satu lagu yang telah disalin. • Siswa menirukan membaca nyaring (dan jika memungkinkan, menyanyikan) lagu tsb. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (isi pesan dan unsur kebahasaan) lagu tsb. • Siswa menuliskan pendapat dan perasaannya tentang isi lagu tsb. dalam buku	• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai pemaparan tentang isi pesan serta pendapat dan perasaan siswa tentang isi pesan lagu. CARA PENILAIAN: **Kinerja (praktik)** Tugas untuk menyebutkan isi pesan lagu secara singkat dan menyatakan kesan atau pendapatnya. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara		• Sumbe r dari interne t, seperti : - [www .dail yeng lish. com](http://www.dailyenglish.com) - [http: //a meri cane nglis h.st ate.g ov/fi les/ ae/r esou rce_f iles](http://americanenglish.state.gov/files/ae/resource_files) - [http: //le arne nglis h.bri tishc ounc il.or g/en /](http://learnenglish.britishcouncil.org/en/) - [http: //w ww. mye nglis hpag es.c om/ site_ php_ files /lyri cs_a nd_s ongs .php](http://www.myenglishpages.com/site_php_files/lyrics_and_songs.php)

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	(5) Tulisan tangan **_Topik_** Hal-hal yang memberikan keteladanan dan inspirasi untuk berperilaku peduli dan cinta damai.	koleksi lagunya. **Mengasosiasi** • Siswa membandingkan isi pesan dan unsur kebahasaan yang terdapat dalam beberapa lagu dalam buku koleksi lagunya tersebut di atas atau dengan lagu-lagu lain. • Siswa memperoleh balikan (_feedback_) dari guru dan teman tentang pendapat dan perasaanya tentang lagu-lagu tersebut. **Mengkomunikasikan** • Siswa membacakan dan melaporkan analisisnya tentang satu lagu lain pilihan sendiri dalam kerja kelompok, dengan cara menyebutkan isi pesan serta pendapat dan perasaannya tentang lagu tersebut. • Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang	lebih cepat) • Observasi terhadap interaksi siswa berusaha memahami fungsi sosial dan unsur kebahasaan dalam lagu. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi tentang lagu. **Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami fungsi sosial dan unsur kebahasaan		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam memahami isi lagu dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	dalam lagu, termasuk kemudahan dan kesulitannya. **Tes tertulis** Membaca pemahaman tentang isi pesan lagu. **Portofolio** • Kumpulan lagu yang ditulis tangan • Kumpulan hasil analisis tentang beberapa lagu yang telah dibuat. • Lembar soal dan hasil tes		

Activity students when the English lesson

Discussion SMA Muh 2 Gemolong

The teacher explain about the material

SMA N 1 Gemolong

Students doing with each group