

**THE EFFECTIVENESS OF ESTAFET WRITING IN TEACHING  
WRITING OF NARRATIVE TEXT  
(An Experimental Research at the Tenth Grade of MA Al-Islam Jamsaren  
Surakarta)**

**THESIS**

Submitted as A Partial Requirements for the degree of *Undergraduate* in English  
Education



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*Assalamu'alaikum Wr. Wb.*

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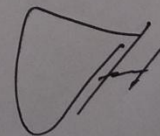
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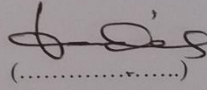
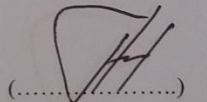
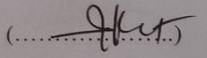


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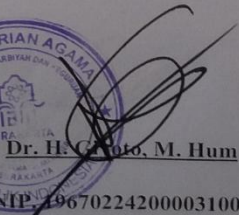
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## **DEDICATION**

This thesis is dedicated to:

- My beloved parents Mr. Tugimin and Mrs. Anik Wuryanti who always pray and support me.
- My beloved younger sister Arthavia Yuliestya.
- My beloved best friend Iwan Adhi Luhur who always support me.
- All my beloved friends Ana Ainun Nikmatin, Agustina Dwi Ayu Anggraini, Afri Safrianingsih and Annisa Restyanti Arifin.
- All of people who always support me.

## MOTTO

*“Be kind, for whenever kindness becomes part of something, it beautifies it.”*

*“Whenever it is taken from something, it leaves it tarnished.”*

*(Imam Bukhari’s Book of Muslim Manners)*

*“No mercy in the second chance.”*

*(The Researcher)*

*“Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning.”*

*(Albert Einstein)*

*“You can’t change your past but you can let go and start your future.”*

*(Quinn in Glee)*

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled *"The Effectiveness of Essay Writing in Teaching Writing of Narrative Text (An Experimental Research at the Tenth Grade of MA Al-Islam Jamsaren Surakarta)"* is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, January 11<sup>th</sup> 2017

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## ACKNOWLEDGMENT

Alhamdulillah, all praise be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled *“The Effectiveness of Estafet Writing in Teaching Writing Narrative Text (An Experimental Research at the Tenth Grade of MA Al-Islam Jamsaren Surakarta)”*. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Dr. Mudhofir, S. Ag., M. Pd., as the Rector of the States of Islamic Institute of Surakarta.
2. Dr. H. Giyoto, M. Hum., as the Dean of Islamic Education and Teacher Training Faculty.
3. Dr. Imroatus Sholikhah, M. Pd., as the Head of English Education Department.
4. Fithriyah Nurul Hidayati, M. Pd., as the Advisor for giving advice, and guidance to the researcher until this thesis finished.
5. All the lecturers and officials employees of English Education and Teacher Training Faculty of State Islamic Institute of Surakarta.
6. Fatma Nur Hidayati, S. Pd., as the teacher of MA Al-Islam Jamsaren Surakarta.
7. The students of X IPA and X IPS 2 MA Al-Islam Jamsaren for friendliness and help in this research.
8. The headmaster and all of the officials' employees who have permitted the researcher to do the researcher in MA Al-Islam Jamsaren Surakarta.

9. Her beloved parents who always give me support and pray for the best.  
Her beloved younger sister who always give support and helps.
10. Her beloved friends who has accompanied, helped, and supported this research.

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

Surakarta, January 11<sup>st</sup> 2017

The researcher

Andika Api Asmara Ditya



## ABSTRACT

ANDIKA API ASMARA DITYA. 2017. *The Effectiveness of Estafet Writing in Teaching Writing of Narrative Text (An Experimental Research at the Tenth Grade of MA Al-Islam Jamsaren Surakarta)*. Thesis. English Education Program, Islamic Education and Teacher Training Faculty.

Advisor : Fithriyah Nurul Hidayati, M. Pd

Keywords : Writing, Teaching, *Estafet Writing*

This topic of this study is teaching writing narrative text to the tenth grade students of MA Al-Islam Jamsaren by using *estafet writing* technique. The objective of this research is to find out the effectiveness of *Estafet Writing* technique in teaching writing narrative text at the tenth grade students of MA Al-Islam Jamsaren Surakarta in the academic year 2015/2016.

The research design in this research was quasi experimental research (Pre-test, post-test design) with quantitative approach. The population of this research was the tenth grade students of MA Al-Islam Jamsaren Surakarta in the academic year of 2015/2016. The sample of this research were the students of X IPA as experimental group and X IPS 2 as control group. The experimental group and control group chosen by using cluster random sampling technique. The dependent variable in this research is writing skill of narrative text and *estafet writing* is independent variable. The experimental group taught by using *estafet writing* technique, while the control group taught by using conventional technique. The data were gathered through tests which were delivered into the pre-test and post-test. The researcher used mean, median, mode, and standard deviation to calculate data description. Furthermore, to analyze the data the researcher used normality test from Lilifors theory, homogeneity from Bartlett theory, and t-test for hypothesis test.

The result of the research showed that the *estafet writing* technique is effective to teach writing narrative text. From the result of statistic calculation, it is obtained that the value of  $t_{\text{obtained}}$  is 4.532 and degree of freedom (df) is 68. In the table of significance 5%, the value of degree of significance is 1.667. Comparing those value, the result is  $4.532 > 1.667$  which means  $t_{\text{obtained}}$  is higher than  $t_{\text{table}}$ . In other word, the Alternative Hypothesis ( $H_a$ ) is accepted and the Null Hypothesis ( $H_o$ ) is rejected. Therefore, teaching writing narrative text for the tenth grade students of MA Al-Islam Jamsaren Surakarta in the academic year 2015/2016 by using *estafet writing* technique is effective.

## ABSTRAK

ANDIKA API ASMARA DITYA. 2017. Efektivitas Estafet Writing dalam Pengajaran Menulis Narasi Teks (Penelitian Eksperimen di Kelas Sepuluh MA Al-Islam Jamsaren Surakarta). Tesis. Program Pendidikan Bahasa Inggris, Pendidikan Islam dan Pelatihan Fakultas Guru.

Pembimbing : Fithriyah Nurul Hidayati, M. Pd

Kata kunci : *Writing, Teaching, Estafet Writing*

Topik dari penelitian ini adalah mengajar menulis teks naratif untuk siswa kelas X MA Al-Islam Jamsaren dengan menggunakan teknik *Estafet Writing*. Tujuan dari penelitian ini adalah untuk mengetahui efektivitas teknik *Estafet Writing* dalam pengajaran menulis narasi teks pada siswa kelas X MA Al-Islam Jamsaren Surakarta pada tahun akademik 2015/2016.

Desain penelitian dalam penelitian ini adalah penelitian kuasi eksperimental (Pre-test, post-test) dengan pendekatan kuantitatif. Populasi penelitian ini adalah siswa kelas X MA Al-Islam Jamsaren Surakarta pada tahun akademik 2015/2016. Sampel penelitian ini adalah siswa kelas X IPA sebagai kelompok eksperimen dan X IPS 2 sebagai kelompok kontrol. Kelompok eksperimental dan kelompok kontrol yang dipilih dengan menggunakan teknik cluster random sampling. Variabel terikat dalam penelitian ini adalah keterampilan menulis teks naratif dan *Estafet Writing* adalah variabel independen. Kelompok eksperimen diajar dengan menggunakan teknik penulisan estafet, sedangkan kelompok kontrol diajarkan dengan menggunakan teknik konvensional. Data dikumpulkan tes palung yang dikirim ke pre-test dan post-test. Peneliti menggunakan mean, median, modus, dan standard deviasi untuk menghitung deskripsi data. Selanjutnya untuk menganalisis data peneliti menggunakan uji normalitas dari teori Lilifors, homogenitas dari teori Bartlet, dan t-test untuk menguji hipotesis.

Hasil penelitian menunjukkan bahwa teknik *Estafet Writing* efektif untuk mengajarkan menulis narasi teks. Dari hasil perhitungan statistik, diperoleh bahwa nilai  $t_{obtained}$  adalah 4,532 dan derajat kebebasan (df) adalah 68. Pada tabel signifikansi 5%, nilai derajat signifikansi 1,667. Membandingkan nilai mereka, hasilnya adalah  $4,532 > 1,667$  yang berarti  $t_{obtained}$  lebih tinggi dari  $t_{tabel}$ . Dengan kata lain, Alternatif Hipotesis ( $H_a$ ) diterima dan Nol Hipotesis ( $H_o$ ) ditolak. Oleh karena itu, mengajar menulis narasi teks untuk siswa kelas X MA Al-Islam Jamsaren Surakarta pada tahun ajaran 2015/2016 dengan menggunakan teknik *Estafet Writing* efektif.

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Language is primarily an instrument of communication among human being in a community. Larsen (2003: 2) states that language is a means of interaction between and among people. Here, it has function as a tool which connects them in their surrounding. People realize that without language they cannot interacts each other. Language can become a bridge to connect one to another that lived in different places and cultures. By using a language, one can gain information, knowledge, and express one's feeling and emotions. Nowadays, many people learn the international language. One of the international languages is English.

English is an international language which has an important role in communication by people to interact with other people in the world. As international language, English is used to conduct communication in almost the entire world in many countries. Budiharso (2004: 4) states that English is the major language which is used by people in some sectors. Furthermore, Shohamy (2001: 74) defines that English is being the world current lingua franca. It is used for obtaining successful jobs, promotions, academic function and business interaction. Consequently, many people tend to master English to compete in globalization. Therefore, English is taught as the first foreign language as one of the important subjects in Indonesia from elementary to university level.

There are skills in English language which should be mastered by students, they are reading, writing, listening, and speaking. Students are hoped to be able to master all of English skills.

Writing is one of four basic skills. It is very important in teaching and learning English. Writing involves some language components (spelling, grammar, vocabulary, and punctuation). This is in line with what is stated by Braine (1996: 60), writing clear sentences requires you to learn the rules of English grammar and mechanics such as the correct use of verbs and pronouns, as well as commas and other marks of punctuation.

Writing skill is the complex form of communication. The learners have to able to choose the word or dictation and then arrange it into an acceptable sentence and good sentence. This writing skills include competence of punctuation, capitalization, and spelling. The writing lesson usually starts from making a sentence, developing sentence into a passage and finally making a paper. To support the skill in writing, the students have to improve their vocabulary and grammar structure. From these they can develop the idea and to improve their writing skill.

Now, the writing skill usually begins in Junior High School but there are some that begin in Elementary School. The writing lesson usually starts from simple sentence and then it is continued in higher level that the material will be more difficult, from making sentence, developing sentence into a passage and finally making a paper. To support their skill writing, the student must also improve their vocabulary and grammar structure.

From these abilities, they can develop the idea and improve their writing skill.

According to Powell (2009: 13) writing is hard to see because it governs our thoughts, and hard to talk about because of the lack of consistent names for real categories. Writing is a system of marking with a conventional reference that communicates information like the signs on this page. Writing is a difficult activity for most people, both in mother tongue and foreign language. Writing is the most complex one compared to the other three skills. Not only putting letters, symbols, and numbers, it involves many aspects such as paragraph development, mechanic, and organization of content and it demands standard from grammar, syntax, and vocabulary. In writing, the relation between sentences operates at several levels (Brown, 2004: 246).

According to Brown (2001: 335) writing products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that are not every speaker develops naturally. The upshot of the compositional nature of writing is writing pedagogy that focuses on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to procedure a final product that included content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation.

From the idea above, writing is more complex skills than the other skills. Writing skill is the activity to arrange and produce written form well and correctly on language component. In writing, the aspects include the use of vocabulary, structure of sentence, composition of the sentence, spelling and punctuation. These aspects are important to master in order to be able to produce good writing.

Teaching a foreign language especially English is not as easy as teaching the first language, because the students will certainly face many problems. So, if the teacher or students learn a second or foreign language, so they will meet many methods, approaches and techniques of teaching appearing to help teachers and learners in teaching learning process. The researcher found that the way of English teacher in teaching writing is used conventional technique in the whole class teaching. It is caused the decreasing of students interest in learning English and the students low score in learning writing skill. Up to know, we often hear the disappointment of English teacher because of the students unsatisfying scores in the final exam. Considering the importance of writing skill, the teacher must improve the teaching of writing.

Based on the explanation above, the researcher conducted the research in the use of *estafet writing* as one of the techniques in teaching writing. *Estafet writing* is one of the techniques to teach writing which can be applied in group. In the other words, *estafet writing* is one kind of cooperative learning activities. Writing in groups, whether as a part of a

long process or as a part of a short game like communicative activity, can be greatly motivating for students, including as it does. Not only writing, but also research, discussion, peer evaluation and group pride in a group accomplishment. So, by using *estafet writing*, the students were more enjoyable in learning English. Besides that, the students who have good ability in writing can help the other students who have low ability in writing (Syathariah, 2011: 41-42).

The researcher wants to conduct a research entitled “**The Effectiveness of *Estafet Writing* in Teaching Writing Narrative Text (An Experimental Research at the Tenth Grade of MA Al-Islam Jamsaren Surakarta).**”

## **B. The Formulation of the Problem**

The formulation of the problem which is going to be discussed in this paper is “How is the effectiveness of using *Estafet Writing* to teach writing narrative text at the tenth grade of MA Al-Islam Jamsaren Surakarta?”

## **C. The Objectives of the Study**

The objective of the study is to find out the effectiveness of using *Estafet Writing* technique to teach writing narrative text at the tenth grade of MA Al-Islam Jamsaren Surakarta.

#### **D. The Limitation of the Study**

In this study, the researcher limits her discussion on the influence of using *estafet writing* in teaching writing narrative text at the Tenth Grade of Senior High School. The material of lessons that is choose by using *Estafet Writing* are writing a legend story and fable story.

#### **E. The Benefits of the Study**

From this study, the researcher really hopes that there will be some benefits to the researcher and the readers in general. The benefits are follows:

##### **1. Theoretical Benefits**

The researcher gets new experience in teaching writing of English narrative text in Senior High School. By this research, the researcher learns how to improve the students writing skill especially in writing narrative text by using *estafet writing* to the Senior High School.

The researcher really hopes that this research can give some benefits to the readers. The readers can get much knowledge about teaching English in Senior High School especially in English writing narrative text. It is expected not only for the researcher but also can be useful for educational world especially to improve the English writing skill by using *estafet writing*.

## 2. Practical Benefits

There are some functions from this research, such as:

### a. For the Teacher

From this research, it is expected that the teachers will get more information about teaching writing skill. Besides, this research is expected can give an alternative technique for teaching writing.

### b. For the Students

The use of *Estafet Writing* as an alternative technique in teaching narrative text, the researcher hopes that the students will be interested and more enthusiastic in learning especially learning narrative texts writing. So, it can improve achievement and students learning outcomes.

### c. For the Other Researcher

This research hopefully can be the inspiration for the other researcher to develop this technique.

## F. The Key Terms

1. **Writing** is a process that we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities (Harmer, 2004:86).
2. **Teaching** is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something,

providing with knowledge, causing to know to understand (Brown, 2007:8).

3. *Estafet Writing* is a kind of active learning or learning by doing by purposing the students to negotiate learning as an interesting activity and giving them opportunity to express their ideas to a certain topic with their classmates (Syathariah, 2011:41-42).

#### **G. The Previous Study**

The researcher will describe some thesis that are relevant to make the thesis arrangement easier. The researcher is inspired from final project of:

1. The Ability of Writing Descriptive Text of the Tenth Grade Students of SMA N 2 Kudus in the Academic Year 2013/2014 Taught by Using Estafet Writing by Ulfa Mustika, English Department Faculty of Teacher Training and Education Muria Kudus University 2013. The aim of the research is to find out the students achievement in writing descriptive text taught by using Estafet Writing and taught without Estafet Writing. The type of the research is experimental research. The researcher used two classes of 10<sup>th</sup> grade SMA N 2 Kudus in the Academic Year 2013/2014, one class as control class and one class as experimental class. For control class, the researcher used conventional method to teach writing descriptive text and for experimental class, the researcher used Estafet Writing as a technique to teach writing descriptive



text. The result of the research showed that the students writing descriptive text achievement in experimental class was better than control class. From the result of the research, it can be concluded that Estafet Writing is an effective technique to teach writing because it makes students felt fun and active in class and also can improve students writing skill.

The similarity between this research and the research above is object of the study that is writing. In addition the researcher also used same technique with the research above that is Estafet Writing. The differences between this research and the research above is the teaching technique in control class, the researcher using whole class technique for control class and then the research using conventional method. The other differences that this research is teaching in narrative text and then the research teaching in descriptive text.

2. The Use of Chain Picture as a Medium for Improving Students Writing Skill of Narrative Text by Umi Fadilah Hidayati, English Department Faculty of Tarbiyah Walisongo State Institute for Islamic Study Semarang 2010. The aim of the research is to find out the students writing achievement on Narrative Text after being taught by using Chained Picture. The type of the research is Classroom Action Research. The researcher used one class of 8<sup>th</sup> grade SMP Negeri 1 Blora in the Academic Year 2009/2010. In

that class, the researcher applied Chained Picture as a medium to teach writing Narrative Text. The result of the research showed that there is an improvement in students writing skill on Narrative Text. From the result of the research, it can be concluded that Chained Picture can facilitate students in learning English and also can improve students writing skill on Narrative Text.

The similarities between this research and the research above are the object of the study that is writing and the teaching material that is teaching in writing narrative text. The difference between this research and the research above is the research design, the researcher using experimental research and then the research using Classroom Action Research.

## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **A. Writing**

##### **1. Definition of Writing**

Writing is one of language skill which is defined by Brown (2001: 335) as “the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals”. From the statement above, writing means productive skill as spoken skill. Writing is a productive skill as a speaking skill. Written language is produced in written form, whereas spoken language is produced in spoken and understandable with the listening way. Therefore, written language is represented by spoken language.

According to Oshima, Alice and Ann Houge (1997: 2), writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. From the statement above, we know that writing is never a one-step actions, it is a process that has several steps.

Writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities. Writing also can be used as an integral part of a larger activity where the focus is on language practice, acting out, or

speaking. Once again writing is used to help students perform a different kind of activity (in his case speaking and listening). Students need to be able to write to do these activities, but the activities do not teach students to write. Teaching writing is more than just dealing with matters of handwriting, orthography (the spelling system), and punctuation, it is about helping students to communicate real messages in appropriate manner (Harmer, 2004: 34).

According to Heaton (1984: 135) the writing skills are complex and sometimes difficult to teach, requiring mastery not only grammatical and theoretical devices but also of conceptual and judgment elements. The following analysis attempts to group the many and varied skills necessary for writing good prose into five general components or main areas.

1. Language use: the ability to write correct and appropriate sentences.
2. Mechanical skills: the ability to use correctly those conventions peculiar to the written language, example: punctuation, spelling.
3. Treatment of content: the ability to think creatively and develop thought, excluding all irrelevant information.
4. Stylistic skills: the ability to manipulate sentences and paragraphs and use language effectively.

5. Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

From the idea above, writing is more complex skills than the other skills. Writing is the activity to arrange and produce written form well and correctly on language component.

## **2. Process of Writing**

According to Harmer (2005: 4-6), the writing process is divided into four stages: planning, drafting, editing, and final draft. All the stages of writing process are explained below:

### **1. Planning**

It is the first stage of writing process when the writers plan, try, and decide what they are going to say before starting to write. It might involve making detailed notes. There are three issues i.e. purpose, audience, and content structure that must be considered in planning to write. The purpose of writing will influence the type of the text to produce, the language use, and the information. Secondly, the audience will influence the shape of the writing (how it is laid out, how the paragraph are structured), and the choice of language such as formal and informal tone. Thirdly, the content structure of the piece that is, how best to sequence the facts, ideas, or arguments which are decided to include.

## 2. Drafting

Draft is the first version of a piece of writing. A number of drafts might be produced on the way to the final version, as the writing process proceeds into editing.

## 3. Editing (Reflecting and Revising)

It is the writing process to make the change of draft which is ambiguous or confusing by using general meaning and overall structure such as individual words and grammatical accuracy.

Reflecting and revising are often helped by other readers who comment and make suggestion. The reaction of readers to a piece of writing will help the author to make appropriate revisions.

## 4. Final Draft

It is the last stage of the writing process when the written text is ready to send to its intended audience.

## **3. Writing Assessment**

Logically, the assessment of writing is no simple task. Handwriting ability, spelling, grammatically, paragraph construction, development of main idea, and many more are possible objectives and each objective can be assess through a variety of tasks (Brown, 2001: 218).

### **a. Definition of Assessment**

Brown (2001: 4) states that assessment is a popular and sometimes misunderstood term in current educational practice. You might be tempted to think of testing and assessing as synonymous terms, but they are not. Tests are prepared administrative procedures that occur at identifiable times in curriculum when learners master all their faculties to offer peak performance, knowing that their responses are being measured.

Assessment, on the other hand, is an ongoing process that encompasses a much wider domain. Tests are a sub-set of assessment; they are certainly not the only form of assessment that a teacher can make. Tests can be useful devices, but they are only one among many procedures and tasks that teachers can ultimately use to assess students. And at a glance, assessment is wider than the test. Tests can be the assessment, but the assessment is not always a test.

In this research, the researcher uses analytic scoring to assess the students' writing task. Analytic scoring of composition offers writers a little more wash back than a single holistic or primary score. Scores in five or six major elements will help to call the writers' attention to areas of needed improvement. Practically, it is lowered in that more time is required for teachers to attend to details within each of the categories in order to render a final score.

or grade, but ultimately students receive more information about their writing.

**Table 2.1 The Scoring Guidance by Jacobs et al in Hughes, 2003: 104**

No	Categories	Score	Criteria
1	Content	30-27	<b>Excellent to very good:</b> knowledgeable; substantive; thorough; development of thesis; relevant to assigned topic.
		26-22	<b>Good to average:</b> some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic; but lacks detail.
		21-17	<b>Fair to poor:</b> limited knowledge of subject; little substance; inadequate development of topic.
		16-13	<b>Very poor:</b> does not show knowledge of subject; non-substantive; not pertinent.
2	Organization	20-18	<b>Excellent to very good:</b> fluent expression; ideas clearly stated/supported; succinct; well-organized; logical sequencing; cohesive.
		17-14	<b>Good to average:</b> somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.
		13-10	<b>Fair to poor:</b> non-fluent; ideas confused or disconnected; lacks logical sequencing and development.
		9-7	<b>Very poor:</b> does not communicate; no organization.
3	Vocabulary	20-18	<b>Excellent to very good:</b> sophisticated range; effective word/idiom choice and usage; word from mastery; appropriate register.
		17-14	<b>Good to average:</b> adequate range; occasional errors of



		13-10 9-7	word/idiom form; choice; usage but meaning not obscured. <b>Fair to poor:</b> limited range; frequent errors of word/idiom form; choice; usage; meaning confused or obscured. <b>Very poor:</b> essentially translation; little knowledge of English vocabulary, idioms, word form.
4	Word Choice/Grammar	25-22 21-18 17-11 10-5	<b>Excellent to very good:</b> effective complex construction; few errors of agreement, tense, number, word order/function, article, pronouns, prepositions. <b>Good to average:</b> effective but simple construction; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured. <b>Fair to poor:</b> major problems in simple/complex constructions; frequent errors or negation, agreement, tense, number, word order/function, articles, pronouns, preposition and fragments, deletions; meaning confused or obscured. <b>Very poor:</b> virtually no mastery of sentence construction rules; dominated by errors; does not communicate.
5	Mechanics	5 4 3	<b>Excellent to very good:</b> demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing. <b>Good to average:</b> occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured. <b>Fair to poor:</b> frequent errors of spelling, punctuation,

		2	capitalization, paragraphing; poor handwriting; meaning confused. <b>Very poor:</b> no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, etc. paragraphing; handwriting illegible.
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The explanation for writing elements in analytic scoring can be seen on the following:

- a. Content : the agreement with the title chosen.
- b. Organization : paragraph unity, coherence, and cohesion.
- c. Vocabulary : the precision of using vocabulary.
- d. Grammar : tenses and pattern
- e. Mechanics : spelling and punctuation.

The researcher chooses analytic scoring to analyze the students score. In analytic scoring, scores in five elements will help to call the students' and teachers' attention to areas of needed improvement. For students, it provides feedback on specific aspect of their writing, while for teachers; it gives diagnostic information for planning the following instruction.

Based on the theories above, it can be concluded that writing is the most difficult skill for the English learners as the second language to be mastered. The difficulties are life the structure, grammar, ideas and many more. The skill in writing includes the competence of punctuation and capitalization. The components that can be assesed in writing skill are

selecting appropriate vocabulary, organizing information, generating ideas, making grammatical sentence, punctuation spelling and mechanics.

## **B. Teaching Writing**

### **1. The Definition of Teaching Writing**

Teaching is an activity in learning and exploring something. Based on Brown (2000: 7) teaching is guiding and facilitating learning, enabling to learn, setting the conditions for learning. Teaching have purpose actually, based on Harmer (1992: 42), the aim all our teaching is to train students for communicative efficiency. Most language teaching is designed to teach students to communicative, however the learning is organized.

According to Harmer (1998: 79), writing is a skill and he argues that teaching writing has a very important reason since it is basic language skill, just as important as speaking, reading and listening. Students need to know how to write well, how to combine words into sentences, how to compose the sentences into paragraph. Meanwhile, according to Harmer (1992: 53), when teaching writing, therefore, there are special consideration to be taken into account which include the organizing of sentences into paragraphs, how paragraphs are joined together, and the general organization of ideas into a coherent piece of discourse.

## **2. Definition of Technique**

According to Oxford Advance Learners Dictionary of Current English by A. S. Hornby (1974: 887) defines that technique is method of doing something expertly.

Before we know other definition about technique, there are three terms that must be differentiated because these terms used in teaching learning activity and people often confuse with these terms. They are approach, method, and technique.

An approach is a set of correlative assumption dealing with the nature of language teaching and learning. While method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within an approach, there can be many methods.

From the idea previously, it can be concluded that a technique is implementation that which actually takes place in a classroom. It is a particular tricks, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach, there can be many methods.

While, Diane Larsen-Freeman (1986: xi) says that technique is the behavioral manifestation of the principles. In other words, the classroom activities and procedures derived from an application of the principles.

Based on the statements above, it can be said that technique is a way of doing an activities derived from application of the principles.

So, we can conclude that *estafet writing* is one of ways to help other people especially students in expressing many ideas in writing narrative text.

### **C. Estafet Writing**

#### **1. Definition of *Estafet Writing***

According to (Syathariah, 2001: 41-42), *estafet writing* is a kind of active learning or learning by doing by purposing the students to negotiate learning as an interesting activity and giving them opportunity to express their ideas to a certain topic with their classmates. *Estafet writing* is a technique in teaching writing where the students will learn writing in a group and the students also have a chance to improve their writing ability individually. *Estafet writing* also gives a chance for all group members to revise their work. This technique aims to make the students associate learning as a fun activity (Heriawan, dkk., 2012: 147). The students are given the freedom to express their imagination through imaginative writing produced together with classmates.

This technique is a technique of learning that involves students actively learn together, in group or individually. Learning activities writing using *estafet writing* technique can produce a product, in the

form of a simple essay writing. The product composition is the work together, because the results of descriptive essay are from together activities.

*Estafet writing* technique usually is used to write short stories in sequence. However, in this study the researcher used estafet writing for writing an descriptive essay by using a specific theme that is done in groups. The researcher hopes by selecting this learning technique can increase the spirit of learners to learn and write an essays in English.

*Estafet writing* is one of the innovative learning techniques are able to increase the motivation of the students in the developing the imagination to write an essay and the courage of students began expressing ideas or opinions. The students become more creative to develop her/his thinking. The students can use English vocabulary when writing an essay by itself.

According to Vernon (1980: 241), *estafet writing* will give more impact for students writing skill on narrative text if there is a medium which helps them to learn it. A medium is any person, material or event that establishes condition, which enable learners or students to acquire knowledge, skill that attitudes. Medium is very useful in teaching learning process, because it will help teacher in presenting and manipulating language and it can be used for involving students in learning activities especially writing activity.

The advantages of *estafet writing* technique by Syathariah (2011: 43) are: (a) Make the students enthusiastic in the learning process, (b) Creating a more pleasant learning atmosphere, (c) The students are more careful in implementing the learning process, (d) Studying in a groups by using *estafet writing* technique can motivate the students who have difficulties in writing an essay, (e) In learning process of writing short stories, poetry or essay, the students can be active poured his or her imagination, passing sentences first written by his or her friends.

The weakness of *estafet writing* technique by Supendi (2008: 120), (a) In *estafet writing* technique the time is limited, (b) In the *estafet writing* technique the students feel rush, (c) Classroom atmosphere tend to be noisy, because the students are active learners. This can be overcome by the teacher, the teacher should be readily assist help the students who get confused, the students must also pay attention to the teacher explanation.

## **2. Steps of *Estafet Writing***

According to Syathariah (2011: 42), steps of *estafet writing* learning technique as follow:

- a. Teacher asks the students to make groups 5-6 students.
- b. After that, the teacher asks the students make an opening sentence.

- c. After the students make an opening sentence, the students become the first person. Then on the first count, the teacher gives the order to raise the height of holdings learners respectively, on the second count the teacher tells the students handed over to a friend of this book to her/his right.
- d. These students become the second person to be continuing his/her essay by adding a further sentence. Learners are required to see the previous sentence to continue the next essay.
- e. After the second students finish, the teacher asks the student to count again to the next students in the right, so it goes clockwise, until the time is up.
- f. After the time is up, exercise book should be returned to the owners. Owners of the book read the result of essay and mark the incorrect sentence.
- g. Teacher asks one students to write the essay result on the board.
- h. Teacher and the students correct the incorrect sentence together.

## **D. GTM (Grammar Translation Method)**

### **1. Definition of GTM (Grammar Translation Method)**

Richards (2001: 5), grammar translation method is a way of studying a language that approaches the language detail analysis of its



grammar rules, followed by application of this knowledge through the task of translating sentences and text into and out of the target language. It is derived from traditional approaches to teach of Latin and Greek in the nineteenth century.

In other hand, Larsen (2000: 11) states that grammar translation method was used for the purpose of helping students read appreciate foreign language literature. It was also hoped that, through the study of the grammar of the target language, students would become more familiar with grammar of their native language and that this familiarity would help the speak and write their native language better.

It can be conclude that grammar translation method is a foreign language teaching method that approaches the language detail analysis of its grammar rules for the purpose of helping students read and appropriate foreign language literature.

## **2. Several Technique in GTM**

### **a. Translation of a literary passage**

- 1) Students translate a reading passage from the target language into their native language.
- 2) The reading passage the provides the focus for several classes: vocabulary and grammatical structures in the passage are studied in subsequent lessons.

- 3) The passage may be excerpted from some work from the target language literature, or a teacher may write a passage carefully designed to include particular grammar rules and vocabulary.
  - 4) The translation may be written or spoken or both.
  - 5) Students should not translate idioms and the like literally, but rather in a way that shows that they understand their meaning.
- b. Reading comprehension questions
- 1) Students answer questions in the target language based on their understanding of the reading passage.
  - 2) The questions are sequenced so that the first group of questions asks for information contained within the reading passage.
  - 3) The second group of questions requires students to make inferences based on their understanding of the passage.
  - 4) The third group of questions requires students to relate the passage to their own experience.
- c. Antonyms/synonyms
- 1) Students are given one set of words and they are asked to find antonyms in the reading passage.
  - 2) Students could also be asked to find synonyms for a particular set of words.
  - 3) Students might be asked to define a set of words based on their understanding of them as they occur in the reading passage.

d. Cognates

- 1) Students are taught to recognize cognates by learning the spelling or sound patterns that correspond between the languages.
- 2) Students are also asked to memorize words that look like cognates but have meanings in the target language that are different from those in the native language.

e. Deductive application of rule

- 1) Grammar rules are presented with examples.
- 2) Exceptions to each rule are also noted. Once students understand a rule, they are asked to apply it to some different examples.

f. Fill-in-the-blanks

Students are given a series of sentences with words missing. They fill in the blanks with new vocabulary items or with items of a particular grammar type, such as prepositions or verbs with different tenses.

g. Memorization

- 1) Students are given lists of target language vocabulary words and their native language equivalents and they are asked to memorize them.
- 2) Students are also required to memorize grammatical rules and grammatical paradigms as verb conjugations.

h. Use words in sentences

In order to show that students understand the meaning and use of a new vocabulary item, they make up sentences in which they use the new words.

i. Composition

- 1) The teacher gives the students a topic to write about in the target language.
- 2) The topic is based upon some aspect of the reading passage of the lesson.
- 3) Sometimes, instead of creating a composition, students are asked to prepare a précis of the reading passage.

### **3. Procedure of Grammar Translation Method**

Language teachers may develop their own procedures as long as they are in accordance with the characteristics of the GTM. The following procedure of teaching the target language through the GTM is adapted from Larsen (2000: 15-17):

- a. The class read a text written in the target language.
- b. Students translate the passage from the target language to their mother tongue.
- c. The teacher asks students in their native language if they have any questions, students ask questions and the teacher answers the questions in their native language.

- d. Students write out the answers to reading comprehension questions.
- e. Students translate new words from the target language to their mother tongue.
- f. Students are given a grammar rule and based on the example they apply the rule by using the new words.
- g. Students memorize vocabulary.
- h. The teacher asks students to state the grammar rule.
- i. Students memorize rule.
- j. Errors are corrected by providing the right answer.

#### **4. The Advantages of GTM (Grammar Translation Method)**

Larsen (2001: 11) state that there are some strong points of grammar translation method and these are also the objective of the method itself, they are:

- a. The ultimate objective is to be able to read, understand, and appreciate written target literature.
- b. Through the study of the grammar of the target language, the students will be more familiar with the grammar of their mother tongue. This familiarity will help them speak and write their native language better.
- c. It was thought that foreign language learning would help students grow intellectually. Language learning is a mental exercises, learning foreign language is a good mental exercise

for students. Learning of the target language and the mother tongue empower students mentally (it was recognized that students would probably never use the target language, but the mental exercise of learning it would be beneficial anyway).

## **5. The Disadvantages of GTM (Grammar Translation Method)**

Larsen (2001: 17-18) states that the weak points of grammar translation method are:

- a. The teacher has authority in the classroom.
- b. Most of the interaction in the classroom is from the teacher to the students. There is little student initiation and little students interaction.
- c. There is much less attention given to speaking and listening skills.
- d. Grammar is taught deductively, so the students can not think creatively to find out the rule based on the examples.

## **E. Narrative Text**

### **1. The Definition of Narrative Text**

Anderson and Anderson (2003: 3) defines narrative as a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. Narratives can be presented or told in the first person if the narrator is one of the characters in the story, and in the third person if the narrator is outside the story.

Meanwhile, Woodson (1982: 145) states narrating is when you tell a story and when you describe actual or fictional events which are arranged in chronological order or sequence. It can be said that sequencing the events in narration is one of important elements because narration is concerned with time.

In addition, narration deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. This means that in narrative text, there are some problems developed or happened and finally can be solved at the end of story.

From the explanations above, it can be concluded that narrative text is a text telling a past story or event, either actual or fictional, by using time sequence or chronological order. Moreover, the story in narrative text sets up one or more problems, which must find a way to be resolved.

Narrative as kind of story genre that can be imaginary or factual has many types. They are fairy stories, mysteries, science fiction, romances, horror stories, adventure series, fables, myth, legends, historical narratives, ballads, and etc.

## **2. Generic Structure of Narrative Text**

According to Wardiman (2002: 98) the steps for constructing a narrative text are:

1. Orientation

It is about the opening paragraph where the sets, the scene and the character of the story are introduced. It usually answer the questions Who/When/Where.

2. Complication

It is a series of complication or where the problems in the story developed.

3. Resolution

Where the problems in the story is solved. The problem maybe resolved for better or worse happily or unhappily.

### **3. Language Features of Narrative Text**

There are some language features in narrative text. Those are (a) nouns that identify the specific characters and places in the story, (b) adjectives that provide accurate descriptions of the characters and setting, (c) time words that connect events to tell when they occur. For example, first, then, next, while, afterward, finally, after, during, before, etc., (d) verb to show the action that occurs in the story. The tense used in general is past tense.

According to Purnamawati (2011: 11-13) states that language features of narrative text are:

- a. Using processed verb
- b. Using temporal conjunction, example: one day, a week, later, then long time, long time ago, when, etc



- c. Using simple past tense, example: lived, stayed
- d. Using noun phrase, example: long black hair
- e. Using pronouns, example: I, me, they, their, it, its, etc
- f. Using nouns, example: tree, road, stepsister, housework
- g. Using saying verb, example: said, told, promised

**Table 2.2 The Example of Narrative Text**

<b>Snow White</b>
<p>Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.</p> <p>One day she heard her uncle and aunt talking about leaving her in the castle because they both wanted to go to America and they didn't have enough money to take her.</p> <p>She didn't want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her uncle and aunt were having breakfast. She ran away into the woods. She was very tired and hungry.</p> <p>Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.</p> <p>Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then she woke up, she saw dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White".</p> <p>The dwarfs said, "If you wish, you may live here with us". Snow White told the dwarfs the whole story, she and the seven dwarfs lived happily ever after.</p>

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

The data of this research is the form of quantitative research, Ary (2002: 22) states the quantitative research uses objective measurement and statistical analysis of numeric data to understand and explain phenomena. In quantitative research there are experimental and non-experimental research design, experimental research involves a study of the effect of the systematic manipulation of one variable on another variable and non experimental research, the researcher identifies variables and may look for relationship among them, but does not manipulate the variable.

The design of this study is quasi-experimental research. A quasi-experiment is a design, which is widely used in educational setting, in which there is no random assignment of subjects because randomly assigning subjects or students to the groups would disrupt classroom learning.

There were two classes in this model of experimental research. First was the experimental class and the second was the control class. The researcher decided to choose class X IPA as the experimental class and X IPS 2 as the control class.

E	O <sub>1</sub>	X	O <sub>2</sub>
C	O <sub>3</sub>	X	O <sub>4</sub>

Where:

E : Experimental Class

C : Control Class

O<sub>1</sub> : Pre-test for experimental group

O<sub>2</sub> : Post-test for experimental group

O<sub>3</sub> : Pre-test for control group

O<sub>4</sub> : Post-test for control group

X : Treatment by using estafet writing for experimental class and treatment without using estafet writing for control class

## **B. Setting**

### **1. Place of the Research**

The research held the research at the tenth grade students of MA Al-Islam Jamsaren which was located on Jl. Veteran No. 263, Serengan, Surakarta 57155 Telp. (0271) 647715.

## **2. Time of the Research**

The researcher held the research from 10 October 2016 until 10 November 2016. The writer held an experiment by applying the use of *estafet writing* in teaching writing narrative text.

## **C. Population, Sampling and Sample**

### **1. Population**

According to Ary (2002: 163), population is all members of any well defined class of people, events, or objects. According to the Arikunto (2006: 108), a population is a set (or collection) of all elements possessing one or more attributes of interest. According to the explanation above a population is the whole of subject used by the researcher. The research was conducted at MA Al-Islam Jamsaren and the researcher took the population of the tenth grade. In the tenth grade there are three classes that are class X IPA, X IPS 1, and X IPS 2. The number of class was tenth grade that consist of 105 students at MA Al-Islam Jamsaren.

### **2. Sampling**

Sampling is the process of selecting a group of subjects for a study in such a way that the individual represents the large group from which they were selected. According to Ary (2002: 149), sampling is indispensable to researcher. There were three classes in tenth grade of MA Al-Islam Jamsaren, here the researcher use random sampling to

choose one of the classes to conduct the research. The researcher choose two classes as sample in this research, they were class X IPA as the experimental class and X IPS 2 as the control class.

In getting sample of the research, the researcher took some procedures. Because there were three classes at the tenth grade of MA Al-Islam Jamsaren, the researcher wrote down number 1 to 3 on small piece of paper. The small piece of paper was placed in a box and well mixed, and a sample of the required size was selected.

### **3. Sample**

Selecting of the sample is very important step in conducting a research study. According to Arikunto (2006: 109), a sample is part of population of representative of it. Based on Ary (2002: 163), a sample is a person of a population. It mean that a good sample must be representative of the entire as possible, so that the generalization of the sample as true as population. According the explanation above the sample this research was X IPA as experiment class that consist of 35 students and then X IPS 2 as control class that consists of 35 students at MA Al-Islam Jamsaren.

### **D. Technique of Collecting Data**

Collecting data is an important thing in this research that can be determined. The techniques of collecting data used in this research are:

## 1. Test

In this research, the test was in the form of written test. The result of the test was analyzed by analytic scoring based on ESL (English as Second Language) Composition Profile which consists of Content, Organization, Language Use or Grammar, Vocabulary and Mechanic.

### a. Pre-test

The pre-test for the students was carried out to get their score. The students had to write a narrative text.

### b. Post-test

The post-test was given by asking students to write narrative text.

The result of pre-test and post-test were collected and compared.

## 2. Data Description

The data description consists of mean, mode, median, and standard derivation.

### a. Mean

$$\text{Individual data: } \bar{X} = \frac{\sum x}{n}$$

Where:

$\sum x$  : the sum of students score

n : the sum of students

Data in frequency distribution:  $x = \frac{\sum f_1 x_1}{n}$

Where:

$\sum f_1$  : frequency of students score

$\bar{X}$  : mid point of students score

n : the sum of students

b. Mode

The value in a set of data which appears most frequently.

Data in frequency distribution:  $Mo = L + i \left( \frac{f_1}{f_1 + f_2} \right)$

Where:

L : the lower limit of the interval within which the mode lies

I : interval (class width)

$f_1$  : the frequency of the interval containing more reduced by that of the previous interval

$f_2$  : the frequency of the interval containing more reduced by that of the following interval

c. Median

Data in frequency distribution  $Me = L + i \left( \frac{\frac{n}{2} - cfb}{fw} \right)$

Where:

L : the lower limit of the interval within which the median lies

i : interval (class width)

cfb : the cumulative frequency in all interval below the interval containing the median

n : the sum of group

fw :the frequency of cases within the interval containing the median

d. Standard Deviation

$$SD = \sqrt{\frac{\sum(x_i - \bar{x})^2}{n}}$$

Where:

x : score of students

$\bar{x}$  : average score of all students

N : the number of sample

## E. Pre-requisite Test

### 1. Validity and Reliability Test

The set of writing test only consists of one item test. It is used to collect data related to the students' improvement after the treatment is given. The test being given to the students must be valid and reliable. Validity is defined as the extent to which the instrument measure what it supposed to measure (Siregar, 2013: 46). Every test, whether it is a short, informal classroom test or a public examination, should be as valid as the constructor can make it. A test must first be reliable on different occasions (with no language practice, work taking place



between these occasions) to be valid at all. Then, to the extent that it produces differing results, it is not reliable.

**a. Validity of Test**

There are four important ways to seek the validity of the instrument, they are face validity, content validity, criterion validity and construct validity (Siregar, 2013: 46-47). Content validity is a kind of validity which depends on careful analysis of the language being tested and a particular test. A test is said to have content validity if its contents constitutes a representative sample of the language skills, structures, etc. with which it is meant to be concerned (Hughes, 2003: 26).

Therefore, the researcher used content validity in this research to test the validity of the quantitative data. The quantitative data here come from tests. The researcher used written test especially essay test to know the students achievement in writing narrative text. The researcher also looked at the syllabus when constructing the test and the test was suitable to the syllabus of English for Senior High School in the competence of writing. Therefore, the test is used to measure the students' mastery in writing narrative text. It is done on the post-test. Post-test will be conducted both in the experimental group and control group. In this research, the validity of writing ability is measured by consulting the test to the expert judgment. The validation of the test

was consulted to Fatma Nur Hidayati, S. Pd as the English teacher of MA Al-Islam Jamsaren Surakarta.

**b. Reliability of Test**

Reliability test used to know the extent to which the instrument has level constancy in the measurement, in the sense that the results will not give relatively differences. Setiyadi (2006: 16) states that reliability is the consistency of a measuring instrument or the extent of the instruments can measure the same subject in different times but showed relatively similar results. In this research, the researcher gave an assignment to write narrative text which the students 60 minutes to do the test. Students had to pay attention to the five aspects of writing which would be used in the assessment.

The researcher used inter-rater reliability to measure the reliability of writing test. Djwandono (2011: 187-188) states that inter-rater reliability shows the level of reliability of two row scores obtained from two correctors or testers in which each corrector or tester performs the scoring to the same number of test participants.

The reliability of writing test in this research is measured by computing the mean score from each corrector or tester. The score of writing test is the mean score between the first and second rater.

## F. Technique of Analyzing Data

The researcher used three kinds for tested in this research there data are data description, pre-requisite analysis and hypothesis test. Therefore, before giving a treatment, the researcher conducted pre-test. The test items of pre-test have been measured the validity and the reliability in another class. After pre-test is given, the researcher gives a treatment using *estafet writing* technique. After conducting the treatment, the researcher gives a post-test using the same questions used in the pre-test. The all of collected data is analyzed using T-test. T-test is used to know whether any difference between the results of students' writing skill by using *estafet writing* technique. As the requirements of t-test, the data should be tested using normality and homogeneity test.

### 1. Normality Test

It was used to know the normality of the data that was going to be analyzed whether both group had normal distribution or not.

1. Determining the mean score by using this formula:

$$Mean = \frac{\sum x}{n}$$

2. Determining standard deviation with this formula :

$$SD = \sqrt{\frac{\sum(Xi - \bar{X}^2)}{n}}$$

3. Calculating Z value from each items with the formula

$$Z = \frac{x - \bar{x}}{SD}$$

4. Looking for  $P \leq Z$  of each items in the table available

5. Calculating  $L_{table}$  of 0,005  $\alpha$  with this formula

$$L_{table} = \frac{0,886}{\sqrt{n}}$$

6. Determining L for each items of question in the test by deriving

$$F/n \text{ with } P \leq Z$$

7. Comparing the maximum result of L for each item question with

$$L_{table}$$

And normality test can be found. If  $L_{max} < L_{table}$  the distribution of the runs normally but if  $L_{max} \geq L_{table}$  the distribution of test does not normally.

## 2. Homogeneity Test

Homogeneity is used to determine whether the data are homogeneous or not. When homogeneity of variance is determined to hold true for a statistical model, a statical approach or simpler computational to analyzing the data may be used to know low level uncertainty in the data. To find out the homogeneity of data, the formula as follow:

$$F = \frac{V_e}{V_c}$$

$F = \text{Homogeneity}$

$V_e = \text{Variance experimental group}$

$V_c = \text{Variance control group}$

If  $F_{\text{count}} < F_{\text{table}}$ , it can be concluded that the data of the pre-test was homogeneity

### 3. Hypothesis Test

The researcher committed test in both groups, the experimental group that was taught by using *estafet writing* technique and control group that was taught by using jigsaw technique. After that, the two means score of group compared by using T-test formula. T-test formula used to prove that effectiveness on teaching writing skill narrative text by using two different technique. This is step using T-test by Subana (2000: 171)

- a. Calculating the compound standard deviation ( $dsg$ ) with the following formula:

$$dsg = \sqrt{\frac{(n_1-1)V_1(n_2-1)V_2}{n_1+n_2-2}}$$

$n_1$  = total data of group 1

$n_2$  = total data of group 2

$V_1$  = data variance of group 1

$V_2$  = data variance of group 2

- b. Determining  $t_{\text{count}}$  with following formula :

$$t_{\text{count}} = \frac{\bar{x}_1 - \bar{x}_2}{dsg \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$\bar{x}_1$  = means of group 1

$\bar{x}_2$  = means of group 2

- c. Determining  $t_{table}$
- d. Hypothesis testing
- e. By using  $t_{table}$  and  $t_{count}$

If  $t_{table} \leq t_{count} \leq t_{table (\alpha,2)}$   $H_0$  *accepted*

If  $t_{count} < t_{table (\alpha,2)}$   $H_0$  *refused*

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter presents and discusses the research findings. The research findings are presented through the following four sub chapter: (1) Data Description; (2) Normality and Homogeneity Test; (3) Hypothesis; (4) Discussion.

#### A. The Description of the Data

The purpose of this research is to know whether there is significance difference in the writing achievement between the students who are taught by using *estafet writing* technique and those who were taught by using conventional technique and to know which group of students has the higher writing achievement. This research was conducted at the tenth grade students of MA Al-Islam Jamsaren Surakarta in the academic year of 2015/2016. For the classes, the researcher took X IPA as the experimental group which was taught using *estafet writing* technique and X IPS 2 as the control group which was taught using conventional technique.

The data which were analyzed in this research was the result of the test. After giving treatments to both groups, the researcher gave a test to the students. In this research, the researcher used a kind of text, that was narrative text, and after treatment based on the text; the researcher gave a test to the students. The scores of the students were compared using T-test formula to prove whether there is any significant difference between the two groups and to find which group has higher scores.

After the teaching writing process that was done at two classes that were X IPA as experiment class and X IPS 2 as control class, here are the results of the writing achievement. The researcher got the data from post-test was given after the lesson finished. The description includes the mean, mode, the median, the standard deviation and frequency distribution followed by histogram and polygon.

Based on the group analyzed, the description of the data were divided into two groups, they were as follows:

1. The post-test data of the writing achievement of the students who were taught by using *estafet writing* technique (post-test experimental).
2. The post-test data of the writing achievement of the students who were taught by using conventional technique (post-test control).

### 1. Experimental Group

#### a. Pre-test of Experimental Group

Descriptive analysis of the data of pre-test experiment showed that the score was up to 2376. The mean was 67.88 (68), the standard deviation was 4.349, the mode was 65, and the median was 69.

**Table 4.1 Pre-test Score of Students in Experimental Group**

No	Name	$x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$
1	Alifia Wahyu Choirunnidha	72	4	16
2	Dwi Mega Astuti	71	3	9
3	Fatimah Nur Khasanah	66	-2	4
4	Fitria Rima Dwi Haryati	60	-8	64



5	Kartika Dewi Melati	65	-3	9
6	Loresagana Sinar Pratiwi	69	1	1
7	Mifta Khulianah	66	-2	4
8	Misyaeil Nur Azizah	64	-4	16
9	Muayyarotul Qonitah Al Faizah	65	-3	9
10	Muayyarotush Sholihah Al Faizah	72	4	16
11	Nurul Hidayah	64	-4	16
12	Pratiwi Solichah	65	-3	9
13	Shafina Haniffajri Dewayani	74	6	36
14	Siti Khodijah	60	-8	64
15	Syahda Luthfiah Imani	70	2	4
16	Yasmin Salsabila	70	2	4
17	Zahrotunnisa	64	-4	16
18	Affan Khoirul Anam	71	3	9
19	Alvian Eka Putra	71	3	9
20	Amar Yasir Rahmatullah	72	4	16
21	Asrafi Ubaidillah Anwar	65	-3	9
22	Ibrohim Dzikidaar	70	2	4
23	Muhammad Luthfi Dharmawan	64	-4	16
24	Muhammad Mutawadhi Alfajri	69	1	1
25	Rafli Mahesa Pratama	60	-8	64
26	Rika Novia Yuliandora	70	2	4
27	Rizal Agus Budianto	69	1	1
28	Rizqi Indira Febyanti	69	1	1
29	Samsul Hidayat	65	-3	9
30	Siska Dyah Ratnasari	65	-3	9
31	Syrico Arindamo Setyawan	69	1	1
32	Toto Bachtiar Palokoto	69	1	1
33	Ulfi Septiani Setianingsih	79	11	121
34	Umi Nadhiroh	65	-3	9

35	Wiji Handayani	77	9	81
$\Sigma$		<b>2376</b>	<b>-4</b>	<b>662</b>
<b>Average</b>		67.88		
<b>Median</b>		69		
<b>Mode</b>		65		

Based on the calculation of the score obtained from the pre-test of experimental group above the result standard deviation was 4.349.

$$SD = \sqrt{\frac{\sum(x_i - \bar{x})^2}{n}} = \sqrt{\frac{(662)}{35}} = \sqrt{18.914} = 4.349$$

#### b. Post-test of Experimental Group

Descriptive analysis of the data of post-test experiment shows that the score was up to 2701. The mean was 77.17 (77), the standard deviation was 5.151, the mode was 75, and the median was 76.

**Table 4.2 Post-test Score of Students in Experimental Group**

No	Name	$x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$
1	Alifia Wahyu Choirunnidha	81	4	16
2	Dwi Mega Astuti	75	-2	4
3	Fatimah Nur Khasanah	75	-2	4
4	Fitria Rima Dwi Haryati	70	-7	49
5	Kartika Dewi Melati	76	-1	1
6	Lorensagana Sinar Pratiwi	72	-5	25
7	Mifta Khulianah	76	-1	1
8	Misyaeil Nur Azizah	75	-2	4
9	Muayyarotul Qonitah Al Faizah	70	-7	49
10	Muayyarotush Sholihah Al Faizah	75	-2	4

11	Nurul Hidayah	80	3	9
12	Pratiwi Solichah	84	7	49
13	Shafina Haniffajri Dewayani	79	2	4
14	Siti Khodijah	88	11	121
15	Syahda Luthfiah Imani	76	-1	1
16	Yasmin Salsabila	83	6	36
17	Zahrotunnisa	76	-1	1
18	Affan Khoirul Anam	79	2	4
19	Alvian Eka Putra	75	-2	4
20	Amar Yasir Rahmatullah	75	-2	4
21	Asrafi Ubaidillah Anwar	75	-2	4
22	Ibrohim Dzikidaar	71	-6	36
23	Muhammad Luthfi Dharmawan	72	-5	25
24	Muhammad Mutawadhi Alfajri	76	-1	1
25	Rafli Mahesa Pratama	85	8	64
26	Rika Novia Yuliandora	86	9	81
27	Rizal Agus Budianto	73	-4	16
28	Rizqi Indira Febyanti	75	-2	4
29	Samsul Hidayat	69	-8	64
30	Siska Dyah Ratnasari	81	4	16
31	Syrico Arindamo Setyawan	70	-7	49
32	Toto Bachtiar Palokoto	83	6	36
33	Ulfi Septiani Setianingsih	88	11	121
34	Umi Nadhiroh	76	-1	1
35	Wiji Handayani	81	4	16
$\Sigma$		<b>2693</b>	<b>5</b>	<b>929</b>
<b>Average</b>		77.17		
<b>Median</b>		76		
<b>Mode</b>		75		

Based on the calculation of the score obtained from the pre-test of experimental group above the result standard deviation was 5.151.

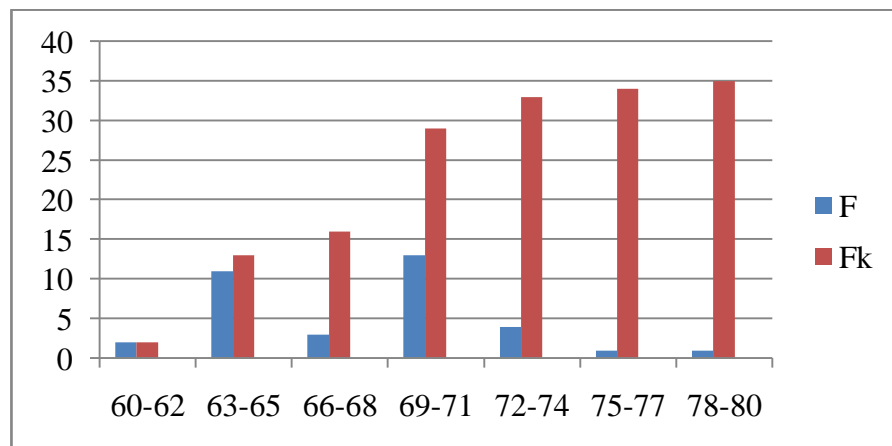
$$SD = \sqrt{\frac{\sum(x_i - \bar{x})^2}{n}} = \sqrt{\frac{(929)}{35}} = \sqrt{26.542} = 5.151$$

**Table 4.3 Frequency Distribution of Pre-test Experimental Group**

X	F	Fk
60-62	2	2
63-65	11	13
66-68	3	16
69-71	13	29
72-74	4	33
75-77	1	34
78-80	1	35

For determine the spread of the score data as well as view and interpret the score data from experimental group pre-test table above can be seen on the histogram below.

**Figure 4.4 Histogram of Pre-test Experimental Group**

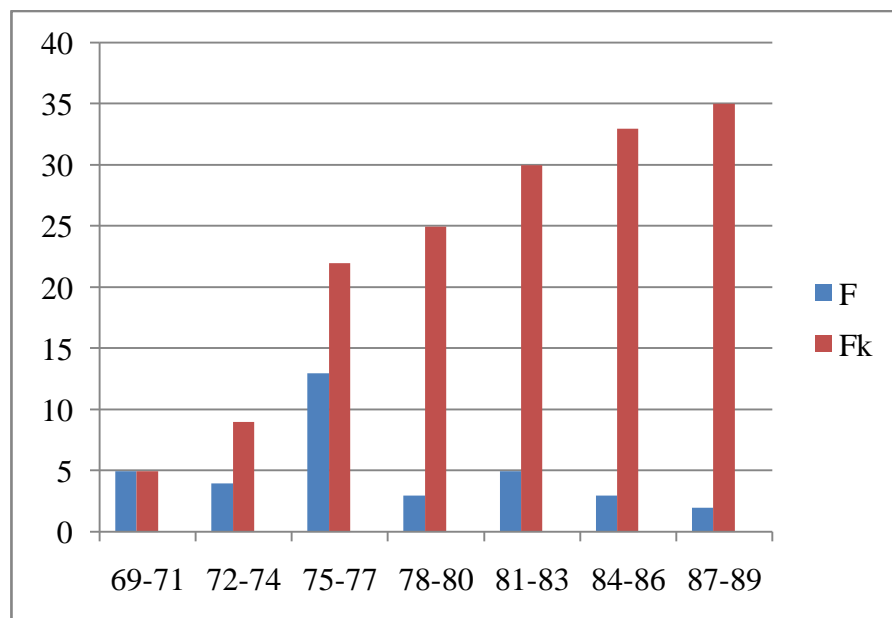


**Table 4.5 Frequency Distribution of Post-test Experimental Group**

<b>X</b>	<b>F</b>	<b>Fk</b>
69-71	5	5
72-74	4	9
75-77	13	22
78-80	3	25
81-83	5	30
84-86	3	33
87-89	2	35

For determine the spread of the score data as well as view and interpret the score data from experimental group post-test table above can be seen on the histogram below.

**Figure 4.6 Histogram of Post-test Experimental Group**



## 2. Control Group

### a. Pre-test of Control Group

Descriptive analysis of the data of pre-test control shows that the score was up to 2344. The mean was 66.97 (67), the standard deviation was 3.605, the mode was 68, and the median was 66.

**Table 4.7 Pre-test Score of Students in Control Group**

No	Name	$x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$
1	Agnia Al Fatih Sabila	65	-2	4
2	Aprilia Azzahrotu Firdausi	65	-2	4
3	Berliana Putri Ashar	69	2	4
4	Fatimah Mulya Subari	63	-4	16
5	Fia Muna Hanina	64	-3	9
6	Indah Etika Sari	75	8	64
7	Kania Hermawati	64	-3	9
8	Lina Inas Mufidah	60	-7	49
9	Nabila Isa Baasyir	68	1	1
10	Ristiana Damayanti	73	6	36
11	Safira Nur Chasyatil 'Ilmi	65	-2	4
12	Selvi Miftakhul Jannah	70	3	9
13	Septia Dyah Anggraeni	63	-4	16
14	Shafira Nur Herlinda	68	1	1
15	Shofiatunnisa'	68	1	1
16	Thasya Frizilla Putri Helmi	70	3	9
17	Zulaikhah Itsnan Asyisyifa	66	-1	1
18	Abdulrahman Rio Pramudya	68	1	1
19	Diky Bagus Saputra	60	-7	49
20	Evis Alexandria Saiful Ahmadi	66	-1	1

21	Lutfi Khoirul Rijal	66	-1	1
22	Muhammad Abdulloh Ma'sum	66	-1	1
23	Muhammad Irfan Abdillah	68	1	1
24	Rama Bagus Prasetyo	74	7	49
25	Reza Kurnia Rizal Fajri	65	-2	4
26	Olif Fitriyani	65	-2	4
27	Rizqullah Nazih Naufal	68	1	1
28	Royyana Fatchul Abidin	63	-4	16
29	Sella Putri Sari	74	7	49
30	Setyowati	68	1	1
31	Siska Aning Pramita	64	-3	9
32	Siti Nur Aliyah	66	-1	1
33	Sophia Wulandari	72	5	25
34	Sylvia Ayu Ruswanto	66	-1	1
35	Tri Sundari	69	2	4
$\Sigma$		<b>2344</b>	<b>-1</b>	<b>455</b>
<b>Average</b>		66.97		
<b>Median</b>		66		
<b>Mode</b>		68		

Based on the calculation of the score obtained from the pre-test of control group above the result standard deviation was 3.605.

$$SD = \sqrt{\frac{\sum(x_i - \bar{x})^2}{n}} = \sqrt{\frac{(455)}{35}} = \sqrt{13} = 3.605$$

### b. Post-test of Control Group

Descriptive analysis of the data of post-test control shows that the score was up to 2555. The mean was 73, the standard deviation was 6.061, the mode was 73, and the median was 73.

**Table 4.8 Post-test Score of Students in Control Group**

No	Name	$x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$
1	Agnia Al Fatih Sabila	76	3	9
2	Aprilia Azzahrotu Firdausi	69	-4	16
3	Berliana Putri Ashar	70	-3	9
4	Fatimah Mulya Subari	64	-9	81
5	Fia Muna Hanina	70	-3	9
6	Indah Etika Sari	78	5	25
7	Kania Hermawati	65	-8	64
8	Lina Inas Mufidah	73	0	0
9	Nabila Isa Baasyir	79	6	36
10	Ristiana Damayanti	80	7	49
11	Safira Nur Chasyatil 'Ilmi	70	-3	9
12	Selvi Miftakhul Jannah	86	13	169
13	Septia Dyah Anggraeni	64	-9	81
14	Shafira Nur Herlinda	82	9	81
15	Shofiatunnisa'	73	0	0
16	Thasya Frizilla Putri Helmi	81	8	64
17	Zulaikhah Itsnan Asyysifa	67	-6	36
18	Abdulrahman Rio Pramudya	70	-3	9
19	Diky Bagus Saputra	65	-8	64
20	Evis Alexandria Saiful Ahmadi	73	0	0
21	Lutfi Khoirul Rijal	67	-6	36
22	Muhammad Abdulloh Ma'sum	68	-5	25



23	Muhammad Irfan Abdillah	78	5	25
24	Rama Bagus Prasetyo	78	5	25
25	Reza Kurnia Rizal Fajri	79	6	36
26	Olif Fitriyani	66	-7	49
27	Rizqullah Nazih Naufal	73	0	0
28	Royyana Fatchul Abidin	74	1	1
29	Sella Putri Sari	83	10	100
30	Setyowati	73	0	0
31	Siska Aning Pramita	73	0	0
32	Siti Nur Aliyah	66	-7	49
33	Sophia Wulandari	83	10	100
34	Sylvia Ayu Ruswanto	70	-3	9
35	Tri Sundari	69	-4	16
$\Sigma$		<b>2555</b>	<b>-2</b>	<b>1286</b>
<b>Average</b>		73		
<b>Median</b>		73		
<b>Mode</b>		73		

Based on the calculation of the score obtained from the post-test of control group above the result standard deviation was 6.061.

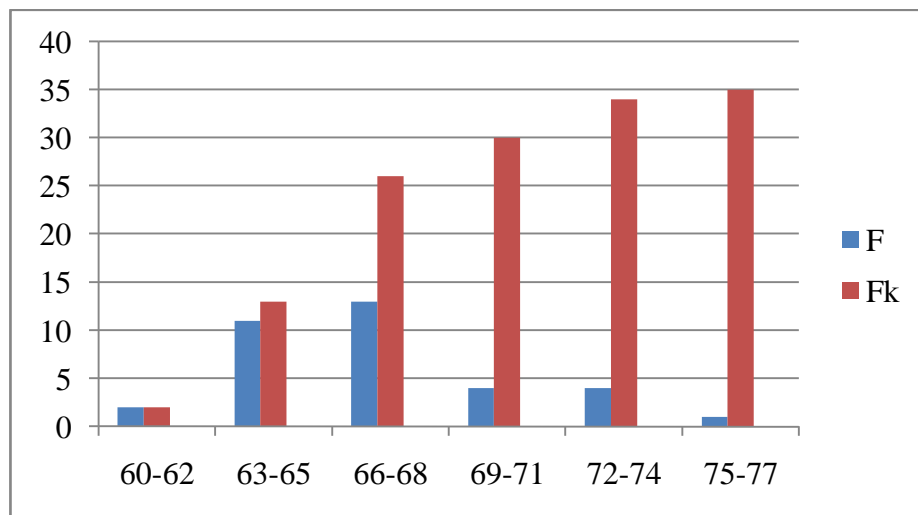
$$SD = \sqrt{\frac{\sum(x_i - \bar{x})^2}{n}} = \sqrt{\frac{(1286)}{35}} = \sqrt{36.742} = 6.061$$

**Table 4.9 Frequency Distribution of Pre-test Control Group**

X	F	Fk
60-62	2	2
63-65	11	13
66-68	13	26
69-71	4	30
72-74	4	34
75-77	1	35

For determine the spread of the score data as well as view and interpret the score data from control group pre-test table above can be seen on the histogram below.

**Figure 4.10 Histogram of Pre-test Control Group**

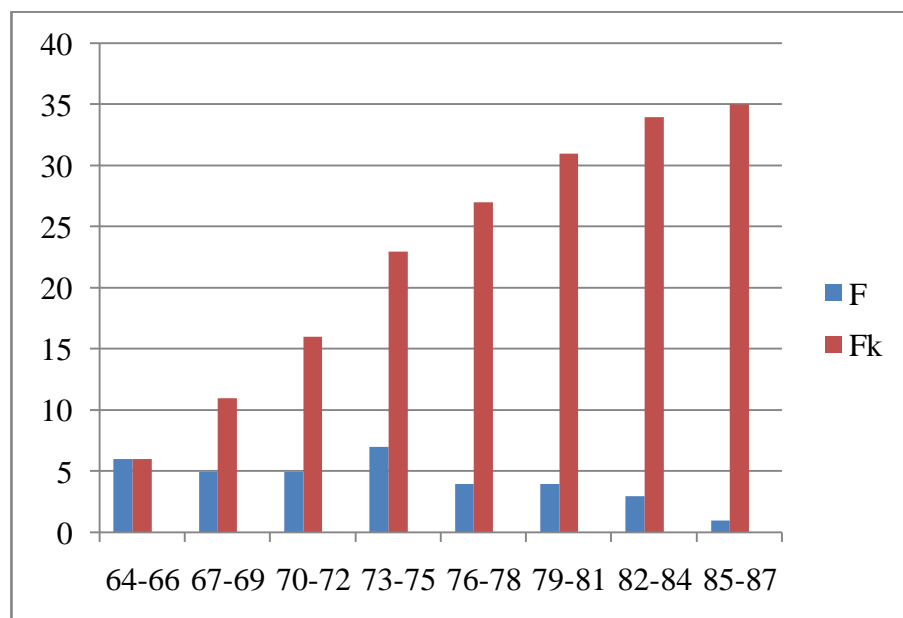


**Table 4.11 Frequency Distribution of Post-test Control Group**

X	F	Fk
64-66	6	6
67-69	5	11
70-72	5	16
73-75	7	23
76-78	4	27
79-81	4	31
82-84	3	34
85-87	1	35

For determine the spread of the score data as well as view and interpret the score data from control group post-test table above can be seen on the histogram below.

**Figure 4.12 Histogram of Post-test Control Group**



## B. Normality and Homogeneity Test

Before analyzing the data using inferential analysis, normality and homogeneity test must be done. The normality test is to know that the sample is in normal distribution and the homogeneity test is to know that the data are homogeneous. Each test is presented in the following action:

### 1. Normality Test

The normality test is used to know whether the distribution of the question of the class is normal or not. The researcher used *Liliefors* for normality test. After normality test results was known, comparing the maximum result of L for each item question with  $L_{table}$  and normality test can be found. If  $L_{max} < L_{table}$  with  $\alpha = 0.05$  the distribution of the runs normally but if  $L_{max} \geq L_{table}$  the distribution of test does not normally.

**Table 4.13 The Data of Normality Test of Students Experiment**

#### Group Pre-test

No	X	F	F <sub>x</sub>	F <sub>k</sub>	F <sub>k/n</sub>	Z	P ≤ Z	L (F <sub>k/n</sub> – P ≤ Z)
1	61	2	122	2	0.057	-1.615	0.05305993	0.003
2	65	11	715	13	0.371	-0.692	0.24430517	<b>0.126</b>
3	67	3	201	16	0.457	-0.230	0.40871945	0.048
4	71	13	923	29	0.828	0.461	0.75569483	0.072
5	73	4	292	33	0.942	1.154	0.87579117	0.066
6	76	1	76	34	0.971	1.846	0.96760628	0.003
7	79	1	79	35	1	2.539	0.99444537	0.005

Based on the data of normality test of students experiment groups pre-test above, the researcher obtained that the  $L_{max}$  ( $L_o$ ) is 0.126 while  $L_{table}$  for N (35) is 0.149.

$$L_{table} = \frac{0,886}{\sqrt{n}} = \frac{0,886}{\sqrt{35}} = 0.149$$

It means that  $L_{max}$  (Lo) was lower than  $L_{table}$  so the sample is in normal distribution.

To know whether the distribution of the question of the class is normal or not, the score data from experimental group pre-test above can be seen on the data of normality test of students experiment group post-test below.

**Table 4.14 The Data of Normality Test of Students Experiment Group Post-test**

No	X	F	Fx	Fk	Fk/n	Z	P ≤ Z	L (Fk/n - P ≤ Z)
1	70	5	350	5	0.142	-1.334	0.09108625	0.05
2	74	4	296	9	0.257	-0.762	0.28374389	-0.026
3	77	13	1001	22	0.628	-0.19	0.5	<b>0.128</b>
4	79	3	237	25	0.714	0.381	0.64846152	0.065
5	82	5	410	30	0.857	0.952	0.82968609	0.027
6	85	3	255	33	0.942	1.524	0.93633063	0.005
7	88	2	176	35	1	2.096	0.98197824	0.018

Based on the data of normality test of students experiment groups post-test above, the researcher obtained  $L_{max}$  (Lo) is 0.128 while  $L_{table}$  for N (35) is 0.149.

$$L_{table} = \frac{0,886}{\sqrt{n}} = \frac{0,886}{\sqrt{35}} = 0.149$$

It means that  $L_{max}$  (Lo) was lower than  $L_{table}$  so the sample was in normal distribution.

To know whether the distribution of the question of the class is normal or not, the score data from experimental group post-test above

can be seen on the data of normality test of students control group pre-test below.

**Table 4.15 The Data of Normality Test of Students Control Group**

**Pre-test**

No	X	F	F <sub>x</sub>	F <sub>k</sub>	F <sub>k/n</sub>	Z	P ≤ Z	L (F <sub>k/n</sub> – P ≤ Z)
1	61	2	122	2	0.057	-1.666	0.04783641	0.009
2	65	11	715	13	0.371	-0.833	0.28931011	0.081
3	68	13	871	26	0.742	0.277	0.60937891	<b>0.132</b>
4	70	4	280	30	0.857	0.833	0.79760637	0.059
5	73	4	292	34	0.971	1.666	0.95216359	0.018
6	76	1	76	35	1	2.499	0.99377816	0.006

Based on the data of normality test of students control groups pre-test above, the researcher obtained L<sub>max</sub> (Lo) is 0.132 while L<sub>table</sub> for N (35) is 0.149.

$$L_{table} = \frac{0,886}{\sqrt{n}} = \frac{0,886}{\sqrt{35}} = 0.149$$

It means that L<sub>max</sub> (Lo) is lower than L<sub>table</sub> so the sample was in normal distribution.

To know whether the distribution of the question of the class is normal or not, the score data from control group pre-test above can be seen on the data of normality test of students control group post-test below.

**Table 4.16 The Data of Normality Test of Students Control Group**

**Post-test**

No	X	F	F <sub>x</sub>	F <sub>k</sub>	F <sub>k/n</sub>	Z	P ≤ Z	L (F <sub>k/n</sub> – P ≤ Z)
1	65	6	390	6	0.171	-1.309	0.09513891	0.075
2	68	5	340	11	0.314	-0.818	0.20650774	<b>0.107</b>
3	71	5	355	16	0.457	-0.327	0.37166778	0.085
4	74	7	518	23	0.657	0.163	0.5650241	0.091
5	77	4	308	27	0.771	0.654	0.74372712	0.002
6	80	4	320	31	0.885	1.146	0.87411028	0.01
7	83	3	249	34	0.971	1.637	0.94920536	0.021
8	86	1	86	35	1	2.128	0.98334622	0.016

Based on the data of normality test of students control groups post-test above, the researcher obtained  $L_{max}$  ( $L_o$ ) is 0.107 while  $L_{table}$  for N (35) is 0.149.

$$L_{table} = \frac{0,886}{\sqrt{n}} = \frac{0,886}{\sqrt{35}} = 0.149$$

It means that  $L_{max}$  ( $L_o$ ) is lower than  $L_{table}$  so the sample was in normal distribution.

**Table 4.17 The Summary of Normality Test**

No	Variables	Number of Data	Lo	Lt	Description	Test Decision
1	Pre-test Control	35	0.126	0.149	Normal	Ho is accepted
2	Pre-test Experiment	35	0.128	0.149	Normal	Ho is accepted
3	Post-test Control	35	0.132	0.149	Normal	Ho is accepted
4	Post-test Experiment	35	0.107	0.149	Normal	Ho is accepted

## 2. Homogeneity Test

Homogeneity test is used to determine whether the data are homogeneous or not, the formula is as follow:

$$F = \frac{V_e}{V_c}$$

The result of the  $F_{\text{count}}$  is compared with  $F$  with the level of significance  $\alpha = 0.05$ . The data homogeneity test was committed from the pre-test in both experimental group and control group. The data is showed as follow:

**Table 4.18 The Computation of Homogeneity Test**

Group	N	SD	Variance
Experimental Group	35	4.349 <sup>2</sup>	18.913
Control Group	35	3.605 <sup>2</sup>	12.996
$\Sigma$	70		

$F_{\text{table}}$  for N = 35 (1.76)

$$\begin{aligned} F &= \frac{V_e}{V_c} \\ &= \frac{18.913}{12.996} \\ &= 1.45 \end{aligned}$$

From the analysis above, the researcher compared  $F_{\text{count}}$  with  $F_{\text{table}}$ . The result was  $F_{\text{count}}$  (1.45) is lower than  $F_{\text{table}}$  (1.76). It means that the experimental group and control group are homogenous.



**Table 4.19 Homogeneity Test**

No	Data	The Number of Sample	F <sub>count</sub>	F <sub>table</sub>	Alfa ( $\alpha$ )	Verb
1	Experiment	35	1.45	1.76	0.05	Homogen
2	Control	35				

### 3. Hypothesis Test

The hypothesis test is the next step to get conclusion of analysis this research. The researcher used T-test for the hypothesis test. In this research the null hypothesis (H<sub>0</sub>) states that *estafet writing* technique is effective on teaching writing skill of narrative text at the tenth grade of MA Al-Islam Jamsaren Surakarta in academic year 2015/2016. After that, H<sub>a</sub> states that *estafet writing* technique is not effective on teaching writing skill of narrative text at the tenth grade of MA Al-Islam Jamsaren Surakarta in academic year 2015/2016.

Alternative hypothesis (H<sub>a</sub>) is accepted if  $t_{score} > t_{table}$ , with degree of freedom (df) ( $n_1+n_2 = 35+35-2=68$  and the level of significance  $\alpha$  (0.05), it means that null hypothesis (H<sub>0</sub>) is rejected. Therefore, alternative hypothesis (H<sub>a</sub>) is rejected if  $t_{score}$  is lower than  $t_{table}$  and null hypothesis (H<sub>0</sub>) is accepted.

**Table 4.20 The Computation of T-test**

Experimental				Control			
No	$x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	No	$x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$
1	81	4	16	1	76	3	9
2	75	-2	4	2	69	-4	16
3	75	-2	4	3	70	-3	9
4	70	-7	49	4	64	-9	81
5	76	-1	1	5	70	-3	9
6	72	-5	25	6	78	5	25
7	76	-1	1	7	65	-8	64
8	75	-2	4	8	73	0	0
9	70	-7	49	9	79	6	36
10	75	-2	4	10	80	7	49
11	80	3	9	11	70	-3	9
12	84	7	49	12	86	13	169
13	79	2	4	13	64	-9	81
14	88	11	121	14	82	9	81
15	76	-1	1	15	73	0	0
16	83	6	36	16	81	8	64
17	76	-1	1	17	67	-6	36
18	79	2	4	18	70	-3	9
19	75	-2	4	19	65	-8	64
20	75	-2	4	20	73	0	0
21	75	-2	4	21	67	-6	36
22	71	-6	36	22	68	-5	25
23	72	-5	25	23	78	5	25
24	76	-1	1	24	78	5	25
25	85	8	64	25	79	6	36
26	86	9	81	26	66	-7	49
27	73	-4	16	27	73	0	0

28	75	-2	4	28	74	1	1
29	69	-8	64	29	83	10	100
30	81	4	16	30	73	0	0
31	70	-7	49	31	73	0	0
32	83	6	36	32	66	-7	49
33	88	11	121	33	83	10	100
34	76	-1	1	34	70	-3	9
35	81	4	16	35	69	-4	16
$\sum x_i = 2701$ $\bar{X} = 77.17$ $N_1 = 35$ $V_1 = 18.913$				$\sum x_i = 2555$ $\bar{X} = 73$ $N_1 = 35$ $V_1 = 12.996$			

The result of computing of T-test states that  $t_{score}$  is 4.53 and  $t_{table}$  is 1.667 with degree of freedom (68) and the level of significance 0.05. The result provides that  $t_{score}$  is higher than  $t_{table}$ , so the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected, it can be conclude that the use of *estafet writing* technique was effective to teach writing narrative text at the tenth grade of MA Al-Islam Jamsaren Surakarta in academic year 2015/2016.

$$\begin{aligned}
 dsg &= \sqrt{\frac{(n_1-1)V_1+(n_2-1)V_2}{n_1+n_2-2}} \\
 &= \sqrt{\frac{(35-1)18.913+(35-1)12.996}{35+35-2}} \\
 &= \sqrt{\frac{(34)18.913+(34)12.996}{68}}
 \end{aligned}$$

$$\begin{aligned}
&= \sqrt{\frac{643.042 + 441.864}{68}} \\
&= \sqrt{\frac{1,084.906}{68}} \\
&= \sqrt{15.9545} \\
&= 3.99 = 4
\end{aligned}$$

$$\begin{aligned}
t_{count} &= \frac{\bar{x}_1 - \bar{x}_2}{\text{dsg} \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\
&= \frac{77.17 - 73}{4 \sqrt{\frac{1}{35} + \frac{1}{35}}} \\
&= \frac{4.17}{4 \sqrt{0.056}} \\
&= \frac{4.17}{4(0.23)} \\
&= \frac{4.17}{0.92} \\
&= 4.532
\end{aligned}$$

### C. Discussion

From the result of the test of experimental and control group, it can be concluded that there is a significant between students achievement in writing text that had been taught by using *estafet writing* technique and students writing achievement that had been taught by using conventional technique. From the result of the test, the score of students writing was

increased. It means that *estafet writing* was more effective technique especially in teaching writing. Based on the theory of Vernon (1980: 241), he says that *estafet writing* can help students in writing narrative text and give good impact for students in learning. In addition, *estafet writing* also made students more interested in learning process. It means that the result of this study was appropriate with the theory before.

**1. The significant difference of students' achievement in writing narrative text between the students' who are taught by using *estafet writing* technique and those who are taught by using conventional technique**

The result of the first hypothesis test showed that there is a significant difference of the students' writing achievement between the students who are taught by using *estafet writing* and those are taught by using conventional technique. It can be proved from the T-test result that  $t_{\text{score}} > t_{\text{table}}$  ( $4.532 > 1.667$ ) for level significance of 0.05, so there is a significant difference writing achievement between experiment and control class.

*Estafet writing* was very helpful for the students in order to write a text, especially write a narrative text. It was because in a narrative text, the students should develop some arguments to convince their writing. By using this technique the students will share the information to others. So, it was easy for them to find the ideas that will be developed in their writing. Besides, the students were more interested in the class

because this technique involves all of the students. Each of them had duty to share ideas and information to other students in order to write a narrative text.

*Estafet writing* was a technique that can be used by the teacher in teaching writing especially in teaching a narrative text. Before using *estafet writing* technique, the teacher should know well how to use this technique. So that the teacher can explain clearly to the students what they are going to do in using this technique. In teaching writing, the teacher was suggested to use this technique because this technique helps the students generate ideas and organize it into a good writing. Besides that, by using this technique the teacher will give opportunity to the students to share their ideas to others. Then, the teacher should create the good atmosphere in the process of learning to make class become more interesting for the students. In addition, the teachers were suggested to handle the time allocation during the teaching learning process.

*Estafet writing* technique can improve students writing achievement than conventional technique because the use of this technique can enhance student collaboration in the discussion. This was due to in *estafet writing* technique, each students has a role, either as a guest or the host. When carrying out these roles, students were required to actively talk, express their opinions and suggested questions. The successful implementation of *estafet writing* in

improving the quality of learning processes and outcomes discussion can be seen from the following indicators:

- a. Increase the students activeness in the discussion. Students were willing to express their opinions when they was appointed teacher to write. Some of the other students did not dare to express their opinions even if not commanded by the teacher. Through *estafet writing* technique, the students were become active. Through this technique, students got the opportunity to interact with each other. Students were initially inactive becoming more active.
- b. Increase students attention and concentration. Before the study was conducted, students showed a lack of enthusiasm/lack of care/lack of interest in learning. After the treatment, students were more interested in following the discussion of learning, students also paid more attention to the teachers explanation, and focus more on learning. Application of learning with *estafet writing* technique was new for the students so that the students were interested to pay attention to the teacher's explanation seriously.
- c. Students began to work together in group. Discussion learning technique with *estafet writing* technique trained students to work together in a group. When discussing with this technique, students were divided into several groups. Each group consisted of four students.

d. The ability of the students discussion was increasing in every meeting. Students began active to express question to another group when the discussion process.

**2. The students who are taught by using *estafet writing* technique have higher scores than those who are taught by using conventional technique**

The result of the second hypothesis test showed that students taught using *estafet writing* technique have higher scores than those taught using conventional technique. It can be proved from average of writing achievement. The students taught using *estafet writing* technique (77.17) have higher scores than those taught using conventional technique (73).

This indicated that the students writing achievement had enhanced after the application of cooperative learning with *estafet writing* in the writing lessons. The scores for the five writing components also indicated that the students performed better in the post-test. The students performed better in all five writing components: content, organization, grammar, word choice and mechanics.

a. For content, the range of marks for the post-test was 17 to 23. This indicated that the minimum mark for content increased to the maximum mark (30). This indicated that the students performed better in the content component that the students were taught using jigsaw technique. Thus, indicating that *estafet writing* technique



provided a platform for the students to write better content in their writing for the narrative text.

- b. For organization, the range of marks for the post-test was 14 to 18 for increased to the maximum mark (20). This showed that the students performance in writing in terms of organization was increased after the application of *estafet writing* technique. This indicated that when the students experienced *estafet writing* technique in their writing classes, they were able to organize their writing better and produce more coherent piece of writing.
- c. In term of vocabulary, the range of marks for the post-test was 14 to 18 for increased to maximum (20). This showed that the students performance in writing in terms of vocabulary enhanced after the application of *estafet writing* technique. This proved that when the students experienced *estafet writing* technique in their writing classes, they were able to generate more appropriate vocabulary in their writing for the narrative text.
- d. In terms of grammar, the range of marks for the post-test was 17 to 20 where as increased to the maximum mark (25). This showed that the students performance in writing in terms of grammar was increased after the application of *estafet writing* technique. This proved that the students were able to write more grammatically accurate sentences and had better control of the structures after the application of *estafet writing*.

e. For mechanics, the range of marks for the post-test was 3 to 5 where as in to the maximum mark (5) This indicated that the students performance in writing in terms of mechanics was increased after the application of *estafet writing*. This proved that students were able to spell words better and made less errors with punctuations after experiencing *estafet writing* technique.

## CHAPTER V

### CONCLUSION, IMPLICATION AND SUGGESTION

#### A. Conclusion

Based on the data analysis, so the researcher can conclude as follow:

1. There was a significant difference of the students writing achievement between those who were taught by using *estafet writing* technique and those are taught by using conventional technique. It can be proved from the T-test result that  $t_{\text{score}} > t_{\text{table}}$  ( $4.35 > 1.66$ ) for level significance of 0.05, so there are difference writing achievement between experiment and control class.
2. The students who are taught by using *estafet writing* have higher scores than those who are taught by using conventional technique. It can be proved from the average of writing achievement. The students who are taught by using *estafet writing* technique (77.17) have higher scores than those who are taught by using conventional technique (73).

#### B. Implication

The result of this research showed that *estafet writing* technique can give better achievement in writing than conventional technique. It means that *estafet writing* technique is appropriate to be applied in teaching writing for students in MA Al-Islam Jamsaren Surakarta especially in the tenth grade students. The selection of *estafet writing* technique is reasonable because it is based on the condition of the students. They were

more active in the classroom. The conclusion has some implication as follows:

1. *Estafet writing* technique can be applied to teach writing skill to the students of senior high school especially for the tenth grade students of senior high school.
2. *Estafet writing* technique built students in actively talk, express their opinions and suggest question. The students did more activities than the teacher in teaching learning process.

### **C. Suggestion**

Related to the result of the study that there is a significant difference in the achievement writing between the students who are taught by using *estafet writing* technique and those who are taught by using conventional technique and that students who are taught by using *estafet writing* technique have higher achievement in writing, the researcher would like to give suggestion as follows:

1. To the English teachers

Teaching English is difficult, so to make the students interested in this subject, the teacher should use various methods and techniques in teaching writing. Teacher can choose an appropriate method and technique based on the situation. Since this research shows that *estafet writing* technique is better than conventional technique for teaching

writing, it is recommended for teacher to use *estafet writing* technique in teaching writing.

2. To the students

The students should be active in the teaching and learning process and do more practice in the class. The students have to improve their competence of writing with various activities individually and in groups, because writing is not only a complex skill but also very important to academic and as requirement for many occupation and profession.

3. To other researchers

The researcher is aware that the research is not the end of the problem being studied. The result of the study merely confirm the hypothesis, it does not prove that something is absolutely true all the time. Moreover, together with the advancement of technology, there must so many methods and techniques. Thus, the research needs considerable improvement through further research studies.

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# APPENDICES

Appendix 1

Syllabus

S fatma 6856 4747 9329

### SILABUS SMA

Sekolah : MA Al Islam Surakarta  
 Mata Pelajaran : BAHASA INGGRIS - PEMINATAN  
 Kelas : X  
 Kompetensi Inti :

- K1 : Menghayati dan mengamalkan ajaran agama yang dianutnya  
 K2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia  
 K3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa inginn tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.  
 K4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan ajakan	Teks lisan dan tulis untuk mengucapakan dan merespon ajakan melakukan suatu tindakan. Fungsi sosial Merjaga hubungan interpersonal dengan guru, teman dan orang lain Struktur teks Mengucapakan ungkapan ajakan melakukan suatu tindakan. Let's play game. Why don't you join the contest? Shall I finish this job? Shall we have dinner tonight?	Mengamati <ul style="list-style-type: none"> <li>Siswa mendengarkan/menonton interaksi ungkapan ajakan melakukan suatu tindakan.</li> <li>Siswa mengikuti interaksi mengucapakan ungkapan ajakan melakukan suatu tindakan.</li> <li>Siswa menuliskan model interaksi mengucapakan ungkapan ajakan melakukan suatu tindakan.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi mengucapakan ajakan melakukan suatu tindakan (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> Mempertanyakan (questioning) Dengan bimbingan dan arahan guru, siswa	KRITERIA PENILAIAN: <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial mengucapakan ungkapan ajakan melakukan suatu tindakan</li> <li>Tingkat kelengkapan dan keruntutan struktur teks mengucapakan ungkapan ajakan melakukan suatu tindakan</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, lekatan kata, intonasi</li> </ul> CARA PENILAIAN: Unjuk kerja	1 x 3 JP	<ul style="list-style-type: none"> <li>Audio CD/</li> <li>SUARA GURU</li> <li>Koran/ majalah/ber</li> <li>www.dailynepi.si.com</li> <li>http://americanenglish.state.gov/files/ae/resource_files</li> <li>http://earmenonline.britishcouncil.org/en/</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>melakukan suatu tindakan, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.1 Menyusun teks lisan dan tulis untuk mengucapakan dan merespon ajakan melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p><i>Unsur kebahasaan</i> Kosa kata, tata bahasa, ucapan, lekatan kata, dan intonasi.</p> <p><i>Topik</i> Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p>mempertanyakan antara lain perbedaan antar berbagai ungkapan mengucapakan ajakan melakukan suatu tindakan dalam bahasa Inggris perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b> Siswa mengucapakan ajakan melakukan suatu tindakan dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan ajakan melakukan suatu tindakan yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>Siswa membandingkan antara ungkapan ajakan melakukan suatu tindakan dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa mengucapakan ungkapan ajakan melakukan suatu tindakan dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk mengucapakan ajakan melakukan suatu tindakan dalam jurnal belajar (<i>learning journal</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan ajakan melakukan suatu tindakan.</li> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ungkapan ajakan melakukan suatu tindakan serta responnya</li> </ul> <p><b>Pengamatan (observations):</b> Bukan penilaian formal seperti tes, tetapi untuk ujian memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk mengajak melakukan suatu tindakan dan responnya ketika muncul kesempatan.</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Kesantunan dan kepedulian dalam melaksanakan komunikasi</li> <li>Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar..</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.</p> <p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan simpati dan responnya, sesuai dengan konteks penggunaannya</p> <p>4.2. Menyusun teks lisan dan tulis untuk mengungkapkan dan merespon ungkapan simpati, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p><b>Teks lisan dan tulis untuk mengungkapkan dan merespon ungkapan simpati,</b></p> <p><b>Fungsi sosial</b></p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain</p> <p><b>Ungkapan</b></p> <p><i>I am sorry to hear that. Poor you!</i></p> <p><b>Unsur kebahasaan</b></p> <p>Kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi.</p> <p><b>Topik</b></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/menonton interaksi mengungkapkan simpati.</li> <li>Siswa mengikuti interaksi mengungkapkan rasa simpati.</li> <li>Siswa menjukan model interaksi mengungkapkan rasa simpati.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi mengungkapkan rasa simpati (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Memperanyakan</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan simpati dalam bahasa Inggris perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <p>Siswa mengungkapkan ungkapan simpati dengan bahasa Inggris dalam konteks <i>simulasi, role-play,</i> dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan simpati yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul>	<p><b>Kriteria penilaian:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial mengungkapkan rasa simpati</li> <li>Tingkat kelengkapan dan keruntutan struktur teks mengungkapkan rasa simpati</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> </ul> <p><b>Cara Penilaian:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan rasa simpati</li> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ungkapan rasa simpati</li> </ul> <p><b>Pengamatan (observasi)</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Upaya menggunakan Bahasa Inggris untuk menyatakan rasa simpati ketika muncul kesempatan.</li> </ul>	<p>1 x 3 JP</p>	<ul style="list-style-type: none"> <li>Audio CD/ VCD/DVD</li> <li>SUARA GURU</li> <li>Koran/ majalah berbahasa Inggris</li> <li>www.dailyenglish.com</li> <li>http://americanenglish.state.gov/files/ae/resource_files/les</li> <li>http://learnenglish.britishcouncil.org/en/</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar..</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menyampaikan tentang keharusan melakukan suatu tindakan/kegiatan pada waktu yang akan datang, saat ini, atau waktu lampau, sesuai dengan konteks penggunaannya.</p> <p>4.3. Menyusun teks lisan dan</p>	<p><b>Teks lisan dan tulis untuk menyatakan, menanyakan tentang keharusan melakukan suatu tindakan/kegiatan pada waktu yang akan datang, saat ini, atau waktu lampau</b></p> <p><b>Fungsi sosial</b> Menyatakan dan menanyakan keharusan untuk menyarankan dan mengingatkan.</p> <p><b>Struktur teks</b> <i>You should take a rest because you will have a test tomorrow. Anggi should have booked the ticket in advance...</i></p> <p><b>Unsur kebahasaan</b> Kata kerja modal should dengan simple, continuous, dan perfect tense; tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, lullisan tangan dan</p>	<p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa mengucapkan ungkapan simpati dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk mengucapkan rasa simpati dalam jurnal belajar (<i>learning journal</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> <li>Perilaku santun dan peduli dalam melaksanakan Komunikasi</li> </ul>	<p>2 x 3 JP</p>	<ul style="list-style-type: none"> <li>Audio CD/ VCD/DVD</li> <li>SUARA GURU</li> <li>Koran/ majalah berbahasa Inggris</li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>
<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan membaca banyak kalimat should dengan simple, continuous, perfect tense, dalam berbagai konteks.</li> <li>Siswa mengikuti interaksi tentang keharusan melakukan suatu tindakan/kegiatan pada waktu yang akan datang, saat ini, atau akan waktu lampau selama proses pembelajaran, dengan bimbingan guru.</li> <li>Siswa menirukan contoh-contoh kalimat should dengan simple, continuous, perfect tense</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat should dengan simple, continuous, perfect tense (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Mempertanyakan</b> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan kalimat should dengan simple, continuous, dan perfect tense dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial ungkapan tentang keharusan melakukan suatu tindakan/kegiatan pada waktu yang akan datang, saat ini, atau akan waktu lampau</li> <li>Tingkat kelengkapan dan keruntutan struktur teks</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> </ul> <p><b>CARA PENILAIAN:</b> <b>Pengamatan (observations):</b></p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan keharusan melakukan suatu tindakan/kegiatan pada waktu yang akan datang, saat ini, atau akan waktu lampau</li> </ul>	<p><b>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</b></p> <p><b>Perilaku santun dan peduli dalam melaksanakan Komunikasi</b></p>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial ungkapan tentang keharusan melakukan suatu tindakan/kegiatan pada waktu yang akan datang, saat ini, atau akan waktu lampau</li> <li>Tingkat kelengkapan dan keruntutan struktur teks</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> </ul> <p><b>CARA PENILAIAN:</b> <b>Pengamatan (observations):</b></p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan keharusan melakukan suatu tindakan/kegiatan pada waktu yang akan datang, saat ini, atau akan waktu lampau</li> </ul>	<p>2 x 3 JP</p>	<ul style="list-style-type: none"> <li>Audio CD/ VCD/DVD</li> <li>SUARA GURU</li> <li>Koran/ majalah berbahasa Inggris</li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>tulis untuk menyatakan dan menanyakan tentang keharusan melakukan suatu tindakan/kegiatan pada waktu yang akan datang, saat ini, atau waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>cetak yang jelas dan rapi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan keharusan melakukan suatu tindakan/kejadian pada waktu yang akan datang, saat ini, atau waktu lampau dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</li> <li>Siswa menyatakan dan menanyakan keharusan melakukan suatu tindakan/kejadian pada waktu yang akan datang, saat ini, atau waktu lampau dalam bahasa Inggris dalam proses pembelajaran.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan kalimat <i>should</i> dengan <i>simple, continuous, perfect tense</i> yang telah dipelajari dengan ungkapan-ungkapan lainnya.</li> <li>Siswa membandingkan antara kalimat keharusan melakukan suatu tindakan/kejadian pada waktu yang akan datang, saat ini, atau waktu lampau dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan keharusan melakukan suatu tindakan/kejadian pada waktu yang akan datang, saat ini, atau waktu lampau, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan keharusan dalam jurnal belajarnya</li> </ul>	<p>proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> <li>Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.3. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.4. Menganalisis struktur teks dan unsur kebahasaan untuk menyatakan dan menyampaikan kecupukan untuk dapat/tidak dapat melakukan sesuatu, sesuai dengan konteks penggunaannya.</p> <p>4.4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang kecupukan untuk dapat/tidak dapat melakukan sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar</p>	<p>Teks lisan dan tulis tentang menyatakan dan menyatakan kecupukan untuk dapat/tidak dapat melakukan sesuatu sesuai dengan konteks penggunaannya.</p> <p><i>Fungsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain</p> <p><i>Struktur teks</i></p> <p><i>Dewi is too weak to walk alone. Munandar is qualified enough to have that job.</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata penghubung sebab akibat (cause &amp; effect) Too and enough,</p> <p>(2) ucapan, tekanan kata, intonasi,</p> <p>(3) ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan membaca banyak pernyataan kecupukan untuk dapat/tidak dapat melakukan sesuatu, dalam berbagai konteks.</li> <li>Siswa menirukan contoh-contoh pernyataan kecupukan untuk dapat/tidak dapat melakukan sesuatu</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri pernyataan kecupukan untuk dapat/tidak dapat melakukan sesuatu (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Mempertanyakan</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pernyataan kecupukan untuk dapat/tidak dapat melakukan sesuatu yang ada dalam bahasa Inggris, perbedaan kalimat dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan kalimat lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan kecupukan untuk dapat/tidak dapat melakukan sesuatu bahasa Inggris dalam konteks tanya-jawab, dan kegiatan lain yang terstruktur.</li> <li>Siswa berusaha menyatakan kecupukan untuk dapat/tidak dapat melakukan sesuatu dalam bahasa Inggris selama proses pembelajaran.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan pernyataan kecupukan</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial pernyataan kecupukan untuk dapat/tidak dapat melakukan sesuatu</li> <li>Tingkat kelengkapan dan keruntutan struktur teks pernyataan kecupukan untuk dapat/tidak dapat melakukan sesuatu</li> <li>Tingkat kepekaan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Pengamatan (observations):</b></p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan kecupukan untuk dapat/tidak dapat melakukan sesuatu</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> </ul>	<p>2 x 3 JP</p>	<ul style="list-style-type: none"> <li>Audio CD/</li> <li>SUARA GURU</li> <li>Koran/ majalah ber</li> <li>www.dailiyenglis</li> <li>sh.com</li> <li>http://americanenglish.state.gov/files/aer/resources_files</li> <li>http://learnenglis</li> <li>sh.britishcouncil.org/en/</li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dan sesuai konteks.</p>		<p>untuk dapat/tidak dapat melakukan sesuatu yang telah dipelajari dengan bentuk pernyataan lainnya.</p> <ul style="list-style-type: none"> <li>Siswa membandingkan antara pernyataan kecukupan untuk dapat/tidak dapat melakukan sesuatu dalam bahasa Inggris dengan ungkapan kerantusan dalam bahasa ibu atau bahasa Indonesia.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan kecukupan untuk dapat/tidak dapat melakukan sesuatu dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan kecukupan untuk dapat/tidak dapat melakukan sesuatu dalam jurnal belajarnya.</li> </ul>			
<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.5. Menganalisis fungsi sosial, struktur teks, dan</p>	<p><b>Teks tulis iklan barang, jasa, dan kegiatan (event) di media massa</b></p> <p><b>Fungsi sosial</b></p> <p>Membujuk orang lain untuk membeli/memakai barang/jasa dan menonton/mengikuti kegiatan (event)</p> <p><b>Struktur Teks</b></p> <p>Ungkapan yang lazim digunakan dalam teks iklan barang, jasa, dan kegiatan (event) di media massa secara urut dan runtut</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa membaca/membacakan teks iklan barang, jasa, dan kegiatan (event) di media massa dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.</li> <li>Siswa mencoba menirukan pengucapannya dan menuliskan teks yang digunakan.</li> <li>Siswa belajar membaca cepat untuk mendapat gambaran umum dari teks melalui proses <i>skimming</i> dan <i>scanning</i> untuk mendapatkan informasi khusus.</li> </ul>	<p><b>Kriteria penilaian:</b></p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan ketuntutan struktur teks</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/penyampaian</li> </ul> <p><b>Cara Penilaian</b></p> <p>Pengamatan (observations):</p>	<p>3 x 3 JP</p>	<ul style="list-style-type: none"> <li>Audio CD/ VCD/DVD</li> <li>SUARA GURU</li> <li>Koran/ majalah berbahasa Inggris</li> <li>www.dailyenglis si.com</li> <li>http://american.english.state.gov/files/aer/reso urce_files</li> <li>http://hearengli</li> </ul>

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<p>unsur kebahasaan dari teks iklan barang, jasa, dan kegiatan (event) di media massa, sesuai dengan konteks penggunaannya.</p> <p>4.5. Menangkap makna dalam iklan barang, jasa, dan peristiwa (event) dari media massa.</p> <p>4.6. Menyusun teks tulis iklan barang, jasa, dan peristiwa (event), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><b>Unsur kebahasaan</b></p> <p>Kosa kata, tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat, dengan pengucapan yang lancar dan penulisan dengan tulisan tangan atau cetak yang jelas dan rapi</p> <p><b>Multimedia:</b></p> <p>Layout, dekorasi, yang membuat tampilan teks lebih menarik</p>	<p><b>Mempertanyakan</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai iklan barang, jasa, dan kegiatan (event) dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa membaca berbagai teks tulis iklan barang, jasa, dan kegiatan (event) dari berbagai sumber dengan menerapkan strategi yang sesuai.</li> <li>Siswa berlatih membacakan teks iklan barang, jasa, dan kegiatan (event) dari media massa dengan pengucapan dan intonasi yang tepat kepada teman.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa menganalisis teks iklan barang, jasa, dan kegiatan (event) dari media massa dengan memperhatikan format penulisannya melalui strategi yang digunakan.</li> <li>Siswa membandingkan teks iklan barang, jasa, dan kegiatan (event) dibaca/dibacakan guru dengan yang dipelajari dari berbagai sumber lain.</li> <li>Secara berkelompok siswa mendiskusikan teks iklan barang, jasa, dan kegiatan (event) yang mereka temukan dari sumber lain.</li> <li>Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur</li> </ul>	<p>Sasaran penilaian adalah</p> <ul style="list-style-type: none"> <li>kesantunan saat melakukan tindakan</li> <li>perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar membuat iklan barang, jasa, dan kegiatan (event)</li> <li>Kumpulan karya siswa yang mendukung proses pembuatan iklan barang, jasa, dan kegiatan (event) berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>Kumpulan hasil tes dan latihan.</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <ul style="list-style-type: none"> <li>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</li> </ul>		<p>sh.britishcouncil ilordleni/</p>

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<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.3. Menghargai perilaku langgung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.6. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks <i>recount</i> berbentuk laporan kerja dan uraian peristiwa bersejarah, sesuai dengan konteks</p>	<p>Teks <i>recount</i>, lisan dan tulis berbentuk laporan kerja dan uraian peristiwa bersejarah.</p> <p>Fungsi sosial</p> <p>Menguraikan langkah-langkah tindakan dan kejadian dalam bentuk laporan kerja dan tentang peristiwa bersejarah, untuk mempertanggungjawabkan, meladani, dan mendapatkan pelajaran berharga.</p> <p>Struktur teks</p> <p>(1) Orientasi: menyebutkan tujuan dan langkah-langkah tindakan dan kejadian secara umum</p> <p>(2) Uraian tindakan/kejadian</p>	<p>kebahasaan yang disampaikan dalam kerja kelompok.</p> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa membuat teks iklan barang, jasa, dan kegiatan (<i>event</i>) dalam kerja kelompok</li> <li>Siswa menyampaikan iklan barang, jasa, dan kegiatan (<i>event</i>) secara tertulis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks</li> <li>Membuat jurnal belajar (<i>learning journal</i>)</li> </ul>	<p><b>Kriteria penilaian:</b></p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks <i>recount</i> berbentuk laporan kerja dan uraian peristiwa bersejarah</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/penyampaian</li> </ul> <p><b>Cara Penilaian:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog dalam bentuk laporan kerja dan uraian peristiwa bersejarah</li> <li>Ketepatan dan kesesuaian</li> </ul>	<p>2 x 3 JP</p>	<ul style="list-style-type: none"> <li>Audio CD/ VCD/DVD</li> <li>SUARA GURU</li> <li>Koran/ majalah berbahasa Inggris</li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

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<p>4.7. Menyusun teks <i>recount</i> lisan dan tulis berbentuk laporan kerja dan uraian peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p>secara berurut dan runtut</p> <p>(3) Penutup (seringkali ada) komentar atau penilaian umum.</p> <p><b>Unsur kebahasaan</b></p> <p>(1) Kata-kata terkait dengan kegiatan siswa dan kejadian bersejarah yang banyak dibicarakan.</p> <p>(2) Past: Simple, Continuous, Perfect tense</p> <p>(3) Adverbial dan frasa preposisional yang menyatakan waktu, cara, dsb.</p> <p>(4) Ucapan, rujukan kata lekaman kata, intonasi, ketika mempresentasikan secara lisan.</p> <p><b>Topik</b></p> <p>Kegiatan siswa dalam proses pembelajaran, termasuk dalam mata pelajaran lain, dan peristiwa sejarah, dengan memberikan keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.</p>	<p>pokok informasi rinci dan informasi tertentu dalam laporan kerja dan uraian peristiwa bersejarah</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa membaca/mendengarkan beberapa laporan kerja dan uraian peristiwa bersejarah dengan strategi dari berbagai sumber.</li> <li>Siswa membacakan laporan kerja dan uraian peristiwa bersejarah kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> <li>Siswa secara berkelompok menuliskan laporan kerja dan uraian peristiwa bersejarah dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Secara berpasangan siswa saling menganalisis laporan kerja dan uraian peristiwa bersejarah dengan strategi membaca, yang ditulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyampaikan laporan kerja dan uraian peristiwa bersejarah kepada teman dan guru</li> <li>Siswa membuat laporan kerja dan uraian peristiwa bersejarah melalui 5 tahapan menulis</li> </ul>	<p>dalam menggunakan struktur dan unsur kebahasaan dalam teks <i>recount</i></p> <p><b>Pengamatan (observations):</b> Tujuan memberi balikan. Sasaran penilaian adalah</p> <ul style="list-style-type: none"> <li>kesantunan saat melakukan tindakan</li> <li>perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks <i>recount</i>.</li> <li>Kumpulan karya siswa yang mendukung proses penulisan teks <i>recount</i> berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>Kumpulan hasil tes dan latihan.</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

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<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan tindakan/kegiatan/kejadian yang akan, sedang, dan telah dilakukan/terjadi di waktu yang akan datang.</p> <p>4.9. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang akan, sedang, dan telah dilakukan/terjadi di waktu yang akan datang.</p>	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang akan, sedang, dan telah dilakukan/terjadi di waktu yang akan datang (<i>Will dengan Simple, Continuous, Perfect Tense</i>).</p> <p>Fungsi sosial</p> <p>Menyatakan tindakan/kegiatan/kejadian yang akan, sedang, dan telah dilakukan/terjadi di waktu yang akan datang</p> <p>Struktur teks</p> <p><i>You will meet her soon. She will be waiting for you there. My classmate will have been here by the time you arrive.</i></p> <p>Unsur kebahasaan</p> <p>(1) <i>Will dengan simple, continuous, dan perfect tense</i></p> <p>(2) ucapan, tekanan kata, intonasi</p> <p>(3) ejaan, tanda baca, tulisan tangan dan cetak yang jelas</p>	<p>Siswa membuat jurnal belajar (<i>learning journal</i>)</p> <p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan membaca banyak pernyataan dan pertanyaan tentang tindakan/kegiatan/kejadian yang akan, sedang, dan telah dilakukan/terjadi di waktu yang akan datang, dalam berbagai konteks.</li> <li>Siswa mengikuti interaksi untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang akan, sedang, dan telah dilakukan/terjadi di waktu yang akan datang selama proses pembelajaran, dengan bimbingan guru.</li> <li>Siswa memunculkan contoh-contoh pernyataan dan pertanyaan tentang tindakan/kegiatan/kejadian yang akan, sedang, dan telah dilakukan/terjadi di waktu yang akan datang</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri pernyataan dan pernyataan tentang tindakan/kegiatan/kejadian yang akan, sedang, dan telah dilakukan/terjadi di waktu yang akan datang (fungsi sosial, struktur teks, dan unsur kebahasaan)</li> </ul> <p><b>Memperanyakan</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pernyataan dan pertanyaan tentang tindakan/kegiatan yang terjadi di waktu yang akan datang yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada</p>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial ungkapan tentang tindakan/kejadian yang terjadi di waktu yang akan datang</li> <li>Tingkat kelengkapan dan keruntutan struktur teks ungkapan tentang tindakan/kejadian yang terjadi di waktu yang akan datang</li> <li>Tingkat keepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan karya siswa yang mencerminkan hasil atau</li> </ul>	<p>3 x 3 JP</p>	<ul style="list-style-type: none"> <li>Audio CD/ VCD/DVD</li> <li>SUARA GURU</li> <li>Koran/ majalah berbahasa Inggris</li> <li><a href="http://www.dailymengli.com">www.dailymengli.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/reso/urce_files">http://americanenglish.state.gov/files/ae/reso/urce_files</a></li> <li><a href="http://learnengli.sh.britishecounsil.org/en/">http://learnengli.sh.britishecounsil.org/en/</a></li> </ul>

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<p>dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p>dan rapi.</p> <p><i>Topik</i> Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p>dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Meneksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan keharusan dalam bahasa Inggris dalam konteks tanya-jawab dan kegiatan lain yang terstruktur.</li> <li>Siswa berusaha menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang akan, sedang, dan telah dilakukan/terjadi di waktu yang akan datang dalam bahasa Inggris selama proses pembelajaran.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan tentang tindakan/kejadian yang terjadi di waktu yang akan datang yang telah dipelajari dengan ungkapan-ungkapan lainnya.</li> <li>Siswa membandingkan antara pernyataan dan pertanyaan tentang tindakan/kegiatan/kejadian yang akan, sedang, dan telah dilakukan/terjadi di waktu yang akan datang dalam bahasa Inggris dengan pernyataan dan pertanyaan dalam bahasa ibu atau bahasa Indonesia.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang akan, sedang, dan telah dilakukan/terjadi di waktu yang akan datang dengan bahasa Inggris, di dalam kelas.</li> <li>Siswa menuliskan <i>learning journal</i></li> </ul>	<p>capaian belajar berupa rekaman penggunaan ungkapan dan skrip percakapan</p> <ul style="list-style-type: none"> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya.</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>	<p>4 x 3 JP</p>	<p>• Audio CD/</p>
<p>I.1. Menyukuri kesempatan dapat mempelajari</p>	<p>Teks <i>narrative</i> lisan dan tulis</p>	<p>Mengamati</p>	<p>KRITERIA PENILAIAN:</p>	<p>4 x 3 JP</p>	<p>• Audio CD/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Sumber Belajar
<p>bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.3. Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif lisan dan tulis berbentuk cerita pendek, sesuai dengan konteks penggunaannya.</p> <p>4.10. Menangkap makna jenis teks naratif berbentuk cerita pendek, lisan dan tulis.</p>	<p><b>berbentuk cerita pendek.</b></p> <p><b>Fungsi Sosial</b></p> <p>Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai moral melalui cerita pendek</p> <p><b>Struktur teks</b></p> <p>(1) Orientasi: menyebutkan tempat dan waktu dan memperkenalkan tokoh-tokohnya</p> <p>(2) Evaluasi: terhadap masalah yang dihadapi tokoh</p> <p>(3) Implikasi: muncul krisis</p> <p>(4) Resolusi: krisis berakhir secara baik atau tidak baik bagi tokoh</p> <p><b>Unsur kebahasaan</b></p> <p>(1) Will dengan <i>simple, continuous, dan perfect tense</i></p> <p>(2) Adverbia penghubung waktu.</p> <p>(3) Adverbia dan frasa preposisional penunjuk waktu.</p> <p>(4) Ucapan, rujukan kata, tekanan kata, intonasi, ketika mempresentasikan</p>	<ul style="list-style-type: none"> <li>Siswa membaca/mendengarkan/menonton berbagai macam cerita pendek berbahasa Inggris dari berbagai sumber.</li> <li>Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya cerita pendek.</li> <li>Siswa belajar membaca cepat untuk mendapat gambaran umum dari cerita pendek melalui proses <i>skimming, scanning</i> dan <i>inferencing</i>, untuk mendapatkan informasi khusus.</li> </ul> <p><b>Mempertanyakan</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai cerita pendek yang ada dalam bahasa Inggris, perbedaan cerita pendek dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa membaca/mendengarkan beberapa cerita pendek dari berbagai sumber.</li> <li>Siswa membacakan cerita pendek kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Secara berpasangan siswa saling menganalisis cerita yang ditulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul>	<ul style="list-style-type: none"> <li>Tingkat ketepatan fungsi sosial penggunaan cerita pendek</li> <li>Tingkat kelengkapan dan keruntutan struktur cerita pendek</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Tingkat kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bercerita (<i>Story telling</i>)</li> <li>Kelepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam bercerita</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> <li>Kesantunan dan kepedulian saat melakukan tindakan</li> <li>Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> </ul>	<ul style="list-style-type: none"> <li><b>SUARA GURU</b></li> <li>Koran/ majalah ber</li> <li><a href="http://www.dailyworldsh.com">www.dailyworldsh.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/fresource_files">http://americanenglish.state.gov/files/ae/fresource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>Topik</p> <p>Cerita yang memberikan keteladanan tentang perilaku peduli, percaya diri, cinta damai, bertanggung jawab.</p>	<p>Materi Pokok</p> <p>secara lisan.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> <li>Menceritakan kembali cerita pendek yang dibaca kepada teman dan guru</li> <li>Siswa membuat klipring cerita pendek dengan menyalin dan beberapa sumber.</li> <li>Siswa membuat jurnal belajar (<i>learning journal</i>)</li> </ul>	<p>Penilaian</p> <ul style="list-style-type: none"> <li>Kelepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p>Portofolio</p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog cerita pendek.</li> <li>Kumpulan karya siswa yang mendukung proses penulisan cerita pendek berupa draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>Kumpulan hasil tes dan latihan</li> </ul> <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>	<p>1 x 3 JP</p>	<p>Sumber Belajar</p> <ul style="list-style-type: none"> <li>Audio CD/ VCD/DVD</li> <li>SUARA GURU</li> <li>Koran/ majalah berbahasa Inggris</li> <li>www.dailirendeh.com</li> <li>http://american</li> </ul>	
<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.2. Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan</p>	<p>Teks lisan dan tulis tentang menyatakan keterkaitan/sebab akibat sesuai dengan konteks penggunaannya.</p> <p>Fungsi social</p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain</p> <p>Struktur teks</p>	<p>MENGAMATI</p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan membaca pernyataan keterkaitan/sebab akibat, dalam berbagai konteks</li> <li>Siswa mengikuti interaksi tentang pernyataan keterkaitan/sebab akibat selama proses pembelajaran, dengan bimbingan guru.</li> <li>Siswa menuliskan contoh-contoh kalimat yang menyatakan keterkaitan/sebab akibat.</li> <li>Dengan bimbingan dan arahan guru, siswa</li> </ul>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial pernyataan keterkaitan/sebab akibat</li> <li>Tingkat kelengkapan dan keruntutan struktur teks ungkapan tentang menyatakan keterkaitan/sebab akibat</li> <li>Tingkat kelengkapan unsur kebahasaan: kata bahasa, kosa kata, ucapan, lekhan kata,</li> </ul>	<p>1 x 3 JP</p>	<p>Sumber Belajar</p> <ul style="list-style-type: none"> <li>Audio CD/ VCD/DVD</li> <li>SUARA GURU</li> <li>Koran/ majalah berbahasa Inggris</li> <li>www.dailirendeh.com</li> <li>http://american</li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>komunikasi transaksional dengan guru dan teman.</p> <p>3.9. Menganalisis fungsi social, struktur teks, dan unsur kebahasaan pada ungkapan untuk menyatakan keterkaitan/sebab akibat, sesuai dengan konteks penggunaannya.</p> <p>4.11. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang keterkaitan / sebab akibat, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p><i>Farid didn't go to school because of the rain. Jehan can speak English well do to learning contextually. Please say thank to your manager.</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata penghubung sebab akibat (cause &amp; effect) (Because of ..., due to ..., thanks to...)</p> <p>(2) tata bahasa, ucapan, tekanan kata, intonasi</p> <p>(3) ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p> <p>Topik</p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas</p>	<p>mengidentifikasi ciri-ciri pernyataan keterkaitan/sebab akibat (fungsi social, struktur teks, dan unsur kebahasaan).</p> <p><b>MEMPERTANYAKAN</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pernyataan keterkaitan/sebab akibat yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan keterkaitan/sebab akibat bahasa Inggris dalam konteks <i>simulasi, role-play, dan kegiatan lain yang terstruktur</i>.</li> <li>Siswa berusaha menyatakan keterkaitan/sebab akibat dalam bahasa Inggris dalam proses pembelajaran.</li> </ul> <p><b>MENGASOSIASI</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan pernyataan keterkaitan/sebab akibat yang telah dipelajari dengan ungkapan-ungkapan lainnya.</li> <li>Siswa membandingkan antara pernyataan keterkaitan/sebab akibat dalam bahasa Inggris dengan yang ada dalam bahasa ibu atau bahasa Indonesia.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan keterkaitan/sebab akibat dengan bahasa Inggris, di dalam dan di luar kelas.</li> </ul>	<p>intonasi</p> <p><b>Pengamatan (observations):</b></p> <p>Untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>kesantunan saat melakukan tindakan komunikasi</li> <li>Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		<p><a href="http://english.state.gov/files/ae/resources_files">english.state.gov/files/ae/resources_files</a></p> <ul style="list-style-type: none"> <li><a href="http://learnenglish.britishecouncil.org/en/">http://learnenglish.britishecouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar..</p> <p>2.3. Menghargai perilaku langgung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.10. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks explanation tentang gejala alam, terkait dengan mata pelajaran lain di Kelas X, sesuai dengan konteks penggunaannya.</p> <p>4.12. Menangkap makna dalam teks explanation lisan dan tulis.</p> <p>4.13. Menyunting teks berbentuk explanation</p>	<p><b>Teks explanation lisan dan tulis tentang gejala alam</b></p> <p><b>Fungsi Sosial</b></p> <p>Menjelaskan terjadinya gejala alam dan sosiokultural secara ilmiah</p> <p><b>Struktur teks</b></p> <p>(1) Pernyataan umum yang meyakinkan tentang gejala alam atau sosiokultural.</p> <p>(2) Serangkaian penjelasan tentang mengapa dan bagaimana gejala yang dimaksud terjadi.</p> <p><b>Unsur kebahasaan</b></p> <p>(1) Kata-kata dan ungkapan terkait dengan gejala alam dan gejala sosiokultural pada umumnya, biasanya juga bukan tentang orang</p> <p>(2) Berisi serangkaian lindakan dan deskripsi benda-benda yang terlibat</p>	<ul style="list-style-type: none"> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan keterkaitan/sebab akibat dalam jurnal belajarnya.</li> </ul> <p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa membaca/mendengarkan/menonton berbagai macam teks explanation tentang gejala alam dari berbagai sumber.</li> <li>Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya teks explanation.</li> <li>Siswa belajar membaca cepat untuk mendapat gambaran umum dari teks melalui proses <i>skimming</i>, <i>scanning</i>, untuk mendapatkan informasi tertentu, dan <i>inferencing</i> untuk mengetahui informasi rinci.</li> </ul> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>Dengan pertanyaan pengarah dari guru, siswa mempertanyakan fungsi sosial, struktur, dan unsur kebahasaan dari teks explanation.</li> <li>Siswa mempertanyakan kemungkinan lain dari struktur dan unsure bahasa yang digunakan</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa membaca/mendengarkan beberapa teks explanation dari berbagai sumber.</li> <li>Siswa membahasakan teks explanation kepada teman dengan menggunakan unsur</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial penggunaan teks explanation</li> <li>Tingkat kelengkapan dan keruntutan struktur teks explanation.</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, lekhanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Tingkat kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog dalam bentuk explanation</li> <li>Ketepatan dan kesesuaian dalam menggunakan struktur dan unsur kebahasaan dalam teks explanation</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Untuk tujuan memberi balikan.</p>	<p>6 x 3JP</p>	<ul style="list-style-type: none"> <li>Audio CD/ VCD/DVD</li> <li>SUARA GURU</li> <li>Koran/ majalah berbahasa Inggris</li> <li>www.daillyenglish.com</li> <li>http://americanenglish.state.gov/files/ea/earesource_files/</li> <li>http://learnenglish.britishcouncil.org/en/</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan teks tersebut.</p> <p>4.14. Menyusun teks <i>explanation</i> lisan dan tulis tentang gejala alam, terkait dengan mata pelajaran lain di Kelas X, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</p>	<p>(3) Kata kerja dalam present tense dan past tense: simple, continuous, perfect.</p> <p>(4) Passive Voice sering digunakan</p> <p>(5) Adverbia dan frasa preposisional penunjuk waktu dan sebab akibat.</p> <p>(6) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(7) Ucapan, rujukan kata, lekatan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p>Topik Gejala alam dan gejala sosiokultural yang terkait dengan mata pelajaran lain di Kelas X, dengan memberikan kelelahan tentang perilaku peduli, percaya diri, cinta damai, bertanggung jawab.</p> <p>Multimedia Foto, gambar, dekorasi, yang membuat tampilan teks lebih menarik</p>	<p>kebahasaan yang tepat</p> <ul style="list-style-type: none"> <li>Siswa mengedit sebuah teks <i>explanation</i> yang belum tepat struktur dan unsur kebahasaannya</li> <li>Siswa secara berkelompok menuliskan teks gejala alam, terkait dengan mata pelajaran lain di Kelas X dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan</li> <li>Siswa melakukan revisi terhadap teks <i>explanation</i> yang ditulis berdasarkan masukan dan teman dan guru.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Secara berpasangan siswa saling menganalisis teks <i>explanation</i> yang ditulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</li> <li>Siswa menyunting teks <i>explanation</i> yang belum sesuai struktur dan unsur kebahasaan secara individu.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyampaikan catatan (<i>Note Taking</i>) saat membaca</li> <li>Siswa mempublikasikan hasil editing di Mading kelas</li> <li>Siswa membuat jurnal belajar (<i>learning journal</i>)</li> </ul>	<p>Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Kesantunan saat melakukan tindakan</li> <li>Perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap latihan</li> <li>Ketepatan dan kesesuaian dalam menuliskan teks <i>explanation</i></li> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks recount.</li> <li>Kumpulan karya siswa yang mendukung proses penulisan teks <i>explanation</i> berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>Kumpulan hasil tes dan latihan</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.2. Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.11. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang keterkaitan antara dua benda atau tindakan, sesuai dengan konteks penggunaannya.</p> <p>4.15. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang keterkaitan antara dua benda atau tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang</p>	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan keterkaitan antara dua benda atau tindakan</p> <p>Fungsi sosial</p> <p>Menyatakan hubungan satu dengan yang lain</p> <p>Struktur teks</p> <p><i>Both Andi and Joko have come to join the contest. Deni is not only good person but also generous. Either Roni or Iwan will participate in the game.....</i></p> <p>Unsur kebahasaan</p> <p>(1) Kata penghubung (<i>pair conjunction</i>) Both ... and; not only ... but also; either ... or; neither ... nor.,</p> <p>(2) tekanan kata, intonasi,</p> <p>(3) ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p> <p>Topik</p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses</p>	<p><b>MENGAMATI</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan membaca banyak kalimat untuk menyatakan dan menanyakan keterkaitan antara dua benda atau tindakan, dalam berbagai konteks.</li> <li>Siswa mengikuti interaksi untuk menyatakan dan menanyakan keterkaitan antara dua benda atau tindakan selama proses pembelajaran, dengan bimbingan guru.</li> <li>Siswa menirukan contoh-contoh kalimat menyatakan keterkaitan antara dua benda atau tindakan</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat menyatakan keterkaitan antara dua benda atau tindakan (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Mempertanyakan</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pernyataan keterkaitan antara dua benda atau tindakan yang ada dalam bahasa Inggris, perbedaan pernyataan dalam bahasa Inggris, dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan keterkaitan antara dua benda atau tindakan bahasa Inggris dalam konteks menyampaikan informasi atau</li> </ul>	<p><b>Kriteria penilaian:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial pernyataan keterkaitan antara dua benda atau tindakan</li> <li>Tingkat kelengkapan dan keruntutan struktur pernyataan keterkaitan antara dua benda atau tindakan</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk menyatakan keterkaitan antara dua benda atau tindakan</li> <li>Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menulis kalimat keterkaitan antara dua benda/tindakan</li> <li>Kesungguhan siswa dalam</li> </ul>	<p>2 x 3 JP</p>	<ul style="list-style-type: none"> <li>Audio CD/ VCD/DVD</li> <li>SUARA GURU</li> <li>Koran/ majalah berbahasa Inggris</li> <li><a href="http://www.dailyenglissh.com">www.dailyenglissh.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resources_files">http://americanenglish.state.gov/files/ae/resources_files</a></li> <li><a href="http://learnenglissh.britishcouncil.org/en/">http://learnenglissh.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>benar dan sesuai konteks.</p>	<p>pembelajaran, di dalam maupun di luar kelas</p>	<p>pendapat dan kegiatan lain yang terstruktur.</p> <ul style="list-style-type: none"> <li>Siswa melengkapi kalimat dengan kata sambung yang tepat untuk menyatakan keterkaitan antara dua benda atau tindakan.</li> </ul> <p><b>MENGASOSIASI</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan kalimat menyatakan dan menanyakan keterkaitan antara dua benda atau tindakan yang telah dipelajari dengan kalimat-kalimat lainnya.</li> <li>Siswa membandingkan antara kalimat menyatakan dan menanyakan keterkaitan antara dua benda atau tindakan dalam bahasa Inggris dengan kalimat dalam bahasa ibu atau bahasa Indonesia.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan keterkaitan antara dua benda atau tindakan dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan keterkaitan antara dua benda atau tindakan dalam jurnal belajarnya.</li> </ul>	<p>proses pembelajaran dalam setiap tahapan</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <ul style="list-style-type: none"> <li>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</li> <li>Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya.</li> </ul>	<p>4 x 3,JP</p>	<ul style="list-style-type: none"> <li>Audio CD/ VCD/DVD</li> <li>SUARA GURU</li> <li>Koran/ majalah berbahasa Inggris</li> <li>www.dahenglish</li> </ul>
<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.3. Menghargai perilaku</p>	<p><b>Perbedaan dan persamaan teks deskriptif dan teks explanation</b></p> <p><i>Fungsi Sosial</i></p> <p>Menentukan perbedaan dan persamaan berbagai jenis teks</p> <p><i>Struktur teks</i></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa membaca/mendengarkan/menonton berbagai macam teks deskriptif dan teks explanation dari berbagai sumber.</li> <li>Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya teks deskriptif dan</li> </ul>	<p><b>Kriteria penilaian:</b></p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan,</li> </ul>	<p>4 x 3,JP</p>	<ul style="list-style-type: none"> <li>Audio CD/ VCD/DVD</li> <li>SUARA GURU</li> <li>Koran/ majalah berbahasa Inggris</li> <li>www.dahenglish</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.12 Menganalisis perbedaan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dan teks explanation, sesuai dengan konteks penggunaannya.</p> <p>4.16. Menyebutkan perbedaan dan persamaan teks deskriptif dan teks explanation, dilhat dan fungsi sosial, struktur teks, dan unsur kebahasaannya.</p>	<p>(1) Perbedaan fungsi sosial, struktur dan unsur kebahasaan</p> <p>(2) Persamaan dalam unsur bahasa</p> <p>Unsur kebahasaan</p> <p>(1) Ketertarikan antara dua benda/kegiatan (Both...and, Neither...nor)</p> <p>(2) Kalimat sederhana.</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>Topik kalimat</p> <p>Diri sendiri, orang tua, kakak, adik, famili, tetangga, dan orang terdekat lainnya.</p>	<p>teks explanation</p> <p>Mempertanyakan</p> <ul style="list-style-type: none"> <li>Dengan pertanyaan perarah dari guru, siswa mempertanyakan fungsi sosial, struktur, dan unsur kebahasaan dari teks deskriptif dan teks explanation</li> <li>Siswa mempertanyakan tentang perbedaan dan persamaan teks deskriptif dan explanation</li> </ul> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> <li>Siswa membandingkan sebuah teks deskriptif dengan teks explanation dari berbagai sumber.</li> <li>Siswa mengelompokkan unsur kebahasaan yang digunakan</li> <li>Siswa secara berkelompok menuliskan perbedaan dan persamaan antara teks deskriptif dan teks explanation dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan</li> </ul> <p>Mengasosiasi</p> <ul style="list-style-type: none"> <li>Secara berpasangan siswa saling menganalisis teks deskriptif dan teks explanation yang dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</li> <li>Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> <li>Siswa mempresentasikan hasil analisis</li> </ul>	<p>dan tulisan tangan</p> <ul style="list-style-type: none"> <li>Kesesuaian format penulisan/penyempaian</li> </ul> <p>Pengamatan (observational):</p> <p>Suku penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> <li>Kategori dan kesesuaian dalam menyampaikan presentasi</li> <li>Kasungkinan siswa dalam proses pembelajaran dalam setiap tahapan</li> </ul> <p>Portofolio</p> <ul style="list-style-type: none"> <li>Kumpulan pekerjaan siswa dan catatan kemajuan belajar yang mendukung proses belajar</li> <li>Kumpulan catatan kemajuan belajar</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> <li>Bentuk diary, jurnal, formal</li> </ul>	<p>2000</p> <ul style="list-style-type: none"> <li><a href="http://america.gov/press/state.html">http://america.gov/press/state.html</a></li> <li><a href="http://www.esiaef/resources/tes">http://www.esiaef/resources/tes</a></li> <li><a href="http://www.esiaef/resources/tes">http://www.esiaef/resources/tes</a></li> <li><a href="http://www.esiaef/resources/tes">http://www.esiaef/resources/tes</a></li> </ul>	

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<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.13. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari <i>proverb</i> dan <i>riddle</i>, sesuai dengan konteks penggunaannya.</p> <p>4.17. Menangkap pesan dalam <i>proverb</i> dan <i>riddle</i>.</p>	<p><b>Ungkapan Proverb tulis dan lisan.</b></p> <p><b>Fungsi sosial</b></p> <p>Menyatakan kebenaran dan memberi kan nasehat atau pesan moral dan teka teki.</p> <p><b>Struktur teks</b></p> <p>Ungkapan baku dari sumber-sumber oretik.</p> <p><b>Unsur kebahasaan</b></p> <p>(1) Kata, ungkapan, dan tata bahasa yang baku dalam <i>proverb</i></p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, rujukan kata, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><b>Topik</b></p> <p>Kelelahan tentang perilaku santun, peduli, dan disiplin.</p> <p><b>Multimedia</b></p> <p>Layout dan dekorasi yang</p>	<p>kelompok tentang persamaan dan perbedaan dari teks deskripsi dan teks explanation.</p> <ul style="list-style-type: none"> <li>Siswa membuat jurnal belajar (<i>learning journal</i>)</li> </ul> <p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan penggunaan ungkapan <i>proverb</i> dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.</li> <li>Dengan bimbingan dan arahan guru siswa mengidentifikasi ciri <i>proverb</i> dan <i>riddle</i></li> </ul> <p><b>Mempertanyakan</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai <i>proverb</i> dan <i>riddle</i> dalam bahasa Inggris, perbedaan <i>proverb</i> dan <i>riddle</i> dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa mencari <i>proverb</i> dan <i>riddle</i> dari berbagai sumber..</li> <li>Siswa berlatih mengidentifikasi <i>proverb</i> dan <i>riddle</i> dengan teman</li> <li>Siswa membacakan <i>proverb</i> dan <i>riddle</i> kepada teman</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa menganalisis ungkapan <i>proverb</i> dengan mengelompokkannya berdasarkan penggunaan.</li> </ul>	<p>khusus, komentar, atau bentuk penilaian lain</p> <p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial penggunaan teks <i>proverb</i> dan <i>riddle</i></li> <li>Tingkat kelengkapan dan keruntutan struktur teks <i>proverb</i> dan <i>riddle</i></li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Tingkat kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Pengamatan (observations):</b> Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> <li>Kesantunan dan kepedulian saat melakukan tindakan</li> <li>Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab melaksanakan tugas</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> </ul>	3 x 3 JP	<ul style="list-style-type: none"> <li>Audio CD/ VCD/DVD</li> <li>SUARA GURU</li> <li>Koran/ majalah berbahasa Inggris</li> <li>www.dailyenglish.com</li> <li>http://americanenglish.state.gov/files/ae/resource_files/</li> <li>http://learnenglish.britishcouncil.org/en/</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.3. Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.14. Menganalisis fungsi</p>	<p>membuat tampilan teks lebih menarik.</p>	<p><b>Pembelajaran</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan <i>proverb</i> yang digunakan guru dengan yang dipelajari dari berbagai sumber lain.</li> <li>Secara berkelompok siswa mendiskusikan ungkapan <i>proverb</i> yang mereka temukan dari sumber lain atau budaya lain.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa mempresentasikan beberapa <i>proverb</i> dan <i>riddle</i> yang mereka sukai</li> <li>Siswa membuat <i>klipping</i> tentang <i>proverb</i> dalam kerja kelompok</li> <li>Membuat jurnal belajar (<i>learning journal</i>)</li> </ul>	<p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan pekerjaan siswa dan catatan kemajuan belajar yang mendukung proses belajar</li> <li>Kumpulan hasil tes, ujian, nilai, latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, berupa komentar, checklist, penilaian</p>	<p>3 x 3 JP</p>	<ul style="list-style-type: none"> <li>Audio CD/ VCD/DVD</li> <li>SUARA GURU</li> <li>Koran/ majalah berbahasa Inggris</li> <li>www.dail/english.com</li> <li>http://americanenglish.state.gov/files/ae/resource_files</li> <li>http://learnenglish</li> </ul>
<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.3. Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.14. Menganalisis fungsi</p>	<p><b>Lagu</b></p> <p><i>Fungsi sosial</i></p> <p>Menghibur, mengungkapkan perasaan, mengajarkan pesan moral</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, rujukan kata,</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan lagu dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.</li> <li>Siswa mencoba menuliskan penguapannya dan menuliskan lagu yang digunakan.</li> </ul> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan fungsi sosial, ungkapan, dan unsur kebahasaan yang digunakan.</li> <li>Siswa memperoleh pengetahuan tambahan</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial penggunaan teks</li> <li>Tingkat kelengkapan dan keruntutan struktur teks</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Tingkat kesesuaian format penulisan/ penyampaian</li> </ul>	<p>3 x 3 JP</p>	<ul style="list-style-type: none"> <li>Audio CD/ VCD/DVD</li> <li>SUARA GURU</li> <li>Koran/ majalah berbahasa Inggris</li> <li>www.dail/english.com</li> <li>http://americanenglish.state.gov/files/ae/resource_files</li> <li>http://learnenglish</li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sosial dan unsur kebahasaan dan dalam lagu, sesuai dengan konteks penggunaannya.</p> <p>4.18. Menangkap pesan dalam lagu.</p>	<p>tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><b>Topik</b> Keleladian tentang perilaku yang menginspirasi.</p>	<p>tentang fungsi sosial, ungkapan, dan unsur kebahasaan dari lagu.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa mencari lagu dari berbagai sumber..</li> <li>Siswa berlatih memahami isi lagu dengan teman</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa menganalisis lagu dengan mengelompokkannya berdasarkan jenis lagu.</li> <li>Siswa membandingkan lagu yang disajikan guru dengan yang dipelajari dari berbagai sumber lain.</li> <li>Secara berkelompok siswa mendiskusikan lagu yang mereka temukan dari sumber lain atau budaya lain.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyanyikan lagu dalam kerja kelompok</li> <li>Siswa menyanyikan lagu dalam kegiatan bermain peran</li> <li>Siswa menyanyikan dalam konteks komunikasi yang wajar di dalam kelas, dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks</li> </ul>	<p><b>CARA PENILAIAN:</b> Pengamatan (<i>observations</i>): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan Komunikasi</li> <li>Ketepatan dan kesesuaian dalam pengucapan dalam menyanyikan lagu</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul>		<p>h.britishcouncil.com ipen/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Aksi Klasik Waktu	Sumber Belajar
		<ul style="list-style-type: none"> <li>Membuat jurnal belajar (<i>learning journal</i>)</li> </ul>			

Appendix 2

Lesson Plan

Experiment

Group

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

### **(Kelas Eksperimen – Pertemuan 1)**

Nama Sekolah : MA Al-Islam Jamsaren Surakarta  
Mata Pelajaran : Bahasa Inggris/ Peminatan  
Kelas/ Semester : X/ 1  
Materi Pokok : Teks naratif lisan dan tulis  
berbentuk legenda sederhana  
Alokasi Waktu : 2 x 2 JP

#### **A. Kompetensi Inti**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong-royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di

sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## **B. Kompetensi Dasar**

1. Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
2. Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana.
3. Menyusun teks naratif lisan dan tulis berbentuk legenda sederhana.

## **C. Indikator**

1. Siswa dapat mengidentifikasi makna dari teks naratif yang diberikan.
2. Siswa dapat mengidentifikasi fungsi sosial, struktur, dan unsur kebahasaan dari teks naratif.
3. Siswa dapat menemukan gagasan utama dan informasi rinci dari teks naratif.
4. Siswa dapat menangkap kata kunci 'keyword' dari teks naratif yang diberikan.
5. Siswa dapat merekonstruksi teks naratif yang diperdengarkan dengan menggunakan bahasa mereka masing-masing dengan bekerjasama.
6. Siswa dapat menganalisa dan mengoreksi kesalahan yang ada dalam teks naratif yang telah dibuat, baik dari segi struktur teks maupun unsur kebahasaan teks tersebut.

## **D. Tujuan Pembelajaran**

Di akhir pelajaran, siswa diharapkan mampu menentukan gagasan utama dan informasi rinci, menganalisa struktur dan unsur kebahasaan dari teks naratif, menangkap makna serta merekonstruksi ulang teks naratif dengan menggunakan bahasa sendiri, dan mempelajari serta menerapkan nilai-nilai moral yang ada dalam teks naratif dalam kehidupan sehari-hari.

## E. Materi Pembelajaran

Narrative text is text which tells story or event, either actual or fictional, happened in the past by using time sequence or chronological order. Narrative text deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. It commonly gives a moral value to the readers or listeners. Kinds of narrative are fable, legend, fairy tale, myth, and etc.

<b>Social Functions:</b>	<b>Generic Structure:</b>	<b>Linguistic Features:</b>
<p>To tell stories or past events, to amuse or to entertain the readers, and to give moral value to the readers.</p>	<p><b>Orientation:</b> it is about the opening paragraph that tells or introduces about ‘who (characters)’, ‘when (time)’, and ‘where (place/setting)’ of the story.</p> <p><b>Complication:</b> describing the rising crises which the characters have to do with or where the problems develop or happen to the characters in the story.</p> <p><b>Resolution:</b> where the problems in the story are solved or ended, either in happy ending or sad ending.</p>	<ul style="list-style-type: none"> <li>• Focus on specific characters and places in the story: Malin Kundang, Cinderella, etc.</li> <li>• Use of past tense</li> <li>• Use of behavioral process or action verb, such as eat, go, etc.</li> <li>• Use of verbal process or verbal verb, such as say, state, etc.</li> <li>• Use of mental process or mental verb; a verb that refers to mental states</li> </ul>

		<p>or activities, such as think, feel, know, etc.</p> <ul style="list-style-type: none"> <li>• Use of adjective to describe characters and setting accurately</li> <li>• Use of temporal conjunction, such as firstly, then, next, after that, etc.</li> <li>• Use of temporal circumstance, such as once, once upon a time, etc.</li> </ul>
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### **Timun Mas**

Once upon a time, not far from a jungle, lived a husband and a wife. They were diligent farmers. They always worked hard on the fields. They had been married for many years but they had not had a child yet. Every day, they prayed and prayed for a child.

One night, while they were praying, a giant passed their house. The giant heard their praying. “Don’t worry farmers. I can give you a child but you must give that child to me when she is 17<sup>th</sup> years old,” said the giant.

The farmers were so happy. They did not think about the risk of losing their child later. Later, the giant gave them a bunch of cucumber

seeds. The farmers planted them carefully. Then the seeds changed into plants. Suddenly, a big golden cucumber grew from plants. After it had been ripe, the farmers picked and cut it. They were very surprised to see beautiful girl inside the cucumber. They named her Timun Mas or Golden Cucumber.

On her 17<sup>th</sup> birthday, Timun Mas was very happy. However, the parents were very sad. They had to keep their promise to the giant but they also did not want to lose their beloved daughter. “My daughter, take this bag. It can save you from the giant,” said her father. “What do you mean, Father? I don’t understand,” said Timun Mas.

Right after that, the giant came into their house. “Run Timun Mas. Save your life!” said the mother. The giant was angry. He chased Timun Mas away. The giant was getting closer and closer. Timun Mas then opened the bag and threw some chilies. It became a jungle with trees. The trees had sharp thorns so they hurt the giant. However, the giant was still able to chase Timun Mas. Timun Mas took her second magic stuff. It was cucumber seeds. She threw them and became cucumber field. But the giant still could escape from the field.

Then it was the last magic stuff she had in the bag. It was a shrimp paste, terasi. She threw it and became a big swamp. The giant was still trying to swim the swamp but he was very tired. He was drowned and he finally died. Then, Timun Mas immediately went home. Finally, the farmers were so happy because they could live with Timun Mas again.

(Moral value: We should always pray and do the efforts to reach our wish, and never give up)

Narrative text for Estafet Writing:

### **The Legend of Banyuwangi**

Once upon a time in East Java, there was a king named King Sulahkromo. The King had a Prime Minister named Raden Sidopekso.



Sidopekso had a wife named Sri Tanjung. She was very beautiful so the king wanted her to be his wife.

One day, the King sent Sidopekso to other country to do a long mission. While the Prime Minister went far away, the King tried to get Sri Tanjung but he failed. He was very angry. Thus, when Sidopekso came back, the King told him that his wife was unfaithful to him. The King told Sidopekso that Sri Tanjung had an affair with other man when Sidopekso was not at home.

Sidopekso was very angry with his wife. Sri Tanjung said that it was not true but Sidopekso did not believe at her wife. To prove her innocence, she asked her husband to kill her and threw her dead body into the river. She said “If the water in the river smells bad, it means I did the sin, but if the water in the river smells good, it means I am innocent”. Because Sidopekso was so angry and he cannot control his emotion, he stabbed his wife’s chest with his ‘keris’.

After Sidopekso killed her, he threw her dead body into the dirty river. The river suddenly became clean and smelled fragrant. Sidopekso said, “Banyu... Wangi... Banyuwangi”. Knowing that, Sidopekso realized that he had made a big mistake to his wife and he could only cry and regret. After that incident, the area around the river is called Banyuwangi. Banyuwangi means “fragrant water”.

**Vocabulary related to the text will be read:**

- Prime minister
- Fragrant
- Innocent
- Etc.

**F. Sumber/ Media Pembelajaran**

1. Sumber : Buku Cetak Bahasa Inggris “Talk Active 1 for grade X”,  
Internet

2. Media : White Board, Board Marker, Script Text

### G. Metode Pembelajaran

1. Pendekatan : Saintifik
2. Metode : Observe – Practice
3. Teknik : Diskusi dengan penugasan kelompok dengan teknik Estafet Writing

### H. Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan
Pendahuluan (5 Menit)	<ul style="list-style-type: none"><li>• Siswa mengucapkan salam kepada guru dan berdo'a sebelum belajar dengan dipimpin oleh ketua kelas</li><li>• Guru menyapa siswa dan menanyakan keadaan siswa dengan menggunakan bahasa Inggris</li><li>• Guru mengecek kehadiran siswa</li><li>• Guru memberikan motivasi kepada siswa</li><li>• Guru dan siswa melakukan brainstorming tentang materi yang akan dibahas</li><li>• Guru menyampaikan tujuan pembelajaran yang harus dicapai siswa dan menjelaskan kegiatan belajar yang akan dilaksanakan dengan teknik Estafet Writing</li></ul>
Inti (80 Menit)	<b>Observing (Mengamati)</b> <ul style="list-style-type: none"><li>• Siswa mengamati teks naratif yang diberikan oleh guru</li><li>• Siswa diminta membaca cepat teks naratif yang diberikan</li><li>• Siswa mengidentifikasi kosa kata yang belum mereka ketahui</li></ul>

- Siswa mengamati fungsi social, struktur dan unsur kebahasaan yang ada dalam teks naratif yang diberikan
- Siswa mendengarkan atau menyimak penjelasan secara umum mengenai definisi, fungsi, struktur, dan unsur kebahasaan dari teks naratif

#### **Questioning (Mempertanyakan)**

- Guru memberikan kesempatan kepada peserta didik untuk bertanya tentang hla yang belum mereka pahami dari penjelasan dan teks yang telah disimak, baik tentang struktur dan unsur kebahasaan dari teks naratif, tentang kosakata dalam teks yang belum mereka ketahui artinya, maupun tentang kegiatan belajar dengan teknik Estafet Writing
- Atua antar siswa member dan menjawab beberapa pertanyaan tentang gagasan utama dan informasi tertentu dari teks
- Melalui tanya jawab dengan siswa, guru mengenalkan kosakata-kosakat baru yang mungkin akan ditemukan pada teks naratif yang akan didengarkan oleh siswa

#### **Exploring (Mengeksplorasi)**

- Siswa dibentuk ke dalam beberapa kelompok (@ 5 orang) dan setiap siswa harus menyiapkan kertas lembar kecil dan alat tulis
- Guru membacakan atau mendiktekan suatu teks naratif sebanyak dua kali kepada siswa dengan kecepatan normal. Saat pertama kali dibacakan, siswa tidak diperkenankan untuk melakukan

	<p>apapun, siswa hanya diminta untuk mendengarkan teks dengan seksama. Saat kedua kalinya, setiap siswa dari masing-masing kelompok diperkenankan untuk membuat catatan kecil atau menuliskan kata kunci dan poin penting dari teks yang bisa membantu mereka pada tahap rekonstruksi.</p> <ul style="list-style-type: none"><li>• Dalam kelompok, siswa diminta untuk mendiskusikan teks yang telah diperdengarkan dan juga diminta untuk merekonstruksi atau menuliskan ulang teks yang telah dibacakan dalam versi mereka masing-masing dengan menyatukan catatan-catatan dari setiap anggota kelompok.</li><li>• Salah satu dari anggota kelompok menuliskan hasil rekonstruksinya di HVS yang telah disediakan</li></ul> <p><b>Associating (Mengasosiasi)</b></p> <ul style="list-style-type: none"><li>• Setelah masing-masing kelompok selesai membuat hasil rekonstruksinya, setiap kelompok diminta untuk menukarkan hasil kerjanya kepada kelompok lain</li><li>• Dengan bimbingan guru, setiap kelompok diminta untuk menganalisis dan mengoreksi hasil rekonstruksi kelompok lain dengan focus pada struktur dan unsur kebahasaan dari teks naratif</li><li>• Setiap kelompok diberikan teks asli yang dibacakan oleh guru dan diminta untuk membandingkan hasil kerja kelompok lain dengan teks aslinya</li><li>• Setiap kelompok memperoleh balikan (feedback)</li></ul>
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	<p>dari kelompok lain dan guru dalam bentuk komentar dan analisa kesalahan pada tulisan</p> <p><b>Communicating (Mengkomunikasikan)</b></p> <ul style="list-style-type: none"> <li>• Setelah setiap kelompok mendapatkan kembali hasil rekonstruksinya, setiap individu dalam kelompok diminta melakukan proses ‘revising’ dan ‘editing’ atau menuliskan teks kembali dalam buku mereka masing-masing berdasarkan ‘feedback’ yang telah diberikan</li> </ul>
Penutup (5 Menit)	<ul style="list-style-type: none"> <li>• Guru memberikan kesempatan kepada siswa untuk menanyakan hal yang belum mereka pahami seputar materi yang sudah disampaikan</li> <li>• Siswa dengan arahan guru membuat kesimpulan tentang materi dan menjelaskan nilai moral yang bisa diambil dari cerita yang telah mereka pelajari</li> <li>• Guru memberikan umpan balik terhadap proses dan hasil pembelajaran yang telah dilaksanakan</li> <li>• Siswa dan guru menutup kegiatan pembelajaran dengan membaca do’a</li> </ul>

## I. Penilaian

Teknik : Tes

Bentuk : Tertulis (Written)

Instrument : *Reconstruct the narrative text, that has been read, by using your own words!*

### Rubric Penilaian (Scoring Rubrics)

No	Categories	Score	Criteria
1	Content	30-27	<p><b>Excellent to very good:</b> knowledgeable; substantive; thorough; development of thesis; relevant to assigned topic.</p> <p><b>Good to average:</b> some</p>

		26-22	knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic; but lacks detail.
		21-17	<b>Fair to poor:</b> limited knowledge of subject; little substance; inadequate development of topic.
		16-13	<b>Very poor:</b> does not show knowledge of subject; non-substantive; not pertinent.
2	Organization	20-18	<b>Excellent to very good:</b> fluent expression; ideas clearly stated/supported; succinct; well-organized; logical sequencing; cohesive.
		17-14	<b>Good to average:</b> somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.
		13-10	<b>Fair to poor:</b> non-fluent; ideas confused or disconnected; lacks logical sequencing and development.
		9-7	<b>Very poor:</b> does not communicate; no organization.
3	Vocabulary	20-18	<b>Excellent to very good:</b> sophisticated range; effective word/idiom choice and usage; word from mastery; appropriate register.
		17-14	<b>Good to average:</b> adequate range; occasional errors of word/idiom form; choice; usage but meaning not obscured.
		13-10	<b>Fair to poor:</b> limited range; frequent errors of word/idiom form; choice; usage; meaning confused or obscured.
		9-7	<b>Very poor:</b> essentially

			translation; little knowledge of English vocabulary, idioms, word form.
4	Word Choice/Grammar	25-22  21-18  17-11  10-5	<p><b>Excellent to very good:</b> effective complex construction; few errors of agreement, tense, number, word order/function, article, pronouns, prepositions.</p> <p><b>Good to average:</b> effective but simple construction; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.</p> <p><b>Fair to poor:</b> major problems in simple/complex constructions; frequent errors or negation, agreement, tense, number, word order/function, articles, pronouns, preposition and fragments, deletions; meaning confused or obscured.</p> <p><b>Very poor:</b> virtually no mastery of sentence construction rules; dominated by errors; does not communicate.</p>
5	Mechanics	5  4  3	<p><b>Excellent to very good:</b> demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.</p> <p><b>Good to average:</b> occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.</p> <p><b>Fair to poor:</b> frequent errors of spelling, punctuation, capitalization, paragraphing; poor</p>

		2	handwriting; meaning confused. <b>Very poor:</b> no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, etc. paragraphing; handwriting illegible.
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Surakarta, 13 Oktober 2016

Mengetahui,

Guru Bidang Studi

Fatma Nur Hidayati, S. Pd

Peneliti

Andika Api Asmara Ditya



## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

### **(Kelas Eksperimen – Pertemuan 2)**

Nama Sekolah : MA Al-Islam Jamsaren Surakarta  
Mata Pelajaran : Bahasa Inggris/ Peminatan  
Kelas/ Semester : X/ 1  
Materi Pokok : Teks naratif lisan dan tulis berbentuk legenda sederhana  
Alokasi Waktu : 2 x 2 JP

#### **A. Kompetensi Inti**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong-royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## **B. Kompetensi Dasar**

1. Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
2. Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana.
3. Menyusun teks naratif lisan dan tulis berbentuk legenda sederhana.

## **C. Indikator**

1. Siswa dapat mengidentifikasi makna dari teks naratif yang diberikan.
2. Siswa dapat mengidentifikasi fungsi sosial, struktur, dan unsur kebahasaan dari teks naratif.
3. Siswa dapat menemukan gagasan utama dan informasi rinci dari teks naratif.
4. Siswa dapat menangkap kata kunci 'keyword' dari teks naratif yang diberikan.
5. Siswa dapat merekonstruksi teks naratif yang diperdengarkan dengan menggunakan bahasa mereka masing-masing dengan bekerjasama.
6. Siswa dapat menganalisa dan mengoreksi kesalahan yang ada dalam teks naratif yang telah dibuat, baik dari segi struktur teks maupun unsur kebahasaan teks tersebut.

## **D. Tujuan Pembelajaran**

Di akhir pelajaran, siswa diharapkan mampu menentukan gagasan utama dan informasi rinci, menganalisa struktur dan unsur kebahasaan dari teks naratif, menangkap makna serta merekonstruksi ulang teks naratif dengan menggunakan bahasa sendiri, dan mempelajari serta menerapkan nilai-nilai moral yang ada dalam teks naratif dalam kehidupan sehari-hari.

## **E. Materi Pembelajaran**

<p>Narrative text is text which tells story or event, either actual or fictional, happened in the past by using time sequence or chronological order. Narrative text deals with problematic events which lead to a crisis or</p>
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turning point of some kind, which in turn finds a resolution. It commonly gives a moral value to the readers or listeners. Kinds of narrative are fable, legend, fairy tale, myth, and etc.

<p><b>Social Functions:</b> To tell stories or past events, to amuse or to entertain the readers, and to give moral value to the readers.</p>	<p><b>Generic Structure:</b> <b>Orientation:</b> it is about the opening paragraph that tells or introduces about ‘who (characters)’, ‘when (time)’, and ‘where (place/setting)’ of the story. <b>Complication:</b> describing the rising crises which the characters have to do with or where the problems develop or happen to the characters in the story. <b>Resolution:</b> where the problems in the story are solved or ended, either in happy ending or sad ending.</p>	<p>Linguistic Features:</p> <ul style="list-style-type: none"> <li>• Focus on specific characters and places in the story: Malin Kundang, Cinderella, etc.</li> <li>• Use of past tense</li> <li>• Use of behavioral process or action verb, such as eat, go, etc.</li> <li>• Use of verbal process or verbal verb, such as say, state, etc.</li> <li>• Use of mental process or mental verb; a verb that refers to mental states or activities, such as think, feel, know, etc.</li> <li>• Use of adjective</li> </ul>
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		<p>to describe characters and setting accurately</p> <ul style="list-style-type: none"> <li>• Use of temporal conjunction, such as firstly, then, next, after that, etc.</li> <li>• Use of temporal circumstance, such as once, once upon a time, etc.</li> </ul>
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Narrative Text for Estafet Writing:

### **Loro Jonggrang**

Once upon a time in Java Island especially in Prambanan, there were 2 kingdoms. They were Pengging and Kraton Boko. Pengging kingdom had a cruel prince named Bandung Bondowoso. Kraton Boko had a very beautiful princess named Loro Jonggrang.

In the palace, Prince Bandung Bondowoso met Loro Jonggrang. He fell in love at the first sight and wanted Loro Jonggrang to become his wife. However, Loro Jonggrang did not want to marry with him because he was very wicked. She wanted to refuse but she was afraid that Bandung Bondowoso would be angry. Then, she got a strategy to refuse him. She said that if Bandung Bondowoso could build thousand temples in one night before dawn, she would be his wife. Therefore, Bandung Bondowoso asked genies to help him to make the temples.

In the midnight, Loro Jonggrang was suddenly panic because the prince almost finished to make the 1000 temples. Again, she got an idea to fail his effort. Loro Jonggrang made the rooster crow loudly before dawn.

Hearing the roosters crowing, the genies thought that the morning had come. They stopped making the temples. They ran away and left Bandung Bondowoso alone. Bandung Bondowoso was so angry because he knew that Loro Jonggrang tricked him. Then, he asked Loro Jonggrang to count the temples. The total was only 999 temples, so there was still 1 temple left. Because Bandung Bondowoso was so angry, he finally cursed Loro Jonggrang, "Hey' Loro Jonggrang, let you be the one to make it complete!". It was a miracle. Suddenly, she became a stone.

Until today, the statue of Loro Jonggrang is still in Candi Prambanan. Old people believe that the couple who are dating in Prambanan temple will break up.

**Vocabulary related to the text will be read:**

- Kingdom
- Cruel
- Refuse
- Temple
- Etc.

**F. Sumber/ Media Pembelajaran**

1. Sumber : Buku Cetak Bahasa Inggris "Talk Active 1 for grade X",  
Internet
2. Media : White Board, Board Marker, Script Text

**G. Metode Pendekatan**

1. Pendekatan : Saintifik
2. Metode : Observe – Practice

3. Teknik : Diskusi dan penugasan kelompok dengan teknik Estafet Writing

#### H. Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan
Pendahuluan (5 Menit)	<ul style="list-style-type: none"> <li>• Siswa mengucapkan salam kepada guru dan berdo'a sebelum belajar dengan dipimpin oleh ketua kelas</li> <li>• Guru menyapa siswa dan menanyakan keadaan siswa dengan menggunakan bahasa Inggris</li> <li>• Guru mengecek kehadiran siswa</li> <li>• Guru memberikan motivasi kepada siswa</li> <li>• Guru dan siswa melakukan brainstorming tentang materi yang akan dibahas</li> <li>• Guru menyampaikan tujuan pembelajaran yang harus dicapai siswa dan menjelaskan kegiatan belajar yang akan dilaksanakan dengan teknik Estafet Writing</li> </ul>
Inti (80 Menit)	<p><b>Observing (Mengamati)</b></p> <ul style="list-style-type: none"> <li>• Siswa mengamati teks naratif yang diberikan oleh guru</li> <li>• Siswa diminta membaca cepat teks naratif yang diberikan</li> <li>• Siswa mengidentifikasi kosa kata yang belum mereka ketahui</li> <li>• Siswa dan guru me-review kembali tentang definisi, fungsi, struktur, dan unsur kebahasaan dari teks naratif</li> <li>• Siswa mengamati dan menganalisa struktur, dan unsur kebahasaan dari teks naratif yang diberikan</li> </ul>

- Siswa diminta menemukan gagasan utama dan informasi tertentu dari teks naratif yang diberikan

#### **Questioning (Mempertanyakan)**

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris; perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia
- Atau antar siswa memberi dan menjawab beberapa pertanyaan tentang gagasan utama dan informasi tertentu dari teks
- Melalui tanya jawab dengan siswa, guru mengenalkan kosakata-kosakata baru yang mungkin akan ditemukan pada teks naratif yang akan didengarkan oleh siswa

#### **Exploring (Mengeksplorasi)**

- Siswa dibentuk ke dalam beberapa kelompok (@ 5 orang) dan setiap siswa harus menyiapkan kertas lembar kecil dan alat tulis
- Guru membacakan atau mendiktekan suatu teks naratif sebanyak dua kali kepada siswa dengan kecepatan normal. Saat pertama kali dibacakan, siswa tidak diperkenankan untuk melakukan apapun, siswa hanya diminta untuk mendengarkan teks dengan seksama. Saat kedua kalinya, setiap siswa dari masing-masing kelompok diperkenankan untuk membuat catatan kecil atau menuliskan kata kunci dan poin penting dari teks yang bisa membantu mereka pada tahap rekonstruksi

- Dalam kelompok, siswa diminta mendiskusikan teks yang telah diperdengarkan dengan menyatukan catatan-catatan dari setiap anggota kelompok dan mereka juga diminta untuk menuliskan ulang teks yang telah dibacakan dalam versi mereka masing-masing dengan memperhatikan struktur dan unsur kebahasaan dari teks
- Salah satu dari anggota kelompok menuliskan hasil rekonstruksinya di HVS yang telah disediakan

#### **Associating (Mengasosiasi)**

- Setelah masing-masing kelompok selesai membuat hasil rekonstruksinya, setiap kelompok diminta untuk menukarkan hasil kerjanya kepada kelompok lain
- Dengan bimbingan guru, setiap kelompok diminta untuk menganalisis dan mengoreksi hasil rekonstruksi kelompok lain dengan focus pada struktur dan unsur kebahasaan dari teks naratif
- Setiap kelompok diberikan teks asli yang dibacakan oleh guru dan diminta untuk membandingkan hasil kerja kelompok lain dengan teks aslinya
- Setiap kelompok memperoleh balikan (feedback) dari kelompok lain dan guru dalam bentuk komentar dan analisa kesalahan pada tulisan

#### **Communicating (Mengkomunikasikan)**

- Setelah setiap kelompok mendapatkan kembali hasil rekonstruksinya, setiap individu dalam



	kelompok diminta melakukan proses 'revising' dan 'editing' atau menuliskan teks kembali dalam buku mereka masing-masing berdasarkan 'feedback' yang telah diberikan
Penutup (5 Menit)	<ul style="list-style-type: none"> <li>• Guru memberikan kesempatan kepada siswa untuk menanyakan hal yang belum mereka pahami seputar materi yang sudah disampaikan</li> <li>• Siswa dengan arahan guru membuat kesimpulan tentang materi dan menjelaskan nilai moral yang bisa diambil dari cerita yang telah mereka pelajari</li> <li>• Guru memberikan umpan balik terhadap proses dan hasil pembelajaran yang telah dilaksanakan</li> <li>• Siswa dan guru menutup kegiatan pembelajaran dengan membaca do'a</li> </ul>

## I. Penilaian

Teknik : Tes

Bentuk : Tertulis (Written)

Instrument : *Reconstruct the narrative text, that has been read, by using your own words!*

### Rubric Penilaian (Scoring Rubrics)

No	Categories	Score	Criteria
1	Content	30-27	<b>Excellent to very good:</b> knowledgeable; substantive; thorough; development of thesis; relevant to assigned topic.
		26-22	<b>Good to average:</b> some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic; but lacks detail.
		21-17	<b>Fair to poor:</b> limited knowledge of subject; little substance;

		16-13	inadequate development of topic. <b>Very poor:</b> does not show knowledge of subject; non-substantive; not pertinent.
2	Organization	20-18  17-14  13-10  9-7	<b>Excellent to very good:</b> fluent expression; ideas clearly stated/supported; succinct; well-organized; logical sequencing; cohesive. <b>Good to average:</b> somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing. <b>Fair to poor:</b> non-fluent; ideas confused or disconnected; lacks logical sequencing and development. <b>Very poor:</b> does not communicate; no organization.
3	Vocabulary	20-18  17-14  13-10  9-7	<b>Excellent to very good:</b> sophisticated range; effective word/idiom choice and usage; word from mastery; appropriate register. <b>Good to average:</b> adequate range; occasional errors of word/idiom form; choice; usage but meaning not obscured. <b>Fair to poor:</b> limited range; frequent errors of word/idiom form; choice; usage; meaning confused or obscured. <b>Very poor:</b> essentially translation; little knowledge of English vocabulary, idioms, word form.
4	Word Choice/Grammar	25-22	<b>Excellent to very good:</b> effective complex construction; few errors of agreement, tense, number,

		21-18	word order/function, article, pronouns, prepositions. <b>Good to average:</b> effective but simple construction; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
		17-11	<b>Fair to poor:</b> major problems in simple/complex constructions; frequent errors or negation, agreement, tense, number, word order/function, articles, pronouns, preposition and fragments, deletions; meaning confused or obscured.
		10-5	<b>Very poor:</b> virtually no mastery of sentence construction rules; dominated by errors; does not communicate.
5	Mechanics	5	<b>Excellent to very good:</b> demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.
		4	<b>Good to average:</b> occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
		3	<b>Fair to poor:</b> frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused.
		2	<b>Very poor:</b> no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, etc. paragraphing; handwriting illegible.

Surakarta, 18 Oktober 2016

Mengetahui,

Guru Bidang Studi

Fatma Nur Hidayati, S. Pd

Peneliti

Andika Api Asmara Ditya

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

### **(Kelas Eksperimen – Pertemuan 3)**

Nama Sekolah : MA Al-Islam Jamsaren Surakarta

Mata Pelajaran : Bahasa Inggris/ Peminatan

Kelas/ Semester : X/ 1

Materi Pokok : Teks naratif lisan dan tulis  
berbentuk legenda sederhana

Alokasi Waktu : 2 x 2 JP

#### **A. Kompetensi Inti**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong-royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## **B. Kompetensi Dasar**

1. Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
2. Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana.
3. Menyusun teks naratif lisan dan tulis berbentuk legenda sederhana.

## **C. Indikator**

1. Siswa dapat mengidentifikasi makna dari teks naratif yang diberikan.
2. Siswa dapat mengidentifikasi fungsi sosial, struktur, dan unsur kebahasaan dari teks naratif.
3. Siswa dapat menemukan gagasan utama dan informasi rinci dari teks naratif.
4. Siswa dapat menangkap kata kunci 'keyword' dari teks naratif yang diberikan.
5. Siswa dapat merekonstruksi teks naratif yang diperdengarkan dengan menggunakan bahasa mereka masing-masing dengan bekerjasama.
6. Siswa dapat menganalisa dan mengoreksi kesalahan yang ada dalam teks naratif yang telah dibuat, baik dari segi struktur teks maupun unsur kebahasaan teks tersebut.

## **D. Tujuan Pembelajaran**

Di akhir pelajaran, siswa diharapkan mampu menentukan gagasan utama dan informasi rinci, menganalisa struktur dan unsur kebahasaan dari teks naratif, menangkap makna serta merekonstruksi ulang teks naratif dengan menggunakan bahasa sendiri, dan mempelajari serta menerapkan nilai-nilai moral yang ada dalam teks naratif dalam kehidupan sehari-hari.

## **E. Materi Pembelajaran**

Narrative text is text which tells story or event, either actual or fictional, happened in the past by using time sequence or chronological order.
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Narrative text deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. It commonly gives a moral value to the readers or listeners. Kinds of narrative are fable, legend, fairy tale, myth, and etc.

<b>Social Functions:</b>	<b>Generic Structure:</b>	<b>Linguistic Features:</b>
<p>To tell stories or past events, to amuse or to entertain the readers, and to give moral value to the readers.</p>	<p><b>Orientation:</b> it is about the opening paragraph that tells or introduces about ‘who (characters)’, ‘when (time)’, and ‘where (place/setting)’ of the story.</p> <p><b>Complication:</b> describing the rising crises which the characters have to do with or where the problems develop or happen to the characters in the story.</p> <p><b>Resolution:</b> where the problems in the story are solved or ended, either in happy ending or sad ending.</p>	<ul style="list-style-type: none"> <li>• Focus on specific characters and places in the story: Malin Kundang, Cinderella, etc.</li> <li>• Use of past tense</li> <li>• Use of behavioral process or action verb, such as eat, go, etc.</li> <li>• Use of verbal process or verbal verb, such as say, state, etc.</li> <li>• Use of mental process or mental verb; a verb that refers to mental states or activities, such as think, feel, know, etc.</li> </ul>

		<ul style="list-style-type: none"> <li>• Use of adjective to describe characters and setting accurately</li> <li>• Use of temporal conjunction, such as firstly, then, next, after that, etc.</li> <li>• Use of temporal circumstance, such as once, once upon a time, etc.</li> </ul>
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Narrative Text for Estafet Writing:

### **The Legend of Toba Lake**

Once upon a time, there lived a farmer in a village in North Sumatra. His name was Toba. He did not have family so he lived alone in a little hut. He worked on his farm to grow rice and vegetables for his daily life.

One day, Toba wanted to eat a fish so he went to river to catch a fish. Suddenly, he was very surprised because he got a big fish. Soon, he went home and put the fish in his kitchen. Before he cooked the fish, he decided to take a bath first.

When he walked into his bedroom after taking a bath, Toba was very shocked because there stood a very beautiful woman in his living room. Then, he asked her, “Who are you? Why are you suddenly in my house?”. I’m sorry if I



made you surprised, Mr. Toba. I am the fish that you caught in the river. Now, I become a human again, I want to thank you and I will do everything for you to express my thankfulness,” said the beautiful woman. “Are you really the fish?” asked Toba again. “Yes, I am,” answered the woman.

Since that day, the beautiful woman lived in Toba’s house. Because she was very beautiful, Toba fell in love with her and asked her to marry him. Then the woman said “Yes, I want to be your wife but you must keep promise not to tell anyone that I am actually a fish, if you tell it, there will be a disaster.” Toba agreed and they directly got married. Several years later, they had a son named Samosir. He was a healthy boy and but he was lazy.

One afternoon, Samosir’s mother asked him to go to the farm to bring Toba’s lunch. In the middle of his way to the farm, Samosir was hungry. He finally stopped to eat his father’s lunch. When Samosir arrived at the farm, Toba was very disappointed and angry because his lunch box was empty. Then, Toba said, “You are a lazy and stupid boy. You are son of a fish!” Hearing that, Samosir cried and directly went home. Then, he told his mother about what Toba said. Samosir’s mother was shocked and sad because her husband broke his promise.

Then she told her son to go to hill to save his life because a disaster would come. When her son left, she prayed and turned into a fish again. Suddenly, the sky became dark. Not long after that, the heavy rain poured the earth and caused big flood. Because the flood was so big. Toba was finally sink and died in that disaster. The village was also sink and it became a huge lake. Now, that lake is known as Toba Lake and the island in the middle of lake is called Samosir Island.

**Vocabulary related to the text will be read:**

- Hut
- Farm
- Disaster
- Promise

- Poured
- Decided
- Etc

#### **F. Sumber/ Media Pembelajaran**

1. Sumber : Buku Cetak Bahasa Inggris “Talk Active 1 for grade X”,  
Internet
2. Media : White Board, Board Marker, Script Text

#### **G. Metode Pembelajaran**

1. Pendekatan : Saintifik
2. Metode : Observe – Practice
3. Teknik : Diskusi dengan penugasan kelompok dengan teknik Estafet Writing

#### **H. Langkah Pembelajaran**

Kegiatan	Deskripsi Kegiatan
Pendahuluan (5 Menit)	<ul style="list-style-type: none"> <li>• Siswa mengucapkan salam kepada guru dan berdo’a sebelum belajar dengan dipimpin oleh ketua kelas</li> <li>• Guru menyapa siswa dan menanyakan keadaan siswa dengan menggunakan bahasa Inggris</li> <li>• Guru mengecek kehadiran siswa</li> <li>• Guru memberikan motivasi kepada siswa</li> <li>• Guru dan siswa melakukan brainstorming tentang materi yang akan dibahas</li> <li>• Guru menyampaikan tujuan pembelajaran yang harus dicapai siswa dan menjelaskan kegiatan belajar yang akan dilaksanakan dengan teknik Estafet Writing</li> </ul>

<p>Inti (80 Menit)</p>	<p><b>Observing (Mengamati)</b></p> <ul style="list-style-type: none"> <li>• Siswa mengamati teks naratif yang diberikan oleh guru</li> <li>• Siswa diminta membaca cepat teks naratif yang diberikan</li> <li>• Siswa mengidentifikasi kosa kata yang belum mereka ketahui</li> <li>• Siswa me-review kembali tentang definisi, struktur, dan unsur kebahasaan dari teks naratif</li> <li>• Siswa mengamati dan menganalisa struktur, dan unsur kebahasaan dari teks yang diberikan</li> <li>• Siswa diminta menemukan gagasan utama dan informasi tertentu dari teks naratif yang diberikan</li> </ul> <p><b>Questioning (Mempertanyakan)</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris; perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</li> <li>• Atau antar siswa memberi dan menjawab beberapa pertanyaan tentang gagasan utama dan informasi tertentu dari teks</li> <li>• Melalui tanya jawab dengan siswa, guru mengenalkan kosakata-kosakata baru yang mungkin akan ditemukan pada teks naratif yang akan didengarkan oleh siswa</li> </ul> <p><b>Exploring (Mengeksplorasi)</b></p> <ul style="list-style-type: none"> <li>• Guru mengingatkan kembali tentang kegiatan belajar yang akan mereka lakukan melalui teknik ‘Estafet Writing’ dan menjelaskan variasi yang</li> </ul>
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akan digunakan

- Siswa dibentuk ke dalam beberapa kelompok (@ 5 orang) dan setiap siswa harus menyiapkan kertas lembar kecil dan alat tulis
- Guru membacakan atau mendiktekan suatu teks naratif sebanyak dua kali kepada siswa dengan kecepatan normal
- Ketika pembacaan teks yang pertama, siswa tidak diperkenankan untuk melakukan apapun, siswa hanya diminta untuk mendengarkan teks dengan seksama
- Pada pembacaan teks yang kedua kali, guru membagi teks tersebut menjadi 2 sesi, dimana di setiap guru selesai membacakan teks di setiap sesi, setiap siswa dari masing-masing kelompok diperkenankan untuk membuat catatan kecil atau menuliskan kata kunci/ poin penting dari teks
- Mereka diberikan waktu 15 menit untuk mendiskusikan dan merekonstruksi di setiap sesinya

#### **Associating (Mengasosiasi)**

- Setelah masing-masing kelompok selesai membuat hasil rekonstruksinya, setiap kelompok diminta untuk menukarkan hasil kerjanya kepada kelompok lain
- Dengan bimbingan guru, setiap kelompok diminta untuk menganalisis dan mengoreksi hasil rekonstruksi kelompok lain dengan focus pada struktur dan unsur kebahasaan dari teks naratif
- Setiap kelompok diberikan teks asli yang

	<p>dibacakan oleh guru dan diminta untuk membandingkan hasil kerja kelompok lain dengan teks aslinya</p> <ul style="list-style-type: none"> <li>• Setiap kelompok memperoleh balikan (feedback) dari kelompok lain dan guru dalam bentuk komentar dan analisa kesalahan pada tulisan</li> </ul> <p><b>Communicating (Mengkomunikasikan)</b></p> <ul style="list-style-type: none"> <li>• Setelah setiap kelompok mendapatkan kembali hasil rekonstruksinya, setiap individu dalam kelompok diminta melakukan proses ‘revising’ dan ‘editing’ atau menuliskan teks kembali dalam buku mereka masing-masing berdasarkan ‘feedback’ yang telah diberikan</li> </ul>
<p>Penutup (5 Menit)</p>	<ul style="list-style-type: none"> <li>• Guru memberikan kesempatan kepada siswa untuk menanyakan hal yang belum mereka pahami seputar materi yang sudah disampaikan</li> <li>• Siswa dengan arahan guru membuat kesimpulan tentang materi dan menjelaskan nilai moral yang bisa diambil dari cerita yang telah mereka pelajari</li> <li>• Guru memberikan umpan balik terhadap proses dan hasil pembelajaran yang telah dilaksanakan</li> <li>• Siswa dan guru menutup kegiatan pembelajaran dengan membaca do’a</li> </ul>

## I. Penilaian

Teknik : Tes

Bentuk : Tertulis (Written)

Instrument : *Reconstruct the narrative text, that has been read, by using your own words!*

### Rubric Penilaian (Scoring Rubrics)

No	Categories	Score	Criteria
1	Content	30-27	<b>Excellent to very good:</b> knowledgeable; substantive; thorough; development of thesis; relevant to assigned topic.
		26-22	<b>Good to average:</b> some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic; but lacks detail.
		21-17	<b>Fair to poor:</b> limited knowledge of subject; little substance; inadequate development of topic.
		16-13	<b>Very poor:</b> does not show knowledge of subject; non-substantive; not pertinent.
2	Organization	20-18	<b>Excellent to very good:</b> fluent expression; ideas clearly stated/supported; succinct; well-organized; logical sequencing; cohesive.
		17-14	<b>Good to average:</b> somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.
		13-10	<b>Fair to poor:</b> non-fluent; ideas confused or disconnected; lacks logical sequencing and development.
3	Vocabulary	20-18	<b>Excellent to very good:</b> sophisticated range; effective word/idiom choice and usage; word from mastery; appropriate register.
		17-14	<b>Good to average:</b> adequate range; occasional errors of

		13-10	word/idiom form; choice; usage but meaning not obscured. <b>Fair to poor:</b> limited range; frequent errors of word/idiom form; choice; usage; meaning confused or obscured.
		9-7	<b>Very poor:</b> essentially translation; little knowledge of English vocabulary, idioms, word form.
4	Word Choice/Grammar	25-22	<b>Excellent to very good:</b> effective complex construction; few errors of agreement, tense, number, word order/function, article, pronouns, prepositions.
		21-18	<b>Good to average:</b> effective but simple construction; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
		17-11	<b>Fair to poor:</b> major problems in simple/complex constructions; frequent errors or negation, agreement, tense, number, word order/function, articles, pronouns, preposition and fragments, deletions; meaning confused or obscured.
		10-5	<b>Very poor:</b> virtually no mastery of sentence construction rules; dominated by errors; does not communicate.
5	Mechanics	5	<b>Excellent to very good:</b> demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.

		4	<b>Good to average:</b> occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
		3	<b>Fair to poor:</b> frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused.
		2	<b>Very poor:</b> no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, etc. paragraphing; handwriting illegible.

Surakarta, 27 Oktober 2016

Mengetahui,

Guru Bidang Studi

Fatma Nur Hidayati, S. Pd

Peneliti

Andika Api Asmara Ditya



## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

### **(Kelas Eksperimen – Pertemuan 4)**

Nama Sekolah	: MA Al-Islam Jamsaren Surakarta
Mata Pelajaran	: Bahasa Inggris/ Peminatan
Kelas/ Semester	: X/ 1
Materi Pokok	: Teks naratif lisan dan tulis berbentuk legenda sederhana
Alokasi Waktu	: 2 x 2 JP

#### **A. Kompetensi Inti**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong-royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## **B. Kompetensi Dasar**

1. Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
2. Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana.
3. Menyusun teks naratif lisan dan tulis berbentuk legenda sederhana.

## **C. Indikator**

1. Siswa dapat mengidentifikasi makna dari teks naratif yang diberikan.
2. Siswa dapat mengidentifikasi fungsi sosial, struktur, dan unsur kebahasaan dari teks naratif.
3. Siswa dapat menemukan gagasan utama dan informasi rinci dari teks naratif.
4. Siswa dapat menangkap kata kunci 'keyword' dari teks naratif yang diberikan.
5. Siswa dapat merekonstruksi teks naratif yang diperdengarkan dengan menggunakan bahasa mereka masing-masing dengan bekerjasama.
6. Siswa dapat menganalisa dan mengoreksi kesalahan yang ada dalam teks naratif yang telah dibuat, baik dari segi struktur teks maupun unsur kebahasaan teks tersebut.

## **D. Tujuan Pembelajaran**

Di akhir pelajaran, siswa diharapkan mampu menentukan gagasan utama dan informasi rinci, menganalisa struktur dan unsur kebahasaan dari teks naratif, menangkap makna serta merekonstruksi ulang teks naratif dengan menggunakan bahasa sendiri, dan mempelajari serta menerapkan nilai-nilai moral yang ada dalam teks naratif dalam kehidupan sehari-hari.

## E. Materi Pembelajaran

Narrative text is text which tells story or event, either actual or fictional, happened in the past by using time sequence or chronological order. Narrative text deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. It commonly gives a moral value to the readers or listeners. Kinds of narrative are fable, legend, fairy tale, myth, and etc.

<b>Social Functions:</b>	<b>Generic Structure:</b>	<b>Linguistic Features:</b>
<p>To tell stories or past events, to amuse or to entertain the readers, and to give moral value to the readers.</p>	<p><b>Orientation:</b> it is about the opening paragraph that tells or introduces about ‘who (characters)’, ‘when (time)’, and ‘where (place/setting)’ of the story.</p> <p><b>Complication:</b> describing the rising crises which the characters have to do with or where the problems develop or happen to the characters in the story.</p> <p><b>Resolution:</b> where the problems in the story are solved or ended, either in happy ending or sad ending.</p>	<ul style="list-style-type: none"> <li>• Focus on specific characters and places in the story: Malin Kundang, Cinderella, etc.</li> <li>• Use of past tense</li> <li>• Use of behavioral process or action verb, such as eat, go, etc.</li> <li>• Use of verbal process or verbal verb, such as say, state, etc.</li> <li>• Use of mental process or mental verb; a verb that refers to mental states</li> </ul>

		<p>or activities, such as think, feel, know, etc.</p> <ul style="list-style-type: none"> <li>• Use of adjective to describe characters and setting accurately</li> <li>• Use of temporal conjunction, such as firstly, then, next, after that, etc.</li> <li>• Use of temporal circumstance, such as once, once upon a time, etc.</li> </ul>
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Narrative Text for Estafet Writing:

### **The Legend of Telaga Warna**

A long time ago, there was king of a kingdom in West Java. His name was Prabu. He was very kind and wise man. He had a beautiful queen and a beautiful daughter. The queen's name was Sinta and the daughter' name was Hanum. The king and queen loved their daughter so much. They gave everything that Hanum wanted so it made their daughter became a spoiled daughter and had bad attitude.

One day, Hanum celebrated her 17<sup>th</sup> birthday. All folks in that kingdom prepared a present for the princess. Then, all people gathered in the palace to congratulate and give the present to the princess. Suddenly, the king said “My beloved daughter, this is a colorful necklace for you. All people in this kingdom love you so much. It is a present from them”. The princess held it and she said, “I don’t like it. It is bad necklace”. Then, she threw that necklace away. The necklace was broken.

Everybody was speechless. Nobody could say anything. They did not believe that the princess would do a cruel thing like that to hurt everybody’s feeling. Looking at the princess attitude, the king, queen and the people were sad. They started to cry.

Then, there was a miracle. The earth also cried. Suddenly, the floor of palace erupted and a spring emerged from the ground. Not long after that, the palace got flood. The water drowned that kingdom. Finally, the palace became a giant lake. Now, people called that lake “Telaga Warna”. On a bright day, it is full of colors. The colors come from the shadows of forest, plants, flowers, and sky around the lake. However, some people say that the colors come from the princess necklace.

Moral : We should be thankful with what we have, and we may not be an arrogant person.

**Vocabulary related to the text that will be read:**

- Miracle
- Folk
- Attitude
- Spring
- Erupt
- Emerge
- Drown
- Wise

- Spoiled
- Speechless
- Cruel

#### **F. Sumber/ Media Pembelajaran**

1. Sumber : Buku Cetak Bahasa Inggris “Talk Active 1 for grade X”,  
Internet
2. Media : White Board, Board Marker, Script Text

#### **G. Metode Pembelajaran**

1. Pendekatan : Saintifik
2. Metode : Observe – Practice
3. Teknik : Diskusi dan penugasan kelompok dengan teknik  
Estafet Writing

#### **H. Langkah Pembelajaran**

Kegiatan	Deskripsi Kegiatan
Pendahuluan (5 Menit)	<ul style="list-style-type: none"> <li>• Siswa mengucapkan salam kepada guru dan berdo’a sebelum belajar dengan dipimpin oleh ketua kelas</li> <li>• Guru menyapa siswa dan menanyakan keadaan siswa dengan menggunakan bahasa Inggris</li> <li>• Guru mengecek kehadiran siswa</li> <li>• Guru memberikan motivasi kepada siswa</li> <li>• Guru dan siswa melakukan brainstorming tentang materi yang akan dibahas</li> <li>• Guru menyampaikan tujuan pembelajaran yang harus dicapai siswa dan menjelaskan kegiatan belajar yang akan dilaksanakan dengan teknik Estafet Writing</li> </ul>

<p>Inti (80 Menit)</p>	<p><b>Observing (Mengamati)</b></p> <ul style="list-style-type: none"> <li>• Siswa mengamati teks naratif yang diberikan oleh guru</li> <li>• Siswa diminta membaca cepat teks naratif yang diberikan</li> <li>• Siswa mengidentifikasi kosa kata yang belum mereka ketahui</li> <li>• Siswa dan guru me-review kembali tentang definisi, fungsi, struktur, dan unsur kebahasaan dari teks naratif</li> <li>• Siswa mengamati dan menganalisa struktur, dan unsur kebahasaan dari teks naratif yang diberikan</li> <li>• Siswa diminta menemukan gagasan utama dan informasi tertentu dari teks naratif yang diberikan</li> </ul> <p><b>Questioning (Mempertanyakan)</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris; perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</li> <li>• Atau antar siswa memberi dan menjawab beberapa pertanyaan tentang gagasan utama dan informasi tertentu dari teks</li> <li>• Melalui tanya jawab dengan siswa, guru mengenalkan kosakata-kosakata baru yang mungkin akan ditemukan pada teks naratif yang akan didengarkan oleh siswa</li> </ul> <p><b>Exploring (Mengeksplorasi)</b></p> <ul style="list-style-type: none"> <li>• Guru mengingatkan kembali tentang kegiatan belajar yang akan mereka lakukan melalui teknik</li> </ul>
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‘Estafet Writing’ dan menjelaskan variasi yang akan digunakan

- Siswa dibentuk ke dalam beberapa kelompok (@ 5 orang) dan setiap siswa harus menyiapkan kertas lembar kecil dan alat tulis
- Guru membacakan atau mendiktekan suatu teks naratif sebanyak dua kali kepada siswa dengan kecepatan normal
- Ketika pembacaan teks yang pertama, siswa tidak diperkenankan untuk melakukan apapun, siswa hanya diminta untuk mendengarkan teks dengan seksama
- Pada pembacaan teks yang kedua kali, guru membagi teks tersebut menjadi 2 sesi, dimana di setiap guru selesai membacakan teks di setiap sesi, setiap siswa dari masing-masing kelompok diperkenankan untuk membuat catatan kecil atau menuliskan kata kunci/ poin penting dari teks
- Mereka diberikan waktu 15 menit untuk mendiskusikan dan merekonstruksi di setiap sesinya

**Associating (Mengasosiasi)**

- Setelah masing-masing kelompok selesai membuat hasil rekonstruksinya, setiap kelompok diminta untuk menukarkan hasil kerjanya kepada kelompok lain
- Dengan bimbingan guru, setiap kelompok diminta untuk menganalisis dan mengoreksi hasil rekonstruksi kelompok lain dengan focus pada struktur dan unsur kebahasaan dari teks naratif



	<ul style="list-style-type: none"> <li>• Setiap kelompok diberikan teks asli yang dibacakan oleh guru dan diminta untuk membandingkan hasil kerja kelompok lain dengan teks aslinya</li> <li>• Setiap kelompok memperoleh balikan (feedback) dari kelompok lain dan guru dalam bentuk komentar dan analisa kesalahan pada tulisan</li> </ul> <p><b>Communicating (Mengkomunikasikan)</b></p> <ul style="list-style-type: none"> <li>• Setelah setiap kelompok mendapatkan kembali hasil rekonstruksinya, setiap individu dalam kelompok diminta melakukan proses ‘revising’ dan ‘editing’ atau menuliskan teks kembali dalam buku mereka masing-masing berdasarkan ‘feedback’ yang telah diberikan</li> </ul>
<p>Penutup (5 Menit)</p>	<ul style="list-style-type: none"> <li>• Guru memberikan kesempatan kepada siswa untuk menanyakan hal yang belum mereka pahami seputar materi yang sudah disampaikan</li> <li>• Siswa dengan arahan guru membuat kesimpulan tentang materi dan menjelaskan nilai moral yang bisa diambil dari cerita yang telah mereka pelajari</li> <li>• Guru memberikan umpan balik terhadap proses dan hasil pembelajaran yang telah dilaksanakan</li> <li>• Siswa dan guru menutup kegiatan pembelajaran dengan membaca do’a</li> </ul>

## I. Penilaian

Teknik : Tes

Bentuk : Tertulis (Written)

Instrument : *Reconstruct the narrative text, that has been read, by using your own words!*

### Rubric Penilaian (Scoring Rubrics)

No	Categories	Score	Criteria
1	Content	30-27  26-22  21-17  16-13	<p><b>Excellent to very good:</b> knowledgeable; substantive; thorough; development of thesis; relevant to assigned topic.</p> <p><b>Good to average:</b> some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic; but lacks detail.</p> <p><b>Fair to poor:</b> limited knowledge of subject; little substance; inadequate development of topic.</p> <p><b>Very poor:</b> does not show knowledge of subject; non-substantive; not pertinent.</p>
2	Organization	20-18  17-14  13-10  9-7	<p><b>Excellent to very good:</b> fluent expression; ideas clearly stated/supported; succinct; well-organized; logical sequencing; cohesive.</p> <p><b>Good to average:</b> somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.</p> <p><b>Fair to poor:</b> non-fluent; ideas confused or disconnected; lacks logical sequencing and development.</p> <p><b>Very poor:</b> does not communicate; no organization.</p>
3	Vocabulary	20-18  17-14	<p><b>Excellent to very good:</b> sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register.</p> <p><b>Good to average:</b> adequate range; occasional errors of word/idiom form; choice; usage</p>

		13-10	but meaning not obscured. <b>Fair to poor:</b> limited range; frequent errors of word/idiom form; choice; usage; meaning confused or obscured.
		9-7	<b>Very poor:</b> essentially translation; little knowledge of English vocabulary, idioms, word form.
4	Word Choice/Grammar	25-22	<b>Excellent to very good:</b> effective complex construction; few errors of agreement, tense, number, word order/function, article, pronouns, prepositions.
		21-18	<b>Good to average:</b> effective but simple construction; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
		17-11	<b>Fair to poor:</b> major problems in simple/complex constructions; frequent errors or negation, agreement, tense, number, word order/function, articles, pronouns, preposition and fragments, deletions; meaning confused or obscured.
		10-5	<b>Very poor:</b> virtually no mastery of sentence construction rules; dominated by errors; does not communicate.
5	Mechanics	5	<b>Excellent to very good:</b> demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.
		4	<b>Good to average:</b> occasional

		3	errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
		2	<b>Fair to poor:</b> frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused. <b>Very poor:</b> no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, etc. paragraphing; handwriting illegible.

Surakarta, 1 November 2016

Mengetahui,

Guru Bidang Studi

Fatma Nur Hidayati, S. Pd

Peneliti

Andika Api Asmara Ditya

Appendix 3

Lesson Plan

Control Group

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

### **(Kelas Kontrol – Pertemuan 1)**

Nama Sekolah	: MA Al-Islam Jamsaren Surakarta
Mata Pelajaran	: Bahasa Inggris/ Peminatan
Kelas/ Semester	: X/ 1
Materi Pokok	: Teks naratif lisan dan tulis berbentuk legenda sederhana
Alokasi Waktu	: 2 x 2 JP

#### **A. Kompetensi Inti**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong-royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## **B. Kompetensi Dasar**

1. Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
2. Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana.
3. Menyusun teks naratif lisan dan tulis berbentuk legenda sederhana.

## **C. Indikator**

1. Siswa dapat mengidentifikasi makna dari teks naratif yang diberikan.
2. Siswa dapat mengidentifikasi fungsi sosial, struktur, dan unsur kebahasaan dari teks naratif.
3. Siswa dapat menemukan gagasan utama dan informasi rinci dari teks naratif.
4. Siswa dapat menangkap kata kunci 'keyword' dari teks naratif yang diberikan.
5. Siswa dapat merekonstruksi teks naratif yang diperdengarkan dengan menggunakan bahasa mereka masing-masing dengan bekerjasama.
6. Siswa dapat menganalisa dan mengoreksi kesalahan yang ada dalam teks naratif yang telah dibuat, baik dari segi struktur teks maupun unsur kebahasaan teks tersebut.

## **D. Tujuan Pembelajaran**

Di akhir pelajaran, siswa diharapkan mampu menentukan gagasan utama dan informasi rinci, menganalisa struktur dan unsur kebahasaan dari teks naratif, menangkap makna serta merekonstruksi ulang teks naratif dengan menggunakan bahasa sendiri, dan mempelajari serta menerapkan nilai-nilai moral yang ada dalam teks naratif dalam kehidupan sehari-hari.

## E. Materi Pembelajaran

Narrative text is text which tells story or event, either actual or fictional, happened in the past by using time sequence or chronological order. Narrative text deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. It commonly gives a moral value to the readers or listeners. Kinds of narrative are fable, legend, fairy tale, myth, and etc.

<b>Social Functions:</b>	<b>Generic Structure:</b>	<b>Linguistic Features:</b>
To tell stories or past events, to amuse or to entertain the readers, and to give moral value to the readers.	<p><b>Orientation:</b> it is about the opening paragraph that tells or introduces about ‘who (characters)’, ‘when (time)’, and ‘where (place/setting)’ of the story.</p> <p><b>Complication:</b> describing the rising crises which the characters have to do with or where the problems develop or happen to the characters in the story.</p> <p><b>Resolution:</b> where the problems in the story are solved or ended, either in happy ending or sad ending.</p>	<ul style="list-style-type: none"> <li>• Focus on specific characters and places in the story: Malin Kundang, Cinderella, etc.</li> <li>• Use of past tense</li> <li>• Use of behavioral process or action verb, such as eat, go, etc.</li> <li>• Use of verbal process or verbal verb, such as say, state, etc.</li> <li>• Use of mental process or mental verb; a verb that refers to mental states</li> </ul>



		<p>or activities, such as think, feel, know, etc.</p> <ul style="list-style-type: none"> <li>• Use of adjective to describe characters and setting accurately</li> <li>• Use of temporal conjunction, such as firstly, then, next, after that, etc.</li> <li>• Use of temporal circumstance, such as once, once upon a time, etc.</li> </ul>
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### **Timun Mas**

Once upon a time, not far from a jungle, lived a husband and a wife. They were diligent farmers. They always worked hard on the fields. They had been married for many years but they had not had a child yet. Every day, they prayed and prayed for a child.

One night, while they were praying, a giant passed their house. The giant heard their praying. “Don’t worry farmers. I can give you a child but you must give that child to me when she is 17<sup>th</sup> years old,” said the giant.

The farmers were so happy. They did not think about the risk of losing their child later. Later, the giant gave them a bunch of cucumber seeds. The

farmers planted them carefully. Then the seeds changed into plants. Suddenly, a big golden cucumber grew from plants. After it had been ripe, the farmers picked and cut it. They were very surprised to see beautiful girl inside the cucumber. The named her Timun Mas or Golden Cucumber.

On her 17<sup>th</sup> birthday, Timun Ma was very happy. However, the parents were very sad. They had to keep their promise to the giant but they also did not want to lose their beloved daughter. “My daughter, take this bag. It can save you from the giant,” said her father. “What do you mean, Father? I don’t understand,” said Timun Mas.

Right after that, the giant came into their house. “Run Timun Mas. Save your life!” said the mother. The giant was angry. He chased Timun Mas away. The giant was getting closer and closer. Timun Mas then opened the bag and threw some chilies. It became a jungle with tress. The trees had sharp thorns so they hurt the giant. However, the giant was still able to chase Timun Mas. Timun Mas took her second magic stuff. It was cucumber seeds. She threw them and became cucumber field. But the giant still could escape from the field.

Then it was the last magic stuff she had in the bag. It was a shrimp paste, terasi. She threw it and became a big swamp. The giant was still trying to swim the swamp but he was very tired. He was drowned and he finally died. Then, Timun Mas immediately went home. Finally, the farmers were so happy because they could live with Timun Mas again.

(Moral value: We should always pray and do the efforts to reach our wish, and never give up)

#### **F. Sumber/ Media Pembelajaran**

1. Sumber : Buku Cetak Bahasa Inggris “Talk Active 1 for grade X”,  
Internet
2. Media : White Board, Board Marker, Script Text

### G. Metode Pembelajaran

1. Pendekatan : Saintifik
2. Metode : Observe – Practice
3. Teknik : Diskusi dengan penugasan kelompok dengan teknik *Conventional*

### H. Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan
Pendahuluan (5 Menit)	<ul style="list-style-type: none"><li>• Siswa mengucapkan salam kepada guru dan berdo'a sebelum belajar dengan dipimpin oleh ketua kelas</li><li>• Guru menyapa siswa dan menanyakan keadaan siswa dengan menggunakan bahasa Inggris</li><li>• Guru mengecek kehadiran siswa</li><li>• Guru memberikan motivasi kepada siswa</li><li>• Guru dan siswa melakukan brainstorming tentang materi yang akan dibahas</li><li>• Guru menyampaikan tujuan pembelajaran yang harus dicapai</li></ul>
Inti (80 Menit)	<b>Observing (Mengamati)</b> <ul style="list-style-type: none"><li>• Siswa mengamati teks naratif yang diberikan oleh guru</li><li>• Siswa diminta membaca cepat teks naratif yang diberikan</li><li>• Siswa mengidentifikasi kosa kata yang belum mereka ketahui</li><li>• Siswa mengamati fungsi social, struktur dan unsur kebahasaan yang ada dalam teks naratif yang diberikan</li><li>• Siswa mendengarkan atau menyimak penjelasan</li></ul>

secara umum mengenai definisi, fungsi, struktur, dan unsur kebahasaan dari teks naratif

- Siswa berlatih menemukan gagasan utama dan informasi rinci dari teks

#### **Questioning (Mempertanyakan)**

- Guru memberikan kesempatan kepada peserta didik untuk bertanya tentang hal yang belum mereka pahami dari penjelasan dan teks yang telah disimak, baik tentang struktur dan unsur kebahasaan dari teks naratif maupun tentang kosakata dalam teks yang belum mereka ketahui artinya
- Atau antar siswa memberi dan menjawab beberapa pertanyaan berkenaan penjelasan atau teks naratif yang telah disimak

#### **Exploring (Mengeksplorasi)**

- Siswa diberikan lembar kerja oleh guru
- Siswa melengkapi teks rumpang berbentuk naratif yang diberikan
- Siswa juga menuliskan kata kerja yang ada pada teks naratif dan merubahnya dalam bentuk 'base form'

#### **Associating (Mengasosiasi)**

- Guru membahas hasil kerja siswa
- Siswa menganalisa struktur dan unsur kebahasaan dari teks naratif

#### **Communicating (Mengkomunikasikan)**

- Siswa diminta maju kedepan untuk membacakan teks naratif dan menyampaikan hasil kerja yang telah dikerjakan

	<ul style="list-style-type: none"> <li>• Siswa memperoleh balikan (feedback) dari guru tentang hasil kerjanya</li> </ul>
Penutup (5 Menit)	<ul style="list-style-type: none"> <li>• Guru memberikan kesempatan kepada siswa untuk menanyakan hal yang belum mereka pahami seputar materi yang sudah disampaikan</li> <li>• Siswa dengan arahan guru membuat kesimpulan tentang materi dan menjelaskan nilai moral yang bisa diambil dari cerita yang telah mereka pelajari</li> <li>• Guru memberikan umpan balik terhadap proses dan hasil pembelajaran yang telah dilaksanakan</li> <li>• Siswa dan guru menutup kegiatan pembelajaran dengan membaca do'a</li> </ul>

## I. Penilaian

Teknik : Tes

Bentuk : Tertulis (Written Test)

Instrument :

*Fill in the blank with the suitable words in the box!*

### The Legend of Banyuwangi

Once upon a time in East Java, there was a king named King Sulahkromo. The King has a (1) ..... Named Raden Sidopekso. Sidopekso had a wife named Sri Tanjung. She was very (2) ..... So the king wanted her to be his wife.

One day, the King (3) ..... Sidopekso other country to do a long mission. While the Prime Minister went far away, the King tried to get Sri Tanjung but he (4) ..... He was very angry. Thus, when Sidopekso came back, the King told him that his wife was (5) ..... to him. The King told Sidopekso that Sri Tanjung had an (6) ..... with other man when Sidopekso was not at home.

Sidopekso was very angry with his wife. Sri Tanjung said that it was not true but Sidopekso did not believe at her wife. To prove her (7) ....., she asked her husband to kill her and (8) ..... her dead body into the river. She said “If the water in the river smells bad, it means I did the sin, but if the water in the river smells good, it means I am innocent”. Because Sidopekso was so angry and he cannot control his emotion, he stabbed his wife’s chest with his ‘keris’.

After Sidopekso killed her, he threw her dead body into the dirty river. The river suddenly became clean and smelled (9) ..... Sidopekso said, “Banyu... Wangi... Banyuwangi”. Knowing that, Sidopekso (10) ..... that he had made a big mistakes to his wife and he could only cry and regret. After that incident, the area around the river is called Banyuwangi. Banyuwangi means “fragrant water”.

Affair	Prime Minister	Beautiful	Sent	Threw
Realized	Innocent	Unfaithful	Fragrant	Failed

*Find 10 verbs in the text of the Legend of Banyuwangi, then change them to ‘base form’*

Past Form	Base Form

Format Penilaian:

Nilai =  $\frac{(\text{Jumlah Skor Maksimal}) \times 100}{20}$

20

Surakarta, 12 Oktober 2016

Mengetahui,

Guru Bidang Studi

Peneliti

Fatma Nur Hidayati, S. Pd

Andika Api Asmara Ditya

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

### **(Kelas Kontrol – Pertemuan 2)**

Nama Sekolah	: MA Al-Islam Jamsaren Surakarta
Mata Pelajaran	: Bahasa Inggris/ Peminatan
Kelas/ Semester	: X/ 1
Materi Pokok	: Teks naratif lisan dan tulis berbentuk legenda sederhana
Alokasi Waktu	: 2 x 2 JP

#### **A. Kompetensi Inti**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong-royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.



## **B. Kompetensi Dasar**

1. Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
2. Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana.
3. Menyusun teks naratif lisan dan tulis berbentuk legenda sederhana.

## **C. Indikator**

1. Siswa dapat mengidentifikasi makna dari teks naratif yang diberikan.
2. Siswa dapat mengidentifikasi fungsi sosial, struktur, dan unsur kebahasaan dari teks naratif.
3. Siswa dapat menemukan gagasan utama dan informasi rinci dari teks naratif.
4. Siswa dapat menangkap kata kunci 'keyword' dari teks naratif yang diberikan.
5. Siswa dapat merekonstruksi teks naratif yang diperdengarkan dengan menggunakan bahasa mereka masing-masing dengan bekerjasama.
6. Siswa dapat menganalisa dan mengoreksi kesalahan yang ada dalam teks naratif yang telah dibuat, baik dari segi struktur teks maupun unsur kebahasaan teks tersebut.

## **D. Tujuan Pembelajaran**

Di akhir pelajaran, siswa diharapkan mampu menentukan gagasan utama dan informasi rinci, menganalisa struktur dan unsur kebahasaan dari teks naratif, menangkap makna serta merekonstruksi ulang teks naratif dengan menggunakan bahasa sendiri, dan mempelajari serta menerapkan nilai-nilai moral yang ada dalam teks naratif dalam kehidupan sehari-hari.

## E. Materi Pembelajaran

Narrative text is text which tells story or event, either actual or fictional, happened in the past by using time sequence or chronological order. Narrative text deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. It commonly gives a moral value to the readers or listeners. Kinds of narrative are fable, legend, fairy tale, myth, and etc.

<b>Social Functions:</b>	<b>Generic Structure:</b>	<b>Linguistic Features:</b>
<p>To tell stories or past events, to amuse or to entertain the readers, and to give moral value to the readers.</p>	<p><b>Orientation:</b> it is about the opening paragraph that tells or introduces about ‘who (characters)’, ‘when (time)’, and ‘where (place/setting)’ of the story.</p> <p><b>Complication:</b> describing the rising crises which the characters have to do with or where the problems develop or happen to the characters in the story.</p> <p><b>Resolution:</b> where the problems in the story are solved or ended, either in happy ending or sad ending.</p>	<ul style="list-style-type: none"> <li>• Focus on specific characters and places in the story: Malin Kundang, Cinderella, etc.</li> <li>• Use of past tense</li> <li>• Use of behavioral process or action verb, such as eat, go, etc.</li> <li>• Use of verbal process or verbal verb, such as say, state, etc.</li> <li>• Use of mental process or mental verb; a verb that refers to mental states</li> </ul>

		<p>or activities, such as think, feel, know, etc.</p> <ul style="list-style-type: none"> <li>• Use of adjective to describe characters and setting accurately</li> <li>• Use of temporal conjunction, such as firstly, then, next, after that, etc.</li> <li>• Use of temporal circumstance, such as once, once upon a time, etc.</li> </ul>
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#### **F. Sumber/ Media Pembelajaran**

1. Sumber : Buku Cetak Bahasa Inggris “Talk Active 1 for grade X”,  
Internet
2. Media : White Board, Board Marker, Script Text

#### **G. Metode Pembelajaran**

1. Pendekatan : Saintifik
2. Metode : Observe – Practice
3. Teknik : Penugasan dengan teknik *Conventional*

## H. Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan
Pendahuluan (5 Menit)	<ul style="list-style-type: none"><li>• Siswa mengucapkan salam kepada guru dan berdoa sebelum belajar dengan dipimpin oleh ketua kelas</li><li>• Guru menyapa siswa dan menanyakan keadaan siswa dengan menggunakan bahasa Inggris</li><li>• Guru mengecek kehadiran siswa</li><li>• Guru memberikan motivasi kepada siswa</li><li>• Guru dan siswa melakukan brainstorming tentang materi yang akan dibahas</li><li>• Guru menyampaikan tujuan pembelajaran yang harus dicapai</li></ul>
Inti (80 Menit)	<p><b>Observing (Mengamati)</b></p> <ul style="list-style-type: none"><li>• Siswa mengamati teks naratif yang diberikan oleh guru</li><li>• Siswa diminta membaca cepat teks naratif yang diberikan</li><li>• Siswa me-review kembali tentang definisi, fungsi, struktur, dan unsur kebahasaan dari teks naratif</li><li>• Siswa diminta menemukan gagasan utama dan informasi tertentu dari teks naratif yang diberikan</li></ul> <p><b>Questioning (Mempertanyakan)</b></p> <ul style="list-style-type: none"><li>• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</li><li>• Atau antar siswa member dan menjawab beberapa pertanyaan tentang gagasan utama dan informasi</li></ul>

	<p>tertentu dari teks</p> <p><b>Exploring (Mengeksplorasi)</b></p> <ul style="list-style-type: none"> <li>• Siswa diberikan lembar kerja oleh guru</li> <li>• Siswa menyusun paragraph acak menjadi sebuah teks naratif yang bermakna dan sesuai dengan strukturnya</li> </ul> <p><b>Associating (Mengasosiasi)</b></p> <ul style="list-style-type: none"> <li>• Siswa berlatih menganalisis dan mengoreksi kesalahan-kesalahan yang ada dalam paragraf-paragraf tersebut dengan fokus pada unsure kebahasaan teks</li> </ul> <p><b>Communicating (Mengkomunikasikan)</b></p> <ul style="list-style-type: none"> <li>• Siswa membacakan teks naratif yang sudah tersusun dengan benar dan menyampaikan hasil analisisnya di depan kelas</li> <li>• Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil kerjanya</li> </ul>
<p>Penutup (5 Menit)</p>	<ul style="list-style-type: none"> <li>• Guru memberikan kesempatan kepada siswa untuk menanyakan hal yang belum mereka pahami seputar materi yang sudah disampaikan</li> <li>• Siswa dengan arahan guru membuat kesimpulan tentang materi dan menjelaskan nilai moral yang bisa diambil dari cerita yang telah mereka pelajari</li> <li>• Guru memberikan umpan balik terhadap proses dan hasil pembelajaran yang telah dilaksanakan</li> <li>• Siswa dan guru menutup kegiatan pembelajaran dengan membaca do'a</li> </ul>

## I. Penilaian

Teknik : Tes

Bentuk : Tertulis (Written Test)

Instrument :

*Arrange the jumbled paragraph below, analyzed and correct the errors in each paragraph, then re-write the story!*

### Loro Jonggrang

Until today, the temple of Loro Jonggrang is still in Candi Prambanan. *People old* believe that the couple who are dating in Prambanan temple will break up.

Once upon a time in Java Island especially in Prambanan, there were 2 kingdoms. They Pengging and Kraton Boko, Pengging kingdom has a cruel prince named Bandung Bondowoso. Kraton Boko had a very *princess beautiful* named Loro Jonggrang.

Hearing the roosters crowing, the genies were frightened and they *run* away leaving Bandung Bondowoso alone. They *stop* making temples. Then, he asked Loro Jonggrang count the temples. The total was only 999 temples, so there was still 1 temple left. Feeling deceived, Bandung Bondowoso was very angry and he *curse* her, "Loro Jonggrang, let you be the one to make it

In the midnight, the thousand temples were nearly finished. Seeing that, Loro Jonggrang *is* panic. Then she *gets* an idea to foil *him* effort. She woke all ladies in the city up. She asked them to hit and ring bell. Hearing the noise,

In the palace, Prince Bandung Bondowoso *meets* Loro Jonggrang. *She* beauty amazed him. He *falls* in love at the first sight. Bandung Bondowoso proposed Loro Jonggrang to become his wife. However, Loro Jonggrang did not want to marry with him because he was too wicked. To refuse his proposal, Loro Jonggrang had a strategy. She had a request that the prince should do. She requested if Bandung Bondowoso could build thousand temples in one night before dawn, she would be his wife. Therefore,

Format Penilaian:

- Arranging : 4 x (jumlah urutan paragraf yang benar)
- Analysis and Correction : 5 x (jumlah koreksian yang benar)

Nilai : skor dari 'arranging' + skor dari 'analysis and correction'

Surakarta, 17 Oktober 2016

Mengetahui,

Guru Bidang Studi

Peneliti

Fatma Nur Hidayati, S. Pd

Andika Api Asmara Ditya

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

### **(Kelas Kontrol – Pertemuan 3)**

Nama Sekolah	: MA Al-Islam Jamsaren Surakarta
Mata Pelajaran	: Bahasa Inggris/ Peminatan
Kelas/ Semester	: X/ 1
Materi Pokok	: Teks naratif lisan dan tulis berbentuk legenda sederhana
Alokasi Waktu	: 2 x 2 JP

#### **A. Kompetensi Inti**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong-royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.



## **B. Kompetensi Dasar**

1. Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
2. Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana.
3. Menyusun teks naratif lisan dan tulis berbentuk legenda sederhana.

## **C. Indikator**

1. Siswa dapat mengidentifikasi makna dari teks naratif yang diberikan.
2. Siswa dapat mengidentifikasi fungsi sosial, struktur, dan unsur kebahasaan dari teks naratif.
3. Siswa dapat menemukan gagasan utama dan informasi rinci dari teks naratif.
4. Siswa dapat menangkap kata kunci 'keyword' dari teks naratif yang diberikan.
5. Siswa dapat merekonstruksi teks naratif yang diperdengarkan dengan menggunakan bahasa mereka masing-masing dengan bekerjasama.
6. Siswa dapat menganalisa dan mengoreksi kesalahan yang ada dalam teks naratif yang telah dibuat, baik dari segi struktur teks maupun unsur kebahasaan teks tersebut.

## **D. Tujuan Pembelajaran**

Di akhir pelajaran, siswa diharapkan mampu menentukan gagasan utama dan informasi rinci, menganalisa struktur dan unsur kebahasaan dari teks naratif, menangkap makna serta merekonstruksi ulang teks naratif dengan menggunakan bahasa sendiri, dan mempelajari serta menerapkan nilai-nilai moral yang ada dalam teks naratif dalam kehidupan sehari-hari.

## E. Materi Pembelajaran

Narrative text is text which tells story or event, either actual or fictional, happened in the past by using time sequence or chronological order. Narrative text deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. It commonly gives a moral value to the readers or listeners. Kinds of narrative are fable, legend, fairy tale, myth, and etc.

<b>Social Functions:</b>	<b>Generic Structure:</b>	<b>Linguistic Features:</b>
<p>To tell stories or past events, to amuse or to entertain the readers, and to give moral value to the readers.</p>	<p><b>Orientation:</b> it is about the opening paragraph that tells or introduces about ‘who (characters)’, ‘when (time)’, and ‘where (place/setting)’ of the story.</p> <p><b>Complication:</b> describing the rising crises which the characters have to do with or where the problems develop or happen to the characters in the story.</p> <p><b>Resolution:</b> where the problems in the story are solved or ended, either in happy ending or sad ending.</p>	<ul style="list-style-type: none"> <li>• Focus on specific characters and places in the story: Malin Kundang, Cinderella, etc.</li> <li>• Use of past tense</li> <li>• Use of behavioral process or action verb, such as eat, go, etc.</li> <li>• Use of verbal process or verbal verb, such as say, state, etc.</li> <li>• Use of mental process or mental verb; a verb that refers to mental states</li> </ul>

		<p>or activities, such as think, feel, know, etc.</p> <ul style="list-style-type: none"> <li>• Use of adjective to describe characters and setting accurately</li> <li>• Use of temporal conjunction, such as firstly, then, next, after that, etc.</li> <li>• Use of temporal circumstance, such as once, once upon a time, etc.</li> </ul>
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#### **F. Sumber/ Media Pembelajaran**

1. Sumber : Buku Cetak Bahasa Inggris “Talk Active 1 for grade X”,  
Internet
2. Media : White Board, Board Marker, Script Text

#### **G. Metode Pembelajaran**

1. Pendekatan : Saintifik
2. Metode : Observe – Practice
3. Teknik : Penugasan dengan teknik *Conventional*

## H. Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan
Pendahuluan (5 Menit)	<ul style="list-style-type: none"><li>• Siswa mengucapkan salam kepada guru dan berdo'a sebelum belajar dengan dipimpin oleh ketua kelas</li><li>• Guru menyapa siswa dan menanyakan keadaan siswa dengan menggunakan bahasa Inggris</li><li>• Guru mengecek kehadiran siswa</li><li>• Guru memberikan motivasi kepada siswa</li><li>• Guru dan siswa melakukan brainstorming tentang materi yang akan dibahas</li><li>• Guru menyampaikan tujuan pembelajaran yang harus dicapai</li></ul>
Inti (80 Menit)	<p><b>Observing (Mengamati)</b></p> <ul style="list-style-type: none"><li>• Siswa mengamati teks naratif yang diberikan oleh guru</li><li>• Siswa diminta membaca cepat teks naratif yang diberikan</li><li>• Siswa me-review kembali tentang definisi, fungsi, struktur, dan unsur kebahasaan dari teks naratif</li><li>• Siswa diminta menemukan gagasan utama dan informasi tertentu dari teks naratif yang diberikan</li></ul> <p><b>Questioning (Mempertanyakan)</b></p> <ul style="list-style-type: none"><li>• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</li><li>• Atau antar siswa memberi dan menjawab beberapa pertanyaan tentang gagasan utama dan</li></ul>

	<p>informasi tertentu dari teks</p> <p><b>Exploring (Mengeksplorasi)</b></p> <ul style="list-style-type: none"> <li>• Siswa diberikan beberapa kalimat yang merupakan ide pokok dari suatu cerita</li> <li>• Siswa diminta untuk membuat teks berbentuk naratif tentang cerita Danau Toba dengan mengembangkan ide-ide pokok yang diberikan</li> <li>• Dalam menulis teks, siswa harus memperhatikan struktur dan unsur kebahasaan dari teks naratif</li> </ul> <p><b>Associating (Mengasosiasi)</b></p> <ul style="list-style-type: none"> <li>• Siswa mengumpulkan hasil tulisannya kepada guru</li> <li>• Guru memeriksa hasil tulisan siswa dan memberikan tanda pada kesalahan-kesalahan yang ada dalam tulisannya</li> <li>• Guru membahas hasil kerja siswa</li> <li>• Siswa memperoleh balikan (feedback) berupa komentar dari guru</li> <li>• Siswa menganalisis kembali hasil tulisannya dan memperbaiki tulisannya berdasarkan tanda yang diberikan oleh guru</li> </ul> <p><b>Communicating (Mengkomunikasikan)</b></p> <ul style="list-style-type: none"> <li>• Siswa menyampaikan hasil kerjanya di depan kelas</li> </ul>
<p>Penutup (5 Menit)</p>	<ul style="list-style-type: none"> <li>• Guru memberikan kesempatan kepada siswa untuk menanyakan hal yang belum mereka pahami seputar materi yang sudah disampaikan</li> <li>• Siswa dengan arahan guru membuat kesimpulan tentang materi dan menjelaskan nilai moral yang bisa diambil dari cerita yang telah mereka pelajari</li> </ul>

	<ul style="list-style-type: none"> <li>• Guru memberikan umpan balik terhadap proses dan hasil pembelajaran yang telah dilaksanakan</li> <li>• Siswa dan guru menutup kegiatan pembelajaran dengan membaca do'a</li> </ul>
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## I. Penilaian

Teknik : Tes

Bentuk : Tertulis (Written Test)

Instrument :

*Make a narrative text about the story of Toba Lake from the following main ideas:*

- *A man lived in a North Sumatera*
- *He caught an unusual fish*
- *The fish turned into beautiful woman*
- *The man asked the beautiful woman to be his wife*
- *The woman asked the man to keep promise not to tell other people that she was a fish*
- *They got married and had a son*
- *One day, the man was angry to his son and he broke his promise*
- *The woman was so angry*
- *The heavy rain fell and made big flood*
- *The village was sink and became huge lake*

### Rubric Penilaian (Scoring Rubrics)

No	Categories	Score	Criteria
1	Content	30-27	<b>Excellent to very good:</b> knowledgeable; substantive; thorough; development of thesis; relevant to assigned topic.
		26-22	<b>Good to average:</b> some knowledge of subject; adequate range; limited development of

		21-17	thesis; mostly relevant to topic; but lacks detail. <b>Fair to poor:</b> limited knowledge of subject; little substance; inadequate development of topic.
		16-13	<b>Very poor:</b> does not show knowledge of subject; non-substantive; not pertinent.
2	Organization	20-18	<b>Excellent to very good:</b> fluent expression; ideas clearly stated/supported; succinct; well-organized; logical sequencing; cohesive.
		17-14	<b>Good to average:</b> somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.
		13-10	<b>Fair to poor:</b> non-fluent; ideas confused or disconnected; lacks logical sequencing and development.
		9-7	<b>Very poor:</b> does not communicate; no organization.
3	Vocabulary	20-18	<b>Excellent to very good:</b> sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register.
		17-14	<b>Good to average:</b> adequate range; occasional errors of word/idiom form; choice; usage but meaning not obscured.
		13-10	<b>Fair to poor:</b> limited range; frequent errors of word/idiom form; choice; usage; meaning confused or obscured.
		9-7	<b>Very poor:</b> essentially translation; little knowledge of English vocabulary, idioms, word

			form.
4	Word Choice/Grammar	25-22  21-18  17-11  10-5	<p><b>Excellent to very good:</b> effective complex construction; few errors of agreement, tense, number, word order/function, article, pronouns, prepositions.</p> <p><b>Good to average:</b> effective but simple construction; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.</p> <p><b>Fair to poor:</b> major problems in simple/complex constructions; frequent errors or negation, agreement, tense, number, word order/function, articles, pronouns, preposition and fragments, deletions; meaning confused or obscured.</p> <p><b>Very poor:</b> virtually no mastery of sentence construction rules; dominated by errors; does not communicate.</p>
5	Mechanics	5  4  3	<p><b>Excellent to very good:</b> demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.</p> <p><b>Good to average:</b> occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.</p> <p><b>Fair to poor:</b> frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused.</p> <p><b>Very poor:</b> no mastery of</p>



		2	conventions; dominated by errors of spelling, punctuation, capitalization, etc. paragraphing; handwriting illegible.
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Surakarta, 19 Oktober 2016

Mengetahui,

Guru Bidang Studi

Peneliti

Fatma Nur Hidayati, S. Pd

Andika Api Asmara Ditya

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

### **(Kelas Kontrol – Pertemuan 4)**

Nama Sekolah	: MA Al-Islam Jamsaren Surakarta
Mata Pelajaran	: Bahasa Inggris/ Peminatan
Kelas/ Semester	: X/ 1
Materi Pokok	: Teks naratif lisan dan tulis berbentuk legenda sederhana
Alokasi Waktu	: 2 x 2 JP

#### **A. Kompetensi Inti**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong-royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## **B. Kompetensi Dasar**

1. Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
2. Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana.
3. Menyusun teks naratif lisan dan tulis berbentuk legenda sederhana.

## **C. Indikator**

1. Siswa dapat mengidentifikasi makna dari teks naratif yang diberikan.
2. Siswa dapat mengidentifikasi fungsi sosial, struktur, dan unsur kebahasaan dari teks naratif.
3. Siswa dapat menemukan gagasan utama dan informasi rinci dari teks naratif.
4. Siswa dapat menangkap kata kunci 'keyword' dari teks naratif yang diberikan.
5. Siswa dapat merekonstruksi teks naratif yang diperdengarkan dengan menggunakan bahasa mereka masing-masing dengan bekerjasama.
6. Siswa dapat menganalisa dan mengoreksi kesalahan yang ada dalam teks naratif yang telah dibuat, baik dari segi struktur teks maupun unsur kebahasaan teks tersebut.

## **D. Tujuan Pembelajaran**

Di akhir pelajaran, siswa diharapkan mampu menentukan gagasan utama dan informasi rinci, menganalisa struktur dan unsur kebahasaan dari teks naratif, menangkap makna serta merekonstruksi ulang teks naratif dengan menggunakan bahasa sendiri, dan mempelajari serta menerapkan nilai-nilai moral yang ada dalam teks naratif dalam kehidupan sehari-hari.

## E. Materi Pembelajaran

Narrative text is text which tells story or event, either actual or fictional, happened in the past by using time sequence or chronological order. Narrative text deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. It commonly gives a moral value to the readers or listeners. Kinds of narrative are fable, legend, fairy tale, myth, and etc.

<b>Social Functions:</b>	<b>Generic Structure:</b>	<b>Linguistic Features:</b>
<p>To tell stories or past events, to amuse or to entertain the readers, and to give moral value to the readers.</p>	<p><b>Orientation:</b> it is about the opening paragraph that tells or introduces about ‘who (characters)’, ‘when (time)’, and ‘where (place/setting)’ of the story.</p> <p><b>Complication:</b> describing the rising crises which the characters have to do with or where the problems develop or happen to the characters in the story.</p> <p><b>Resolution:</b> where the problems in the story are solved or ended, either in happy ending or sad ending.</p>	<ul style="list-style-type: none"> <li>• Focus on specific characters and places in the story: Malin Kundang, Cinderella, etc.</li> <li>• Use of past tense</li> <li>• Use of behavioral process or action verb, such as eat, go, etc.</li> <li>• Use of verbal process or verbal verb, such as say, state, etc.</li> <li>• Use of mental process or mental verb; a verb that refers to mental states</li> </ul>

		<p>or activities, such as think, feel, know, etc.</p> <ul style="list-style-type: none"> <li>• Use of adjective to describe characters and setting accurately</li> <li>• Use of temporal conjunction, such as firstly, then, next, after that, etc.</li> <li>• Use of temporal circumstance, such as once, once upon a time, etc.</li> </ul>
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#### **F. Sumber/ Media Pembelajaran**

1. Sumber : Buku Cetak Bahasa Inggris “Talk Active 1 for grade X”, Internet
2. Media : White Board, Board Marker, Script Text

#### **G. Metode Pembelajaran**

1. Pendekatan : Saintifik
2. Metode : Observe – Practice
3. Teknik : Penugasan dengan teknik *Conventional*

## H. Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan
Pendahuluan (5 Menit)	<ul style="list-style-type: none"><li>• Siswa mengucapkan salam kepada guru dan berdo'a sebelum belajar dengan dipimpin oleh ketua kelas</li><li>• Guru menyapa siswa dan menanyakan keadaan siswa dengan menggunakan bahasa Inggris</li><li>• Guru mengecek kehadiran siswa</li><li>• Guru memberikan motivasi kepada siswa</li><li>• Guru dan siswa melakukan brainstorming tentang materi yang akan dibahas</li><li>• Guru menyampaikan tujuan pembelajaran yang harus dicapai</li></ul>
Inti (80 Menit)	<p><b>Observing (Mengamati)</b></p> <ul style="list-style-type: none"><li>• Siswa mengamati teks naratif yang diberikan oleh guru</li><li>• Siswa diminta membaca cepat teks naratif yang diberikan</li><li>• Siswa me-review kembali tentang definisi, fungsi, struktur, dan unsur kebahasaan dari teks naratif</li><li>• Siswa diminta menemukan gagasan utama dan informasi tertentu dari teks naratif yang diberikan</li></ul> <p><b>Questioning (Mempertanyakan)</b></p> <ul style="list-style-type: none"><li>• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</li><li>• Atau antar siswa memberi dan menjawab beberapa pertanyaan tentang gagasan utama dan</li></ul>

	<p>informasi tertentu dari teks</p> <p><b>Exploring (Mengeksplorasi)</b></p> <ul style="list-style-type: none"> <li>• Siswa diberikan beberapa kalimat yang merupakan ide pokok dari suatu cerita</li> <li>• Siswa diminta untuk membuat teks berbentuk naratif tentang cerita Legenda Telaga Warna dengan mengembangkan ide-ide pokok yang diberikan</li> <li>• Dalam menulis teks, siswa harus memperhatikan struktur dan unsur kebahasaan dari teks naratif</li> </ul> <p><b>Associating (Mengasosiasi)</b></p> <ul style="list-style-type: none"> <li>• Siswa mengumpulkan hasil tulisannya kepada guru</li> <li>• Guru memeriksa hasil tulisan siswa dan memberikan tanda pada kesalahan-kesalahan yang ada dalam tulisannya</li> <li>• Guru membahas hasil kerja siswa</li> <li>• Siswa memperoleh balikan (feedback) berupa komentar dari guru</li> <li>• Siswa menganalisis kembali hasil tulisannya dan memperbaiki tulisannya berdasarkan tanda yang diberikan oleh guru</li> </ul> <p><b>Communicating (Mengkomunikasikan)</b></p> <ul style="list-style-type: none"> <li>• Siswa menyampaikan hasil kerjanya di depan kelas</li> </ul>
<p>Penutup (5 Menit)</p>	<ul style="list-style-type: none"> <li>• Guru memberikan kesempatan kepada siswa untuk menanyakan hal yang belum mereka pahami seputar materi yang sudah disampaikan</li> <li>• Siswa dengan arahan guru membuat kesimpulan tentang materi dan menjelaskan nilai moral yang</li> </ul>

	<p>bisa diambil dari cerita yang telah mereka pelajari</p> <ul style="list-style-type: none"> <li>• Guru memberikan umpan balik terhadap proses dan hasil pembelajaran yang telah dilaksanakan</li> <li>• Siswa dan guru menutup kegiatan pembelajaran dengan membaca do'a</li> </ul>
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## I. Penilaian

Teknik : Tes

Bentuk : Tertulis (Written Test)

Instrument :

*Make a narrative text about the story of Telaga Warna from the following main ideas:*

- *There lived a king and a queen in West Java*
- *They had a beautiful and spoiled princess*
- *The princess celebrated her birthday in the palace*
- *The folks gave her a colorful necklace*
- *The princess did not like and threw it*
- *Everybody was speechless and sad*
- *The floor of palace erupted and a spring emerged from the ground*
- *The kingdom was sink and became huge lake*

### Rubric Penilaian (Scoring Rubrics)

No	Categories	Score	Criteria
1	Content	30-27	<b>Excellent to very good:</b> knowledgeable; substantive; thorough; development of thesis; relevant to assigned topic.
		26-22	<b>Good to average:</b> some knowledge of subject; adequate



		21-17	range; limited development of thesis; mostly relevant to topic; but lacks detail. <b>Fair to poor:</b> limited knowledge of subject; little substance; inadequate development of topic.
		16-13	<b>Very poor:</b> does not show knowledge of subject; non-substantive; not pertinent.
2	Organization	20-18	<b>Excellent to very good:</b> fluent expression; ideas clearly stated/supported; succinct; well-organized; logical sequencing; cohesive.
		17-14	<b>Good to average:</b> somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.
		13-10	<b>Fair to poor:</b> non-fluent; ideas confused or disconnected; lacks logical sequencing and development.
		9-7	<b>Very poor:</b> does not communicate; no organization.
3	Vocabulary	20-18	<b>Excellent to very good:</b> sophisticated range; effective word/idiom choice and usage; word from mastery; appropriate register.
		17-14	<b>Good to average:</b> adequate range; occasional errors of word/idiom form; choice; usage but meaning not obscured.
		13-10	<b>Fair to poor:</b> limited range; frequent errors of word/idiom form; choice; usage; meaning confused or obscured.
		9-7	<b>Very poor:</b> essentially translation; little knowledge of

			English vocabulary, idioms, word form.
4	Word Choice/Grammar	25-22  21-18  17-11  10-5	<p><b>Excellent to very good:</b> effective complex construction; few errors of agreement, tense, number, word order/function, article, pronouns, prepositions.</p> <p><b>Good to average:</b> effective but simple construction; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.</p> <p><b>Fair to poor:</b> major problems in simple/complex constructions; frequent errors or negation, agreement, tense, number, word order/function, articles, pronouns, preposition and fragments, deletions; meaning confused or obscured.</p> <p><b>Very poor:</b> virtually no mastery of sentence construction rules; dominated by errors; does not communicate.</p>
5	Mechanics	5  4  3	<p><b>Excellent to very good:</b> demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.</p> <p><b>Good to average:</b> occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.</p> <p><b>Fair to poor:</b> frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused.</p>

		2	<b>Very poor:</b> no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, etc. paragraphing; handwriting illegible.
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Surakarta, 26 Oktober 2016

Mengetahui,

Guru Bidang Studi

Peneliti

Fatma Nur Hidayati, S. Pd

Andika Api Asmara Ditya

Appendix 4

Scoring of

Writing Test

### Scoring of Writing Test

No	Categories	Score	Criteria
1	Content	<p>30-27</p> <p>26-22</p> <p>21-17</p> <p>16-13</p>	<p><b>Excellent to very good:</b> knowledgeable; substantive; thorough; development of thesis; relevant to assigned topic.</p> <p><b>Good to average:</b> some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic; but lacks detail.</p> <p><b>Fair to poor:</b> limited knowledge of subject; little substance; inadequate development of topic.</p> <p><b>Very poor:</b> does not show knowledge of subject; non-substantive; not pertinent.</p>
2	Organization	<p>20-18</p> <p>17-14</p> <p>13-10</p> <p>9-7</p>	<p><b>Excellent to very good:</b> fluent expression; ideas clearly stated/supported; succinct; well-organized; logical sequencing; cohesive.</p> <p><b>Good to average:</b> somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.</p> <p><b>Fair to poor:</b> non-fluent; ideas confused or disconnected; lacks logical sequencing and development.</p> <p><b>Very poor:</b> does not communicate; no organization.</p>
3	Vocabulary	<p>20-18</p> <p>17-14</p>	<p><b>Excellent to very good:</b> sophisticated range; effective word/idiom choice and usage; word from mastery; appropriate register.</p> <p><b>Good to average:</b> adequate range; occasional errors of word/idiom form; choice; usage but meaning not</p>

		13-10	obscured. <b>Fair to poor:</b> limited range; frequent errors of word/idiom form; choice; usage; meaning confused or obscured.
		9-7	<b>Very poor:</b> essentially translation; little knowledge of English vocabulary, idioms, word form.
4	Word Choice/Grammar	25-22	<b>Excellent to very good:</b> effective complex construction; few errors of agreement, tense, number, word order/function, article, pronouns, prepositions.
		21-18	<b>Good to average:</b> effective but simple construction; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
		17-11	<b>Fair to poor:</b> major problems in simple/complex constructions; frequent errors or negation, agreement, tense, number, word order/function, articles, pronouns, preposition and fragments, deletions; meaning confused or obscured.
		10-5	<b>Very poor:</b> virtually no mastery of sentence construction rules; dominated by errors; does not communicate.
5	Mechanics	5	<b>Excellent to very good:</b> demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.
		4	<b>Good to average:</b> occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.

		3	<b>Fair to poor:</b> frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused.
		2	<b>Very poor:</b> no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, etc. paragraphing; handwriting illegible.

Appendix 5

Instrument of

Writing Test



## **Pre-test Experiment Class**

### **The instructions for the writing test are:**

1. Write your full name and your class above.
2. Make a narrative text about story of Malin Kundang.
3. Work individually to write down narrative essay consisting of orientation, complication, sequence of event and resolution!
4. Time to finish the task in 60 minutes

## **Pre-test Control Class**

### **The instructions for the writing test are:**

1. Write your full name and your class above.
2. Make a narrative text about Telaga Warna.
3. Work individually to write down narrative essay consisting of orientation, complication, sequence of event and resolution!
4. Time to finish the task in 60 minutes

## **Post-test Experiment Class**

### **The instructions for the writing test are:**

1. Write your full name and your class above.
2. Make a narrative text about story of Toba Lake.
3. Work individually to write down narrative essay consisting of orientation, complication, sequence of event and resolution!
4. Time to finish the task in 60 minutes

## **Post-test Control Class**

**The instructions for the writing test are:**

1. Write your full name and your class above.
2. Make a narrative text about Sangkuriang.
3. Work individually to write down narrative essay consisting of orientation, complication, sequence of event and resolution!
4. Time to finish the task in 60 minutes

Appendix 6

The List of

Students

## THE LIST OF STUDENTS NAMES

Class : X IPA (The Experimental Group)

MA Al-Islam Jamsaren Surakarta

No	Code	Name	Male/Female
1	E-1	Alifia Wahyu Choirunnidha	F
2	E-2	Dwi Mega Astuti	F
3	E-3	Fatimah Nur Khasanah	F
4	E-4	Fitria Rima Dwi Haryati	F
5	E-5	Kartika Dewi Melati	F
6	E-6	Lorensagana Sinar Pratiwi	F
7	E-7	Mifta Khulianah	F
8	E-8	Misyaeil Nur Azizah	F
9	E-9	Muayyarotul Qonitah Al Faizah	F
10	E-10	Muayyarotush Sholihah Al Faizah	F
11	E-11	Nurul Hidayah	F
12	E-12	Pratiwi Solichah	F
13	E-13	Shafina Haniffajri Dewayani	F
14	E-14	Siti Khodijah	F
15	E-15	Syahda Luthfiah Imani	F
16	E-16	Yasmin Salsabila	F
17	E-17	Zahrotunnisa	F
18	E-18	Affan Khoirul Anam	M
19	E-19	Alvian Eka Putra	M
20	E-20	Amar Yasir Rahmatullah	M
21	E-21	Asrafi Ubaidillah Anwar	M
22	E-22	Ibrohim Dzikidaar	M
23	E-23	Muhammad Luthfi Dharmawan	M
24	E-24	Muhammad Mutawadhi Alfajri	M
25	E-25	Rafli Mahesa Pratama	M
26	E-26	Rika Novia Yuliandora	F
27	E-27	Rizal Agus Budianto	M
28	E-28	Rizqi Indira Febyanti	F
29	E-29	Samsul Hidayat	M
30	E-30	Siska Dyah Ratnasari	F
31	E-31	Syrico Arindamo Setyawan	M
32	E-32	Toto Bachtiar Palokoto	M
33	E-33	Ulfi Septiani Setianingsih	F

34	E-34	Umi Nadhiroh	F
35	E-35	Wiji Handayani	F

### THE LIST STUDENTS NAMES

Class : X IPS 2 (The Control Group)

MA Al-Islam Jamsaren Surakarta

No	Code	Name	Male/Female
1	C-1	Agnia Al Fatih Sabila	F
2	C-2	Aprilia Azzahrotu Firdausi	F
3	C-3	Berliana Putri Ashar	F
4	C-4	Fatimah Mulya Subari	F
5	C-5	Fia Muna Hanina	F
6	C-6	Indah Etika Sari	F
7	C-7	Kania Hermawati	F
8	C-8	Lina Inas Mufidah	F
9	C-9	Nabila Isa Baasyir	F
10	C-10	Ristiana Damayanti	F
11	C-11	Safira Nur Chasyatil 'Ilmi	F
12	C-12	Selvi Miftakhul Jannah	F
13	C-13	Septia Dyah Anggraeni	F
14	C-14	Shafira Nur Herlinda	F
15	C-15	Shofiatunnisa'	F
16	C-16	Thasya Frizilla Putri Helmi	F
17	C-17	Zulaikhah Itsnan Asyisyifa	F
18	C-18	Abdulrahman Rio Pramudya	M
19	C-19	Diky Bagus Saputra	M
20	C-20	Evis Alexandria Saiful Ahmadi	M
21	C-21	Lutfi Khoirul Rijal	M
22	C-22	Muhammad Abdulloh Ma'sum	M
23	C-23	Muhammad Irfan Abdillah	M
24	C-24	Rama Bagus Prasetyo	M
25	C-25	Reza Kurnia Rizal Fajri	M
26	C-26	Olif Fitriyani	F
27	C-27	Rizqullah Nazih Naufal	M
28	C-28	Royyana Fatchul Abidin	M
29	C-29	Sella Putri Sari	M
30	C-30	Setyowati	F

31	C-31	Siska Aning Pramita	F
32	C-32	Siti Nur Aliyah	F
33	C-33	Sophia Wulandari	F
34	C-34	Sylvia Ayu Ruswanto	F
35	C-35	Tri Sundari	F



# Appendix 7

## The Data Result

### of Students

### Writing Test

## THE RESULT OF PRE-TEST

Class : X IPA (The Experimental Group)

No	Code	Name	Score					Total
			C	O	G	W C	M	
1	E-1	Alifia Wahyu Choirunnidha	19	19	16	11	7	72
2	E-2	Dwi Mega Astuti	18	22	15	11	5	71
3	E-3	Fatimah Nur Khasanah	18	18	15	9	6	66
4	E-4	Fitria Rima Dwi Haryati	16	16	15	8	5	60
5	E-5	Kartika Dewi Melati	17	17	15	10	6	65
6	E-6	Loresagana Sinar Pratiwi	18	19	16	10	6	69
7	E-7	Mifta Khulianah	17	19	16	9	5	66
8	E-8	Misyaeil Nur Azizah	17	17	16	9	5	64
9	E-9	Muayyarotul Qonitah Al Faizah	17	19	15	9	5	65
10	E-10	Muayyarotush Sholihah Al Faizah	19	20	15	11	7	72
11	E-11	Nurul Hidayah	16	18	16	9	5	64
12	E-12	Pratiwi Solichah	17	17	15	10	6	65
13	E-13	Shafina Haniffajri Dewayani	20	20	16	11	7	74
14	E-14	Siti Khodijah	16	16	15	8	5	60
15	E-15	Syahda Luthfiah Imani	18	17	16	12	7	70
16	E-16	Yasmin Salsabila	19	19	15	11	6	70
17	E-17	Zahrotunnisa	17	17	15	10	5	64
18	E-18	Affan Khoirul Anam	18	20	15	12	6	71
19	E-19	Alvian Eka Putra	18	19	16	11	7	71
20	E-20	Amar Yasir Rahmatullah	17	20	17	12	6	72
21	E-21	Asrafi Ubaidillah Anwar	17	17	15	10	6	65
22	E-22	Ibrohim Dzikidaar	17	18	16	12	7	70
23	E-23	Muhammad Luthfi Dharmawan	17	16	16	10	5	64
24	E-24	Muhammad Mutawadhi Alfajri	21	17	15	11	5	69
25	E-25	Rafli Mahesa Pratama	16	16	15	8	5	60
26	E-26	Rika Novia Yuliandora	19	15	19	10	7	70
27	E-27	Rizal Agus Budianto	20	18	16	10	5	69
28	E-28	Rizqi Indira Febyanti	19	15	17	10	8	69
29	E-29	Samsul Hidayat	17	16	16	11	5	65
30	E-30	Siska Dyah Ratnasari	17	17	15	10	6	65
31	E-31	Syrico Arindamo Setyawan	19	17	16	11	6	69
32	E-32	Toto Bachtiar Palokoto	18	18	16	10	7	69
33	E-33	Ulfi Septiani Setianingsih	22	19	19	11	8	79
34	E-34	Umi Nadhiroh	18	15	16	11	5	65

35	E-35	Wiji Handayani	19	20	19	12	7	77
<b>Total</b>			628	623	556	360	209	2376
<b>Average</b>			18	17.8	15.8	11.5	7	67.88
<b>Highest Score</b>			22	22	19	12	8	79
<b>Lowest Score</b>			16	15	15	8	5	60

### THE RESULT OF POST-TEST

Class : X IPA (The Experimental Group)

No	Code	Name	Score					Total
			C	O	G	W C	M	
1	E-1	Alifia Wahyu Choirunnidha	20	23	17	13	8	81
2	E-2	Dwi Mega Astuti	19	22	18	10	6	75
3	E-3	Fatimah Nur Khasanah	21	19	17	11	7	75
4	E-4	Fitria Rima Dwi Haryati	18	18	17	11	6	70
5	E-5	Kartika Dewi Melati	19	19	17	13	8	76
6	E-6	Loresagana Sinar Pratiwi	19	20	16	11	6	72
7	E-7	Mifta Khulianah	20	20	20	9	7	76
8	E-8	Misyaeil Nur Azizah	19	20	18	11	7	75
9	E-9	Muayyarotul Qonitah Al Faizah	19	19	15	10	7	70
10	E-10	Muayyarotush Sholihah Al Faizah	20	20	17	11	7	75
11	E-11	Nurul Hidayah	21	22	17	12	8	80
12	E-12	Pratiwi Solichah	22	22	20	12	8	84
13	E-13	Shafina Haniffajri Dewayani	21	21	17	12	8	79
14	E-14	Siti Khodijah	23	22	23	12	8	88
15	E-15	Syahda Luthfiah Imani	22	17	17	13	7	76
16	E-16	Yasmin Salsabila	23	23	17	12	8	83
17	E-17	Zahrotunnisa	20	19	18	12	7	76
18	E-18	Affan Khoirul Anam	20	20	18	13	8	79
19	E-19	Alvian Eka Putra	20	19	17	12	7	75
20	E-20	Amar Yasir Rahmatullah	19	22	18	10	6	75
21	E-21	Asrafi Ubaidillah Anwar	20	18	17	12	8	75
22	E-22	Ibrohim Dzikidaar	18	18	16	12	7	71
23	E-23	Muhammad Luthfi Dharmawan	20	18	17	11	6	72
24	E-24	Muhammad Mutawadhi Alfajri	20	19	18	12	7	76

25	E-25	Rafli Mahesa Pratama	23	20	21	13	8	85
26	E-26	Rika Novia Yuliandora	23	19	23	13	8	86
27	E-27	Rizal Agus Budianto	21	18	17	11	6	73
28	E-28	Rizqi Indira Febyanti	20	19	17	11	8	75
29	E-29	Samsul Hidayat	17	17	17	12	6	69
30	E-30	Siska Dyah Ratnasari	21	20	20	13	7	81
31	E-31	Syrico Arindamo Setyawan	18	17	17	11	7	70
32	E-32	Toto Bachtiar Palokoto	23	23	17	13	7	83
33	E-33	Ulfi Septiani Setianingsih	23	23	22	12	8	88
34	E-34	Umi Nadhiroh	19	21	17	12	7	76
35	E-35	Wiji Handayani	20	21	20	13	7	81
<b>Total</b>			711	698	630	411	251	2701
<b>Average</b>			20.31	19.94	18	11.74	7.17	77.17
<b>Highest Score</b>			23	23	23	13	8	88
<b>Lowest Score</b>			17	17	15	9	6	69

### THE RESULT OF PRE-TEST

Class : X IPS 2 (The Control Group)

No	Code	Name	Score					Total
			C	O	G	W C	M	
1	C-1	Agnia Al Fatih Sabila	17	17	15	10	6	65
2	C-2	Aprilia Azzahrotu Firdausi	16	18	15	10	6	65
3	C-3	Berliana Putri Ashar	17	18	16	11	7	69
4	C-4	Fatimah Mulya Subari	17	16	15	9	6	63
5	C-5	Fia Muna Hanina	16	17	15	9	7	64
6	C-6	Indah Etika Sari	20	20	18	10	7	75
7	C-7	Kania Hermawati	17	17	15	9	6	64
8	C-8	Lina Inas Mufidah	15	15	15	9	6	60
9	C-9	Nabila Isa Baasyir	17	18	16	10	7	68
10	C-10	Ristiana Damayanti	19	20	17	11	6	73
11	C-11	Safira Nur Chasyatil 'Ilmi	17	17	16	10	5	65
12	C-12	Selvi Miftakhul Jannah	17	17	18	11	7	70
13	C-13	Septia Dyah Anggraeni	17	16	15	10	5	63
14	C-14	Shafira Nur Herlinda	18	17	17	10	6	68
15	C-15	Shofiatunnisa'	18	17	17	10	6	68
16	C-16	Thasya Frizilla Putri Helmi	18	19	17	10	6	70
17	C-17	Zulaikhah Itsnan Asyysifa	17	17	16	10	6	66

18	C-18	Abdulrahman Rio Pramudya	19	18	15	10	6	68
19	C-19	Diky Bagus Saputra	15	15	15	9	6	60
20	C-20	Evis Alexandria Saiful Ahmadi	17	17	16	10	6	66
21	C-21	Lutfi Khoirul Rijal	17	17	16	11	5	66
22	C-22	Muhammad Abdulloh Ma'sum	17	18	15	10	6	66
23	C-23	Muhammad Irfan Abdillah	18	18	16	10	6	68
24	C-24	Rama Bagus Prasetyo	19	19	18	11	7	74
25	C-25	Reza Kurnia Rizal Fajri	18	17	16	9	5	65
26	C-26	Olif Fitriyani	18	15	16	10	6	65
27	C-27	Rizqullah Nazih Naufal	17	18	16	11	6	68
28	C-28	Royyana Fatchul Abidin	15	16	16	10	6	63
29	C-29	Sella Putri Sari	19	19	17	11	8	74
30	C-30	Setyowati	17	17	17	10	7	68
31	C-31	Siska Aning Pramita	17	16	15	10	6	64
32	C-32	Siti Nur Aliyah	18	17	15	10	6	66
33	C-33	Sophia Wulandari	20	18	17	11	6	72
34	C-34	Sylvia Ayu Ruswanto	17	17	17	10	5	66
35	C-35	Tri Sundari	20	17	15	11	6	69
<b>Total</b>			611	605	561	353	214	2344
<b>Average</b>			17.45	17.28	16.02	10.08	6.11	66.97
<b>Highest Score</b>			20	20	18	11	8	75
<b>Lowest Score</b>			15	15	15	9	5	60

### THE RESULT OF POST-TEST

Class : X IPS 2 (The Control Group)

No	Code	Name	Score					Total
			C	O	G	W	M	
1	C-1	Agnia Al Fatih Sabila	20	17	20	12	7	76
2	C-2	Aprilia Azzahrotu Firdausi	18	18	16	11	6	69
3	C-3	Berliana Putri Ashar	18	18	16	11	7	70
4	C-4	Fatimah Mulya Subari	17	17	15	9	6	64
5	C-5	Fia Muna Hanina	18	18	16	11	7	70
6	C-6	Indah Etika Sari	19	18	20	13	8	78
7	C-7	Kania Hermawati	22	22	20	13	6	65
8	C-8	Lina Inas Mufidah	22	16	16	12	7	73

9	C-9	Nabila Isa Baasyir	20	20	20	12	7	79
10	C-10	Ristiana Damayanti	21	22	17	13	7	80
11	C-11	Safira Nur Chasyatil 'Ilmi	20	19	16	10	5	70
12	C-12	Selvi Miftakhul Jannah	22	22	21	13	8	86
13	C-13	Septia Dyah Anggraeni	17	16	16	10	5	64
14	C-14	Shafira Nur Herlinda	22	22	18	13	7	82
15	C-15	Shofiatunnisa'	22	16	16	12	7	73
16	C-16	Thasya Frizilla Putri Helmi	22	20	20	12	7	81
17	C-17	Zulaikhah Itsnan Asyysifa	18	18	15	10	6	67
18	C-18	Abdulrahman Rio Pramudya	18	17	17	11	7	70
19	C-19	Diky Bagus Saputra	18	17	15	10	5	65
20	C-20	Evis Alexandria Saiful Ahmadi	21	17	16	12	7	73
21	C-21	Lutfi Khoiril Rijal	18	18	16	10	5	67
22	C-22	Muhammad Abdulloh Ma'sum	17	18	16	11	6	68
23	C-23	Muhammad Irfan Abdillah	20	20	19	12	7	78
24	C-24	Rama Bagus Prasetyo	20	20	18	12	8	78
25	C-25	Reza Kurnia Rizal Fajri	21	19	18	13	8	79
26	C-26	Olif Fitriyani	17	17	16	10	6	66
27	C-27	Rizqullah Nazih Naufal	20	18	16	12	7	73
28	C-28	Royyana Fatchul Abidin	19	18	18	11	8	74
29	C-29	Sella Putri Sari	22	21	20	12	8	83
30	C-30	Setyowati	21	18	17	10	7	73
31	C-31	Siska Aning Pramita	21	17	18	10	7	73
32	C-32	Siti Nur Aliyah	18	17	15	10	6	66
33	C-33	Sophia Wulandari	22	22	18	13	8	83
34	C-34	Sylvia Ayu Ruswanto	19	17	17	11	6	70
35	C-35	Tri Sundari	20	17	15	11	6	69
<b>Total</b>			690	647	603	398	235	2555
<b>Average</b>			19.71	18.48	17.22	11.37	6.71	73
<b>Highest Score</b>			22	22	21	13	8	86
<b>Lowest Score</b>			17	16	15	9	5	64

Appendix 8

The Calculation  
of the Data

**THE DIFFERENCE BETWEEN THE PRE-TEST AND THE POST-TEST  
SCORES OF THE EXPERIMENTAL GROUP**

No	Code	Pre-test Scores ( $X_1$ )	Post-test Scores ( $X_2$ )	$X_1^2$	$X_2^2$	$X_2 - X_1$	$X^2$
1	E-1	72	81	5184	6561	9	81
2	E-2	71	75	5041	5625	4	16
3	E-3	66	75	4356	5625	9	81
4	E-4	60	70	3600	4900	10	100
5	E-5	65	76	4225	5776	11	121
6	E-6	69	72	4761	5184	3	9
7	E-7	66	76	4356	5776	10	100
8	E-8	64	75	4096	5625	11	121
9	E-9	65	70	4225	4900	5	25
10	E-10	72	75	5184	5625	3	9
11	E-11	64	80	4096	6400	16	256
12	E-12	65	84	4225	7056	19	361
13	E-13	74	79	5476	6241	5	25
14	E-14	60	88	3600	7744	28	784
15	E-15	70	76	4900	5776	6	36
16	E-16	70	83	4900	6889	13	169
17	E-17	64	76	4096	5776	12	144
18	E-18	71	79	5041	6241	8	64
19	E-19	71	75	5041	5625	4	16
20	E-20	72	75	5184	5625	3	9
21	E-21	65	75	4225	5625	10	100
22	E-22	70	71	4900	5041	1	1
23	E-23	64	72	4096	5184	8	64
24	E-24	69	76	4761	5776	7	49
25	E-25	60	85	3600	7225	25	625



26	E-26	70	86	4900	7396	16	256
27	E-27	69	73	4761	5329	4	16
28	E-28	69	75	4761	5625	6	36
29	E-29	65	69	4225	4761	4	16
30	E-30	65	81	4225	6561	16	256
31	E-31	69	70	4761	4900	1	1
32	E-32	69	83	4761	6889	14	196
33	E-33	79	88	6241	7744	9	81
34	E-34	65	76	4225	5776	11	121
35	E-35	77	81	5929	6561	4	16
<b>Total</b>		2376	2701	161958	209363	325	4361

**THE DIFFERENCE BETWEEN PRE-TEST AND POST-TEST SCORES  
OF THE CONTROL GROUP**

No	Code	Pre-test Scores ( $X_1$ )	Post-test Scores ( $X_2$ )	$X_1^2$	$X_2^2$	$X_2 - X_1$	$X^2$
1	C-1	65	76	4225	5776	11	121
2	C-2	65	69	4225	4761	4	16
3	C-3	69	70	4761	4900	1	1
4	C-4	63	64	3969	4096	1	1
5	C-5	64	70	4096	4900	6	36
6	C-6	75	78	5625	6084	3	9
7	C-7	64	65	4096	6889	19	361
8	C-8	60	73	3600	5329	13	169
9	C-9	68	79	4624	6241	11	121
10	C-10	73	80	5329	6400	7	49
11	C-11	65	70	4225	4900	5	25
12	C-12	70	86	4900	7396	16	256
13	C-13	63	64	3969	4096	1	1

14	C-14	68	82	4624	6724	14	196
15	C-15	68	73	4624	5329	5	25
16	C-16	70	81	4900	6561	11	121
17	C-17	66	67	4356	4489	1	1
18	C-18	68	70	4624	4900	2	4
19	C-19	60	65	3600	4225	5	25
20	C-20	66	73	4356	5329	7	49
21	C-21	66	67	4356	4489	1	1
22	C-22	66	68	4356	4624	2	4
23	C-23	68	78	4624	6084	10	100
24	C-24	74	78	5476	6084	4	16
25	C-25	65	79	4225	6241	14	196
26	C-26	65	66	4225	4356	1	1
27	C-27	68	73	4624	5329	5	25
28	C-28	63	74	3969	5476	11	121
29	C-29	74	83	5476	6889	9	81
30	C-30	68	73	4624	5329	5	25
31	C-31	64	73	4096	5329	9	81
32	C-32	66	66	4356	4356	0	0
33	C-33	72	83	5184	6889	11	121
34	C-34	66	70	4356	4900	4	16
35	C-35	69	69	4761	4761	0	0
<b>Total</b>		2344	2555	157436	190461	229	2375

**NORMALITY TEST FOR THE PRE-TEST OF THE EXPERIMENTAL  
GROUP**

No	X	F	Fx	Fk	Fk/n	Z	$P \leq Z$	L (Fk/n - $P \leq Z$ )
1	61	2	122	2	0.057	-1.615	0.05305993	0.003
2	65	11	715	13	0.371	-0.692	0.24430517	<b>0.126</b>
3	67	3	201	16	0.457	-0.230	0.40871945	0.048
4	71	13	923	29	0.828	0.461	0.75569483	0.072
5	73	4	292	33	0.942	1.154	0.87579117	0.066
6	76	1	76	34	0.971	1.846	0.96760628	0.003
7	79	1	79	35	1	2.539	0.99444537	0.005

**NORMALITY TEST FOR THE POST-TEST OF THE EXPERIMENTAL  
GROUP**

No	X	F	Fx	Fk	Fk/n	Z	$P \leq Z$	L (Fk/n - $P \leq Z$ )
1	70	5	350	5	0.142	-1.334	0.09108625	0.05
2	74	4	296	9	0.257	-0.762	0.28374389	-0.026
3	77	13	1001	22	0.628	-0.19	0.5	<b>0.128</b>
4	79	3	237	25	0.714	0.381	0.64846152	0.065
5	82	5	410	30	0.857	0.952	0.82968609	0.027
6	85	3	255	33	0.942	1.524	0.93633063	0.005
7	88	2	176	35	1	2.096	0.98197824	0.018

**NORMALITY TEST FOR THE PRE-TEST OF THE CONTROL GROUP**

<b>No</b>	<b>X</b>	<b>F</b>	<b>Fx</b>	<b>Fk</b>	<b>Fk/n</b>	<b>Z</b>	<b>P ≤ Z</b>	<b>L (Fk/n – P ≤ Z)</b>
1	61	2	122	2	0.057	-1.666	0.04783641	0.009
2	65	11	715	13	0.371	-0.833	0.28931011	0.081
3	68	13	871	26	0.742	0.277	0.60937891	<b>0.132</b>
4	70	4	280	30	0.857	0.833	0.79760637	0.059
5	73	4	292	34	0.971	1.666	0.95216359	0.018
6	76	1	76	35	1	2.499	0.99377816	0.006

**NORMALITY TEST FOR THE POST-TEST OF THE CONTROL GROUP**

<b>No</b>	<b>X</b>	<b>F</b>	<b>Fx</b>	<b>Fk</b>	<b>Fk/n</b>	<b>Z</b>	<b>P ≤ Z</b>	<b>L (Fk/n – P ≤ Z)</b>
1	65	6	390	6	0.171	-1.309	0.09513891	0.075
2	68	5	340	11	0.314	-0.818	0.20650774	<b>0.107</b>
3	71	5	355	16	0.457	-0.327	0.37166778	0.085
4	74	7	518	23	0.657	0.163	0.5650241	0.091
5	77	4	308	27	0.771	0.654	0.74372712	0.002
6	80	4	320	31	0.885	1.146	0.87411028	0.01
7	83	3	249	34	0.971	1.637	0.94920536	0.021
8	86	1	86	35	1	2.128	0.98334622	0.016

### THE HOMOGENEITY TEST OF THE PRE-TEST

<b>Group</b>	<b>N</b>	<b>SD</b>	<b>Variance</b>
Experimental Group	35	4.349 <sup>2</sup>	18.913
Control Group	35	3.605 <sup>2</sup>	12.996
$\Sigma$	70		

$F_{table} = 1,49$  (N = 35)

$$\begin{aligned} F &= \frac{V_e}{V_c} \\ &= \frac{18.913}{12.996} \\ &= 1.45 \end{aligned}$$

### THE HOMOGENEITY TEST OF THE POST-TEST

<b>Group</b>	<b>N</b>	<b>SD</b>	<b>Variance</b>
Experimental Group	35	5.151 <sup>2</sup>	26.532
Control Group	35	6.061 <sup>2</sup>	36.735
Total	70		

$F_{table} = 1,49$  (N = 35)

$$\begin{aligned} F &= \frac{V_c}{V_e} \\ &= \frac{36.735}{26.532} \\ &= 1.38 \end{aligned}$$

# Appendix 9

## The Table

### Distribution F

### and T table

STATISTICAL TABLES

TABLE A.2  
t Distribution: Critical Values of t

Degrees of freedom	Two-tailed test: One-tailed test:	Significance level					
		10% 5%	5% 2.5%	2% 1%	1% 0.5%	0.2% 0.1%	0.1% 0.05%
1							
2		6.314					
3		2.920	12.706	31.821	63.657	318.309	636.619
4		2.353	4.303	6.965	9.925	22.327	31.599
5		2.132	3.182	4.541	5.841	10.215	12.924
6		2.015	2.776	3.747	4.604	7.173	8.610
7		1.943	2.571	3.365	4.032	5.893	6.869
8		1.894	2.447	3.143	3.707	5.208	5.959
9		1.860	2.365	2.998	3.499	4.785	5.408
10		1.833	2.306	2.896	3.355	4.501	5.041
11		1.812	2.262	2.821	3.250	4.297	4.781
12		1.796	2.228	2.764	3.169	4.144	4.587
13		1.782	2.201	2.718	3.106	4.025	4.437
14		1.771	2.179	2.681	3.055	3.930	4.318
15		1.761	2.160	2.650	3.012	3.852	4.221
16		1.753	2.145	2.624	2.977	3.787	4.140
17		1.746	2.131	2.602	2.947	3.733	4.073
18		1.740	2.120	2.583	2.921	3.686	4.015
19		1.734	2.110	2.567	2.898	3.646	3.965
20		1.729	2.101	2.552	2.878	3.610	3.922
21		1.725	2.093	2.539	2.861	3.579	3.883
22		1.721	2.086	2.528	2.845	3.552	3.850
23		1.717	2.080	2.518	2.831	3.527	3.819
24		1.714	2.074	2.508	2.819	3.505	3.792
25		1.711	2.069	2.500	2.807	3.485	3.768
26		1.708	2.064	2.492	2.797	3.467	3.745
27		1.706	2.060	2.485	2.787	3.450	3.725
28		1.703	2.056	2.479	2.779	3.435	3.707
29		1.701	2.052	2.473	2.771	3.421	3.690
30		1.699	2.048	2.467	2.763	3.408	3.674
32		1.697	2.045	2.462	2.756	3.396	3.659
34		1.694	2.042	2.457	2.750	3.385	3.646
36		1.691	2.037	2.449	2.738	3.365	3.622
38		1.688	2.032	2.441	2.728	3.348	3.601
40		1.686	2.028	2.434	2.719	3.333	3.582
42		1.684	2.024	2.429	2.712	3.319	3.566
44		1.682	2.021	2.423	2.704	3.307	3.551
46		1.680	2.018	2.418	2.698	3.296	3.538
48		1.679	2.015	2.414	2.692	3.286	3.526
50		1.677	2.013	2.410	2.687	3.277	3.515
60		1.676	2.011	2.407	2.682	3.269	3.505
70		1.671	2.009	2.403	2.678	3.261	3.496
80		1.667	2.000	2.390	2.660	3.232	3.460
90		1.664	1.994	2.381	2.648	3.211	3.435
100		1.662	1.990	2.374	2.639	3.195	3.416
120		1.660	1.987	2.368	2.632	3.183	3.402
150		1.658	1.984	2.364	2.626	3.174	3.390
200		1.655	1.980	2.358	2.617	3.160	3.373
300		1.653	1.976	2.351	2.609	3.145	3.357
400		1.650	1.972	2.345	2.601	3.131	3.340
500		1.649	1.968	2.339	2.592	3.118	3.323
600		1.648	1.966	2.336	2.588	3.111	3.315
		1.647	1.965	2.334	2.586	3.107	3.310
		1.645	1.964	2.333	2.584	3.104	3.307
			1.960	2.326	2.576	3.090	3.291

TABLE A.3

F Distribution: Critical Values of F (5% significance level)

$v_1$	1	2	3	4	5	6	7	8	9	10	12	14	16	18	20
1	161.45	199.50	215.71	224.58	230.16	233.99	236.77	238.88	240.54	241.88	243.91	245.36	246.46	247.32	248.01
2	18.51	19.00	19.16	19.25	19.30	19.33	19.35	19.37	19.38	19.40	19.41	19.42	19.43	19.44	19.45
3	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79	8.74	8.71	8.69	8.67	8.66
4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96	5.91	5.87	5.84	5.82	5.80
5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74	4.68	4.64	4.60	4.58	4.56
6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06	4.00	3.96	3.92	3.90	3.87
7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64	3.57	3.53	3.49	3.47	3.44
8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35	3.28	3.24	3.20	3.17	3.15
9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14	3.07	3.03	2.99	2.96	2.94
10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98	2.91	2.86	2.83	2.80	2.77
11	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.85	2.79	2.74	2.70	2.67	2.65
12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75	2.69	2.64	2.60	2.57	2.54
13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67	2.60	2.55	2.51	2.48	2.46
14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60	2.53	2.48	2.44	2.41	2.39
15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	2.54	2.48	2.42	2.38	2.35	2.33
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49	2.42	2.37	2.33	2.30	2.28
17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	2.45	2.38	2.33	2.29	2.26	2.23
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.34	2.29	2.25	2.22	2.19
19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38	2.31	2.26	2.21	2.18	2.16
20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35	2.28	2.22	2.18	2.15	2.12
21	4.32	3.47	3.07	2.84	2.68	2.57	2.49	2.42	2.37	2.32	2.25	2.20	2.16	2.12	2.10
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30	2.23	2.17	2.13	2.10	2.07
23	4.28	3.42	3.03	2.80	2.64	2.53	2.44	2.37	2.32	2.27	2.20	2.15	2.11	2.08	2.05
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.25	2.18	2.13	2.09	2.05	2.03
25	4.24	3.39	2.99	2.76	2.60	2.49	2.40	2.34	2.28	2.24	2.16	2.11	2.07	2.04	2.01
26	4.22	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	2.22	2.15	2.09	2.05	2.02	1.99
27	4.21	3.35	2.96	2.73	2.57	2.46	2.37	2.31	2.25	2.20	2.13	2.08	2.04	2.00	1.97
28	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24	2.19	2.12	2.06	2.02	1.99	1.96
29	4.18	3.33	2.93	2.70	2.55	2.43	2.35	2.28	2.22	2.18	2.10	2.05	2.01	1.97	1.94
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16	2.09	2.04	1.99	1.96	1.93
35	4.12	3.27	2.87	2.64	2.49	2.37	2.29	2.22	2.16	2.11	2.04	1.99	1.94	1.91	1.88
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08	2.00	1.95	1.90	1.87	1.84
50	4.03	3.18	2.79	2.56	2.40	2.29	2.20	2.13	2.07	2.03	1.95	1.89	1.85	1.81	1.78
60	4.00	3.15	2.76	2.53	2.37	2.25	2.17	2.10	2.04	1.99	1.92	1.86	1.82	1.78	1.75
70	3.98	3.13	2.74	2.50	2.35	2.23	2.14	2.07	2.02	1.97	1.89	1.84	1.79	1.75	1.72
80	3.96	3.11	2.72	2.49	2.33	2.21	2.13	2.06	2.00	1.95	1.88	1.82	1.77	1.73	1.70
90	3.95	3.10	2.71	2.47	2.32	2.20	2.11	2.04	1.99	1.94	1.86	1.80	1.76	1.72	1.69
100	3.94	3.09	2.70	2.46	2.31	2.19	2.10	2.03	1.97	1.93	1.85	1.79	1.75	1.71	1.68
120	3.92	3.07	2.68	2.45	2.29	2.18	2.09	2.02	1.96	1.91	1.83	1.78	1.73	1.69	1.66
150	3.90	3.06	2.66	2.43	2.27	2.16	2.07	2.00	1.94	1.89	1.82	1.76	1.71	1.67	1.64
200	3.89	3.04	2.65	2.42	2.26	2.14	2.06	1.98	1.93	1.88	1.80	1.74	1.69	1.66	1.62
250	3.88	3.03	2.64	2.41	2.25	2.13	2.05	1.97	1.91	1.86	1.78	1.72	1.67	1.63	1.60
300	3.87	3.03	2.63	2.40	2.24	2.12	2.04	1.96	1.90	1.85	1.77	1.71	1.66	1.62	1.59
400	3.86	3.02	2.63	2.39	2.24	2.12	2.03	1.96	1.90	1.85	1.77	1.71	1.66	1.62	1.59
500	3.86	3.01	2.62	2.39	2.23	2.12	2.03	1.96	1.90	1.85	1.77	1.71	1.66	1.62	1.58
600	3.86	3.01	2.62	2.39	2.23	2.11	2.02	1.95	1.90	1.85	1.77	1.71	1.66	1.62	1.58
750	3.85	3.01	2.62	2.38	2.23	2.11	2.02	1.95	1.89	1.84	1.76	1.70	1.65	1.61	1.58
1000	3.85	3.00	2.61	2.38	2.22	2.11	2.02	1.95	1.89	1.84	1.76	1.70	1.65	1.61	1.58



STATISTICAL TABLES

TABLE A.3 (continued)

F Distribution: Critical Values of F (5% significance level)

$v_1$	25	30	35	40	50	60	75	100	150	200
1	249.26	250.10	250.69	251.14	251.77	252.20	252.62	253.04	253.46	253.68
2	19.46	19.46	19.47	19.47	19.48	19.48	19.48	19.49	19.49	19.49
3	8.63	8.62	8.60	8.59	8.58	8.57	8.56	8.55	8.54	8.54
4	5.77	5.75	5.73	5.72	5.70	5.69	5.68	5.66	5.65	5.65
5	4.52	4.50	4.48	4.46	4.44	4.43	4.42	4.41	4.39	4.39
6	3.83	3.81	3.79	3.77	3.75	3.74	3.73	3.71	3.70	3.69
7	3.40	3.38	3.36	3.34	3.32	3.30	3.29	3.27	3.26	3.25
8	3.11	3.08	3.06	3.04	3.02	3.01	2.99	2.97	2.96	2.95
9	2.89	2.86	2.84	2.83	2.80	2.79	2.77	2.76	2.74	2.73
10	2.73	2.70	2.68	2.66	2.64	2.62	2.60	2.59	2.57	2.56
11	2.60	2.57	2.55	2.53	2.51	2.49	2.47	2.46	2.44	2.43
12	2.50	2.47	2.44	2.43	2.40	2.38	2.37	2.35	2.33	2.32
13	2.41	2.38	2.36	2.34	2.31	2.30	2.28	2.26	2.24	2.23
14	2.34	2.31	2.28	2.27	2.24	2.22	2.21	2.19	2.17	2.16
15	2.28	2.25	2.22	2.20	2.18	2.16	2.14	2.12	2.10	2.10
16	2.23	2.19	2.17	2.15	2.12	2.11	2.09	2.07	2.05	2.04
17	2.18	2.15	2.12	2.10	2.08	2.06	2.04	2.02	2.00	1.99
18	2.14	2.11	2.08	2.06	2.04	2.02	2.00	1.98	1.96	1.95
19	2.11	2.07	2.05	2.03	2.00	1.98	1.96	1.94	1.92	1.91
20	2.07	2.04	2.01	1.99	1.97	1.95	1.93	1.91	1.89	1.88
21	2.05	2.01	1.98	1.96	1.94	1.92	1.90	1.88	1.86	1.84
22	2.02	1.98	1.96	1.94	1.91	1.89	1.87	1.85	1.83	1.82
23	2.00	1.96	1.93	1.91	1.88	1.86	1.84	1.82	1.80	1.79
24	1.97	1.94	1.91	1.89	1.86	1.84	1.82	1.80	1.78	1.77
25	1.96	1.92	1.89	1.87	1.84	1.82	1.80	1.78	1.76	1.75
26	1.94	1.90	1.87	1.85	1.82	1.80	1.78	1.76	1.74	1.73
27	1.92	1.88	1.86	1.84	1.81	1.79	1.77	1.74	1.72	1.71
28	1.91	1.87	1.84	1.82	1.79	1.77	1.75	1.73	1.70	1.69
29	1.89	1.85	1.83	1.81	1.77	1.75	1.73	1.71	1.69	1.67
30	1.88	1.84	1.81	1.79	1.76	1.74	1.72	1.70	1.67	1.66
35	1.82	1.79	1.76	1.74	1.70	1.68	1.66	1.63	1.61	1.60
40	1.78	1.74	1.72	1.69	1.66	1.64	1.61	1.59	1.56	1.55
50	1.73	1.69	1.66	1.63	1.60	1.58	1.55	1.52	1.50	1.48
60	1.69	1.65	1.62	1.59	1.56	1.53	1.51	1.48	1.45	1.44
70	1.66	1.62	1.59	1.57	1.53	1.50	1.48	1.45	1.42	1.40
80	1.64	1.60	1.57	1.54	1.51	1.48	1.45	1.43	1.39	1.38
90	1.63	1.59	1.55	1.53	1.49	1.46	1.44	1.41	1.38	1.36
100	1.62	1.57	1.54	1.52	1.48	1.45	1.42	1.39	1.36	1.34
120	1.60	1.55	1.52	1.50	1.46	1.43	1.40	1.37	1.33	1.32
150	1.58	1.54	1.50	1.48	1.44	1.41	1.38	1.34	1.31	1.29
200	1.56	1.52	1.48	1.46	1.41	1.39	1.35	1.32	1.28	1.26
250	1.55	1.50	1.47	1.44	1.40	1.37	1.34	1.31	1.27	1.25
300	1.54	1.50	1.46	1.43	1.39	1.36	1.33	1.30	1.26	1.23
400	1.53	1.49	1.45	1.42	1.38	1.35	1.32	1.28	1.24	1.22
500	1.53	1.48	1.45	1.42	1.38	1.35	1.31	1.28	1.23	1.21
600	1.52	1.48	1.44	1.41	1.37	1.34	1.31	1.27	1.23	1.20
750	1.52	1.47	1.44	1.41	1.37	1.34	1.30	1.26	1.22	1.20
1000	1.52	1.47	1.43	1.41	1.36	1.33	1.30	1.26	1.22	1.19

STATISTICAL TABLES

TABLE A.4  
 $\chi^2$  (Chi-Squared) Distribution: Critical Values of  $\chi^2$

Degrees of freedom	Significance level		
	5%	1%	0.1%
1	3.841	6.635	10.828
2	5.991	9.210	13.816
3	7.815	11.345	16.266
4	9.488	13.277	18.467
5	11.070	15.086	20.515
6	12.592	16.812	22.458
7	14.067	18.475	24.322
8	15.507	20.090	26.124
9	16.919	21.666	27.877
10	18.307	23.209	29.588

df1 \ df2	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	22	24	26	28	30	35	40	45	50	60	70	80	100	200	500	1000	>1000	df1 \ df2																																																																																																																																																
3	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79	8.76	8.74	8.73	8.71	8.70	8.69	8.68	8.67	8.67	8.66	8.65	8.64	8.63	8.62	8.62	8.60	8.59	8.59	8.58	8.57	8.56	8.55	8.54	8.53	8.54	3																																																																																																																																																		
4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96	5.94	5.91	5.89	5.87	5.86	5.84	5.83	5.82	5.81	5.80	5.79	5.77	5.76	5.75	5.75	5.73	5.72	5.71	5.70	5.69	5.68	5.67	5.66	5.65	5.64	5.63	4																																																																																																																																																	
5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74	4.70	4.68	4.66	4.64	4.62	4.60	4.59	4.58	4.57	4.56	4.54	4.53	4.52	4.50	4.48	4.46	4.45	4.44	4.43	4.42	4.41	4.39	4.37	4.36	4.36	5																																																																																																																																																		
6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06	4.03	4.00	3.98	3.96	3.94	3.92	3.91	3.90	3.88	3.87	3.86	3.84	3.83	3.82	3.81	3.79	3.77	3.76	3.75	3.74	3.73	3.72	3.71	3.69	3.68	3.67	6																																																																																																																																																	
7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64	3.60	3.57	3.55	3.53	3.51	3.49	3.48	3.47	3.46	3.44	3.43	3.41	3.40	3.39	3.38	3.36	3.34	3.33	3.32	3.30	3.29	3.27	3.25	3.24	3.23	3.23	7																																																																																																																																																	
8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35	3.31	3.28	3.26	3.24	3.22	3.20	3.19	3.17	3.16	3.15	3.13	3.12	3.10	3.09	3.08	3.06	3.04	3.03	3.02	3.01	2.99	2.97	2.95	2.94	2.93	2.93	8																																																																																																																																																	
9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14	3.10	3.07	3.05	3.03	3.01	2.99	2.97	2.96	2.95	2.94	2.92	2.90	2.89	2.87	2.86	2.84	2.83	2.81	2.80	2.79	2.78	2.77	2.76	2.75	2.74	2.71	2.71	9																																																																																																																																																
10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98	2.94	2.91	2.89	2.86	2.85	2.83	2.81	2.80	2.79	2.77	2.75	2.74	2.72	2.70	2.69	2.67	2.65	2.64	2.62	2.61	2.60	2.59	2.58	2.57	2.56	2.55	2.54	2.54	10																																																																																																																																															
11	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.85	2.82	2.79	2.76	2.74	2.72	2.70	2.69	2.67	2.66	2.65	2.64	2.62	2.60	2.58	2.57	2.55	2.53	2.51	2.49	2.48	2.47	2.46	2.45	2.44	2.43	2.42	2.41	2.41	11																																																																																																																																															
12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75	2.72	2.69	2.66	2.64	2.62	2.60	2.58	2.57	2.56	2.55	2.54	2.52	2.50	2.48	2.47	2.45	2.43	2.41	2.40	2.38	2.37	2.36	2.35	2.34	2.33	2.32	2.31	2.30	2.30	12																																																																																																																																														
13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67	2.63	2.60	2.58	2.55	2.53	2.51	2.50	2.48	2.47	2.46	2.44	2.42	2.41	2.39	2.38	2.36	2.34	2.33	2.31	2.30	2.28	2.27	2.26	2.25	2.24	2.23	2.22	2.21	2.21	13																																																																																																																																														
14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60	2.57	2.53	2.51	2.48	2.46	2.44	2.43	2.41	2.40	2.39	2.37	2.35	2.33	2.31	2.28	2.27	2.25	2.24	2.22	2.21	2.20	2.19	2.18	2.17	2.16	2.15	2.14	2.13	2.13	14																																																																																																																																														
15	4.54	3.68	3.28	3.06	2.90	2.79	2.71	2.64	2.59	2.54	2.49	2.46	2.42	2.40	2.37	2.35	2.33	2.31	2.29	2.27	2.25	2.23	2.21	2.19	2.17	2.15	2.13	2.12	2.11	2.10	2.09	2.08	2.07	2.06	2.05	2.04	2.03	2.02	2.01	2.01	15																																																																																																																																													
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49	2.45	2.41	2.38	2.35	2.33	2.31	2.29	2.27	2.25	2.23	2.21	2.19	2.17	2.15	2.13	2.11	2.10	2.08	2.07	2.06	2.05	2.04	2.03	2.02	2.01	2.00	1.99	1.97	1.96	1.96	16																																																																																																																																													
17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	2.45	2.41	2.37	2.34	2.31	2.29	2.27	2.25	2.23	2.21	2.19	2.17	2.15	2.13	2.11	2.10	2.08	2.07	2.06	2.05	2.04	2.03	2.02	2.01	2.00	1.99	1.98	1.97	1.96	1.95	1.95	17																																																																																																																																													
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.37	2.34	2.31	2.29	2.27	2.25	2.23	2.21	2.19	2.17	2.15	2.13	2.11	2.10	2.08	2.07	2.06	2.05	2.04	2.03	2.02	2.01	2.00	1.99	1.98	1.97	1.96	1.95	1.94	1.94	18																																																																																																																																													
19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38	2.34	2.31	2.28	2.25	2.23	2.21	2.19	2.17	2.15	2.14	2.12	2.10	2.08	2.07	2.06	2.05	2.04	2.03	2.02	2.01	2.00	1.99	1.98	1.97	1.96	1.95	1.94	1.93	1.92	1.92	19																																																																																																																																													
20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35	2.31	2.28	2.25	2.23	2.21	2.19	2.17	2.15	2.14	2.12	2.10	2.08	2.07	2.06	2.05	2.04	2.03	2.02	2.01	2.00	1.99	1.98	1.97	1.96	1.95	1.94	1.93	1.92	1.91	1.91	1.91	20																																																																																																																																												
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30	2.26	2.23	2.20	2.17	2.15	2.13	2.11	2.10	2.08	2.07	2.06	2.05	2.04	2.03	2.02	2.01	2.00	1.99	1.98	1.97	1.96	1.95	1.94	1.93	1.92	1.91	1.90	1.89	1.88	1.86	1.84	20																																																																																																																																												
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.25	2.22	2.18	2.15	2.13	2.11	2.09	2.07	2.05	2.04	2.03	2.02	2.01	2.00	1.99	1.98	1.97	1.96	1.95	1.94	1.93	1.92	1.91	1.90	1.89	1.88	1.86	1.85	1.84	1.82	1.80	1.77	1.74	24																																																																																																																																											
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28	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24	2.19	2.15	2.12	2.09	2.06	2.04	2.02	2.00	1.99	1.97	1.96	1.95	1.93	1.91	1.89	1.87	1.85	1.83	1.81	1.79	1.77	1.76	1.74	1.72	1.70	1.68	1.66	1.65	1.63	1.62	1.61	1.60	1.58	1.57	28																																																																																																																																										
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16	2.13	2.09	2.06	2.04	2.01	1.99	1.98	1.96	1.95	1.93	1.91	1.89	1.87	1.85	1.83	1.81	1.79	1.77	1.76	1.74	1.72	1.70	1.68	1.66	1.65	1.63	1.62	1.61	1.60	1.58	1.57	1.56	1.55	1.54	1.53	1.52	1.51	1.50	1.48	1.44	1.41	1.40	1.39	1.38	1.37	1.36	1.35	1.34	1.33	1.32	1.31	1.30	1.28	1.26	1.22	1.21	1.19	1.18	1.17	1.16	1.14	1.12	1.11	1.08	1.06	1.04	1.03	1.02	1.01	1.00	0.99	0.98	0.97	0.96	0.95	0.94	0.93	0.92	0.91	0.90	0.89	0.88	0.87	0.86	0.85	0.84	0.83	0.82	0.81	0.80	0.79	0.78	0.77	0.76	0.75	0.74	0.73	0.72	0.71	0.70	0.69	0.68	0.67	0.66	0.65	0.64	0.63	0.62	0.61	0.60	0.59	0.58	0.57	0.56	0.55	0.54	0.53	0.52	0.51	0.50	0.49	0.48	0.47	0.46	0.45	0.44	0.43	0.42	0.41	0.40	0.39	0.38	0.37	0.36	0.35	0.34	0.33	0.32	0.31	0.30	0.29	0.28	0.27	0.26	0.25	0.24	0.23	0.22	0.21	0.20	0.19	0.18	0.17	0.16	0.15	0.14	0.13	0.12	0.11	0.10	0.09	0.08	0.07	0.06	0.05	0.04	0.03	0.02	0.01	0.00	>1000	df1

Appendix 10

The Example of

Students

Answer Sheet

Name : Lami Nadirah  
Class : X - IPA

66

### The Legend of Moto Lake

Once upon a time, there was a handsome man whose name is Batara Guru, He loved fishing. One day he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.

Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He fell in love with that Fish Woman. The woman wanted to marry with him and said that Batara Guru has to keep the secret which she had been a fish. Batara Guru agreed and promise that he would never tell anybody about it.

They were very happy. They had two daughters. One day Batara Guru got very angry with his daughter. He couldn't control his mind. He shouted angrily and got the word of fish to his daughters. The daughters were crying. They found their mother and talk about it.

The mother is very annoyed. Batara Guru broke his promise. The mother is showing angrily. Then the earth began to shake. Volcanoes started. To quiet the earth formed a very big hole. People believe that the big hole became a lake. Then this lake is known as Moto Lake.

C : 18

O : 15

V : 15

W : 11

M : 2

61

C : 20

O : 15

V : 17

N : 11

M : 3

Name : Yesmin Salsabila  
Class : X IPA

66

### Taba like

Once upon time there ~~was~~ a man in a North Sumatra. He live in the forest alone. His name is Toba. One day, Toba went to the river. He caught an unusual fish. After he caught a big fish, he went home.

After that when Toba came back home, Toba see the beautiful woman in the living room. He look to the kitchen and see that the fish was change into the beautiful woman.

Toba and the woman live in the Toba houses. Toba fell <sup>in</sup> love with the woman and asked the woman to be his wife. The woman accept the Toba's want but the woman asked the man to keep ~~promise~~ promise not to tell other people that she was a fish. Toba accept the woman want. They got married and had a son.

Every day Toba went to field. One day the son sent the Toba lunch but the son eat the Toba lunch in the middle of the way. Toba was angry to his son and he broke his promise. The woman was so angry. The heavy rain fell and made big flood. The village was sank and became huge lake.

C : 14

O : 11

V : 19

W : 17

M : 2

63

C : 16

O : 13

V : 18

W : 17

M : 2

Nilam  
Class

Rizal Agus Budiputro  
X - 104

67

### Toba Lake

Once upon a time there <sup>lived</sup> ~~live~~ a man in a <sup>part</sup> ~~part~~ of Sumatra. His name was Toba. One day Toba <sup>went</sup> ~~go~~ to the river to catch a fish. When he <sup>was</sup> ~~be~~ fishing in the river, he <sup>found</sup> ~~catch~~ an unusual fish. The fish he <sup>brought</sup> ~~was~~ brought to him home when Toba <sup>found</sup> ~~find~~ a wood the fish changed into a beautiful woman.

After that, Toba came home and look the beautiful woman. The woman want give ~~&~~ what Toba want. Toba asked the woman to be his wife. The woman <sup>wanted</sup> ~~want~~ be his wife with one request. Toba must keep the <sup>promise</sup> ~~promise~~ not to tell the other people that the woman is <sup>a</sup> ~~a~~ was fish. Toba accept the wish. After that they get married and had a son.

One day, the son <sup>delivered</sup> ~~bring~~ lunch for Toba. In the <sup>middle</sup> ~~middle~~ middle when he went to the field the son hungry and eat the Toba lunch. <sup>Learning</sup> ~~Learning~~ that Toba very angry to his son. Toba said to the son that he is son from fish. The son cry and go home.

The woman very angry because Toba broke the promise. The woman curse the village with heavy rain fall and made big flood. The village was sink and become huge lake.

$$C = 18$$

$$O = 17$$

$$V = 17$$

$$W = 10$$

$$M = 2$$

$$\hline 64$$

$$C = 20$$

$$O = 17$$

$$V = 17$$

$$W = 10$$

$$M = 3$$

Name : Lorensagana Sinar Ratiwi  
Class : X - IPA

77

### The Legend of Toba Lake

Once upon a time, there was a handsome man. His name is Batara Guru. He liked fishing. One day he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.

Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He fell in love with that fish woman. The woman wanted to marry with him and said that Batara Guru had to keep the secret which she had been a fish. Batara Guru agreed and promise that he would never tell anybody about it.

They were marry happily. They had two daughter. One day Batara Guru got very angry with his daughter. He couldn't control his mad. He shouted angrily and got the word of fish to his daughters. The daughters were crying. They found their mother and talk about it.

The mother is very annoyed. Batara Guru broke his promise. The mother is shouting angrily. Then the earth began to shake volcanoes ~~start~~ started to erupt. The earth formed a very big hole. People believe that the big hole became a lake. Then this lake is known as Toba Lake.

C : 22  
O : 19  
V : 15  
W : 15  
M : 3  

---

74

C : 25  
O : 18  
V : 16  
W : 15  
M : 3





Nama : Rama Bagus Prasetyo  
Class : X IPS 2

45

### Ted Laga Warna

Long time ago there lived a king and queen in west Java they had a beautiful and spoiled princess. When the princess was 17th years old the king and the queen celebrated her birthday in the place. All the people to the palace attending the princess birthday party.

The folks gave her a colorful necklace to the princess. The princess did not like the necklace because it look ugly and threw it. Everybody in the palace was speechless and spring emerged from the ground. After that the kingdom was sink and became a huge lake.

C : 11  
O : 9  
V : 10  
W : 11  
M :  $\frac{2}{43}$

C : ~~13~~  
O : 9  
V : 10  
W : 11  
M : 2

Name : Umi Natsah

Class : X-IPA

Mata Kuliah

73

Once upon a time there <sup>was</sup> a poor <sup>man</sup> <sup>man</sup> His name is Malin Kundang. He grew up with his mother. He is a diligent <sup>man</sup> <sup>man</sup> The answers were held every day. He want to change his <sup>Destiny</sup> <sup>by</sup> go to the city. But his mother not gave permission for time.

One day he went to fish for trade in the market. When he fishing he look a ship was being stolen. He hear that ship. The rich <sup>men</sup> <sup>men</sup> invited Malin to join to go to <sup>the</sup> <sup>city</sup>.

At the city Malin <sup>live</sup> <sup>live</sup> in the big house. He is very happy. He meet with a beautiful girl and he married with that beautiful girl. He is invite his wife for to go to the village. At the village they meet Malin's mother. His mother very happy. But Malin not admit his mother. His mother very sad. She is very angry <sup>for</sup> denounce Malin become a stone.

C : 16

O : 17

V : 17

W : 17

M : 2

69

C : 18

O : 18

V : 17

W : 17

M : 3

nama  
kelas

21201 Agnes Purdyanto

56

### Matin Kandang

Once upon a time, there is a man handsome - His name Matin Kandang. He stayed with his mother. And they was stayed village in Sumatra.

Matin Kandang was a diligent man but he lie felt bored his life because his life very poor.

So Matin Kandang went to the city. There was meet with beautiful girl. And Matin Kandang married with girl that. And he been person rich.

Then, his mother meet Matin Kandang. He was no admit his mother because his mother no person rich.

So, Matin had been figured by his mother.

C : 16  
O : 10  
V : 16  
W : 11  
M : 2  

---

55

C : 16  
O : 10  
V : 17  
W : 11  
M : 2

Name : Tasnia Salembita  
Class : 7 IPA

87

### Malin Kundang

Once upon a time, there was a young lived in West Sumatra named Malin Kundang. He lived with a poor fisherman family. His father went to sea to make a living for his father death. This issue made his mother anxious every day. Several months later, his mother close to forget about his father. She realized that she had to work hard. She did a lot of works all day and night. Unfortunately, she still didn't get enough money for her family.

Malin couldn't stand with his mother suffering. He decided to go sailing and make money. He wanted to become a rich man so he could help his mother. At first, his mother didn't come back like his father did. At the last Malin got his mother. Allowance to go, several years later. He became a rich sailor. He had many ships and crews. He was married with a beautiful girl and had three children.

One day, he had a business in an island which is his home town. In this island he met an old lady. She hugged Malin very tightly. However, Malin scolded and pushed her. He realized that old woman is his mother. But, he was afraid. His wife and children know about his mother. So, he told the old lady to go away. He said his mother was from a rich family. Nothing about his son bad attitude. She was sad and angry. She wept and said that Malin had to change into stone.

C : 24  
O : 18  
V : 18  
W : 20  
M : 3  
B<sub>3</sub>

C : 26  
O : 18  
V : 18  
W : 21  
M : 4

Name : Lorensagana Sinar Pratiwi

Class : X - IPA

77

### Story of Malin Kundang

Once upon a time, in a village in Padang. There's a mother and her son. They are very poor. Her name son is Malin Kundang. Every day Malin Kundang find a fish in the sea for continue his live. At afternoon he sell a fish from he find in morning to market.

His mother just a mother <sup>old</sup> can't for doing again. Malin Kundang very love with his mother. He very polite with his mother and other people. He never to speak rude with his mother. He very responsible for work.

A day, he <sup>felt</sup> boring about his live. So, he going by a ship to a country for change his live. Because, he want to be a rich people. He go to a kingdom for work there. A princess look what a doing Malin Kundang. So, she be a lover with Malin Kundang. She want's marry his.

Malin Kundang and his wife to be a couple <sup>happined</sup>. They are came to Malin Kundang village for perform about change live his. They are arrived in a beach. A mother looked her son is old have lost. She approach her son.

Suddenly, Malin Kundang to push her mother until she <sup>fall</sup>. And mother that be angry with his. She curse her son to be a stone.

C : 21

O : 18

V : 17

W : 16

M : 3

75

C : 21

O : 18

V : 17

M : 18

W : 3

Name : Ristivara Danavanti  
Class : X-IPS 2

77

### The Legend of Sangkuriang

Once upon a time, there <sup>was</sup> ~~is~~ family in the village. His name was Davang Sumbi. Davang Sumbi had husband. His name was Tumang. Tumang was a dog. They had a child name was Sangkuriang.

One day, Davang Sumbi ask Sangkuriang to look for deer's heart. But Sangkuriang did not find deer's heart. Finally Sangkuriang change deer's heart with dog's heart. Arrived at home Sangkuriang gave dog's heart to Davang Sumbi and Davang Sumbi said "Where is Tumang?" Sangkuriang said "Sorry mom, this is Tumang's heart." Davang Sumbi shock and angry. Because Tumang was Sangkuriang's father finally. Davang Sumbi hit Sangkuriang with spoon, and ask Sangkuriang to go out from there house.

Some years later, Sangkuriang met with a beautiful woman. Sangkuriang <sup>felt</sup> ~~fell~~ in love with beautiful woman. Her name was Davang Sumbi and Sangkuriang ask Davang Sumbi to marry. Finally, Davang Sumbi know Sangkuriang was her child finally. Davang Sumbi gave request Sangkuriang for made a big ship in one night. But, Sangkuriang failed. He was angry because he did not marry Davang Sumbi. Finally, Sangkuriang kicked a ship the ship form to be a big mount, a big mount called Tangkuban Pahu.

C : 20

O : 18

V : 17

M : 16

W : 3

74

C : 20

O : 19

V : 17

M : 17

W : 4

Nama : ~~Ratna~~ Ratna Bagur Prasetyo

Class : X IPS 2

74

### Tangkuban Prahu

Once upon a time, there was a beautiful woman, her name Dayang Sumbi. She had husband, his name Tumang. She had a child, his name Sangkuriang. One day, God did cursed Tumang to be a dog. Dayang Sumbi was sad. But, he did not tell to Sangkuriang ~~about to the people to let of the dog~~, that the dog was his father.

One day, Dayang Sumbi asked Sangkuriang to look for a deer's heart. But, he did not find it. Finally, Sangkuriang killed Tumang, because he did not want his mother disappointed.

When he arrived at home, he gave a deer's heart to his mother. But, his mother knew, that it was dog's heart. Dayang Sumbi was angry. She hit his head and asked Sangkuriang to go out from home.

Several years later, they met and Sangkuriang ~~fell~~<sup>felt</sup> in love with Dayang Sumbi. But Dayang Sumbi knew, that he was her son. And Sangkuriang asked Dayang Sumbi to married with him. But Dayang Sumbi gave request to Sangkuriang for made a big ship in one night. But Sangkuriang failed. He was angry, because he did not marry Dayang Sumbi. Finally, Sangkuriang kicked a ship. The ship from to be a big mount, a big mount called Tangkuban Prahu.

C : 20

O : 18

V : 16

W : 16

M : 2

72

C : 21

O : 17

V : 16

W : 17

M : 3