

**MISSING WORD IN TEACHING LISTENING FOR ELEVENTH GRADE
STUDENTS OF MAN 1 BOYOLALI IN THE ACADEMIC YEAR OF
2018/2019**

THESIS

Submitted as A Partial Requirements for the Undergraduate Degree English
Education Department



by

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12.32.2.1.029

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Wassalamu'allaikum Wr. Wb

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DEDICATION

This thesis is dedicated to:

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This Thesis is dedicated for:

1. Allah SWT
2. The researcher's Mother, Heni Iswati.
3. The researcher's Father, Sembodo Budi Sapto.
4. The researcher's Grandmother, Ismiyatun.
5. The researcher's Sister and Brother, Putri Ayu Septiani and Febryasha Abni Priambodo.

MOTTO

But is possible that you dislike a thing which is good for you, and that you love a thing which is bad for you. But Allah knows it and you know not.

(QS. Al Baqarah: 216)

Allah will never change people's condition before they change what is in themselves.

(Ar-Ra'du: 11)

God never to give the best for us and

Everything I get, it is the best one

**Percayalah Keajaiban datang di waktu yang menurut kita itu tidak mungkin,
tapi bagi Allah itu sangat Mungkin**

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The researcher realize 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 18 2019

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ABSTRACT

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled *"Missing Word In Teaching Listening For Eleventh Grade Student Of MAN 1 Boyolali In The Academic Year Of 2018/2019"* 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If later proven this thesis is a result of a plagiarism, I would undertake any legal sanction and of being repealed my academic degree.

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ABSTRACT

Anggaheni Budiyanti, 2019. ‘Missing Word In The Teaching Listening For Eleventh Grade Students Of MAN 1 Boyolali In The Academic Year Of 2018/2019’. Thesis. English Education, Islamic Education. State Islamic Institute of Surakarta.

Advisor : H. Zainal Arifin, S.Pd., M.Pd.

Key Word : Missing Word, Teaching Listening.

The research aims at observing the missing word in teaching listening for eleventh grade student of MAN 1 Boyolali in the academic year 2018/2019. The problems of the study is how the process of missing word in the teaching listening at MAN 1 Boyolali is conducted. The objective of this research is to know and describe the process of missing word in teaching listening.

In this research the data are derived from document, observation, and interview. Based on the research findings, the goal of missing word in teaching listening covers two goals; the general and specific goals. The general goal is to raise the students awareness of listening skill. The specific goal is to motivate the students to be interested in listening class.

The writer concludes that the strengths of teaching missing word in teaching listening is the students have high interest in joining the teaching listening process. They also have been motivated to do the task and the students conduct the listening using these technique. And the teacher should develop the students motivation to be an active listening and also to be active in the classroom activity.

ABSTRAK

Anggaheni Budiyanti, 2019. ‘Missing Word In The Teaching Listening For Eleventh Grade Students Of MAN 1 Boyolali In The Academic Year Of 2018/2019’. Tesis. Jurusan Pendidikan Bahasa Inggris, Pendidikan Islam. Institut Agama Islam Negeri Surakarta.

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Kata Kunci : Missing Word, Teaching Listening.

Penelitian ini bertujuan untuk belajar mengamati kata yang hilang (soal teks rumpang) dalam pelajaran mendengarkan pada siswa kelas sebelas MAN 1 Boyolali pada tahun pelajaran 2018/2019. Permasalahan dalam penelitian ini adalah bagaimana proses pembelajaran teks rumpang yang dilakukan dalam pengajaran menyimak di MAN 1 Boyolali. Tujuan dari penelitian ini adalah untuk mengetahui dan menggambarkan proses pembelajaran teks rumpang dalam pelajaran mendengarkan.

Dalam penelitian ini data berasal dari dokumen, observasi, dan wawancara. Berdasarkan temuan penelitian, tujuan mengamati pembelajaran teks rumpang dalam pelajaran mendengarkan mencakup dua tujuan; tujuan umum dan spesifik. Tujuan umum adalah untuk meningkatkan kesadaran siswa akan keterampilan mendengarkan. Tujuan khusus adalah untuk memotivasi siswa agar tertarik mendengarkan kelas.

Penulis menyimpulkan bahwa kekuatan (kelebihan) mengajar kata yang hilang (soal teks rumpang) dalam pelajaran menyimak adalah siswa memiliki minat yang tinggi untuk belajar dalam proses pelajaran mendengarkan. Mereka juga termotivasi untuk melakukan tugas dan siswa melakukan kegiatan belajar mendengarkan dengan menggunakan teknik ini. Dan guru harus mengembangkan motivasi siswa untuk menjadi pendengar aktif dan juga untuk aktif dalam kegiatan di kelas.

TABLE OF CONTENT

HALAMAN JUDUL	i
ADVISOR SHEET	ii
RATIFICATION	iii
DEDICATION	iv
MOTTO	v
ACKNOWLEDMENT	vi
PRONOUNCEMENT	viii
ABSTRACT	ix
LIST OF APENDICES	x
CHAPTER I : INTRODUCTION	
A. Background of the Study	1
B. Identification of the Study	5
C. Limitation of the Study	5
D. Problem Statements	5
E. The Objective of the Study	6
F. The Benefit of the Study	6
G. Previous Related Study	7
CHAPTER II : REVIEW ON RELATED LITERATURE	
A. Review on Listening	9
B. Review on Teaching Listening Process	9
1. The notion of Listening	9
2. Component of Teaching Listening Process	12
a. Students	12
b. Teacher	13
c. Goal	13
d. Material	13
e. Method	13
f. Media	13
g. Evaluation	13
3. The Teacher's and Students Role in Missing Word Process	14
a. The Role of the Teacher's	14
b. The Role of Students	15
4. Strategies in Teaching Listening	16

5. Source of Material	16
a. Curriculum	16
b. Syllabus	18
c. Lesson Plan	19
6. Teaching Media	20
7. Principle of The Teaching Listening	22
8. Teaching Media	24
9. Missing Word as a Technique of Teaching Listening	25

CHAPTER III : RESEARCH METHODOLOGY

A. Type of Research	29
B. Subject of the Study	31
C. Object of The Study	31
D. Time of The Research	31
E. Method and Collecting Data	32
1. Documents	32
2. Observations	32
3. Interview	32
4. Technique for Analyzing Data	33
F. Trustworthiness of The Data	35

CHAPTER IV : RESEARCH FINDING AND DISCUSSION

A. Research Findings	39
1. Missing Word in Teaching Listening	41
2. Table of Findings.....	55
3. The Proccess Missing Word in Teaching Listening	59
a. The Method of Missing Word in Teaching Listening	59
b. The Students Activities of Missing Word.....	60
c. The Students Role of Missing Word in Teaching.....	60
d. The Teachers Role of Missing Word in Teaching.....	60
B. Discussion	61

CHAPTER V : CONCLUSION AND SUGGESTION

A. Conclusion	59
B. Suggestion	61

BIBLIOGRAPHY
APENDICES

CHAPTER I

INTRODUCTION

A. Background of the Study

English is considered important. Based on Crystal (2003) English is a global language. It is based on the geographical-historical and the other is socio-cultural. The geo-historical shows how English reached a position of pre-eminence. The historical account traces the movement of English around the world, beginning with the pioneering voyages to the Americas, Asia, and the Antipodes. The socio-cultural explanation looks at the way people all over the world, in many walks of life, have come to depend on English.

Realizing the importance of English as spoken and written international communication, the Ministry Education of Indonesia includes English as a compulsory subject to learn in Junior High School up to Senior High School. Harmer (1989) stated that in learning English, there are certain skills that students need to learn, namely: listening, speaking, reading and writing. Listening and reading skills that involve receiving messages are regarded as receptive skills. Speaking and writing skills which involve language production are considered to be productive skills.

As a receptive skill, Listening plays an important role in building communication skill. Fauziati (2010:3) states that, listening is the language

skill that is used most frequently. It has been estimated that adults spend half their communication time listening, and students may receive as much as 90% of their to school information through listening to instructors and to one another. Often, language learners do not recognize the level of effort that goes into developing listening ability. According to Rost (1990: 23), listening involves interpretation rather than comprehension because listeners do much more than just decode the aural message, among other listeners are involved in hypothesis-testing and inferring. And he adds that listening is a vital mental capacity by which students understand and take part in the world around us. Brown (1987: 74) argues in similar way stating that listening is a process by which listeners construct shared mutual beliefs rather than shared mutual knowledge. From those statements above, listening is more than process of interprets the aural message.

Listening is used most frequently by people. The students may receive almost half their school information through listening to the teachers and to one another. Listeners must often process the messages as they come. Harmer (1989:200) stated that in conversation a knowledge of typical interactions helps participants to communicate efficiently. As the conversation continuous, the speakers and listeners draw upon various schemata- including here, topic, discourse patterning and the use of specific language features- to help the, make sense of what they are hearing.

In addition, listeners must cope with the sender's choice of vocabulary, structure and rate of delivery. Because of the importance of listening in language learning, it is essential for language teachers to help their students become active listener and become active in the classroom. English in Indonesia, is the foreign language taught at school starting from elementary school and leveling up to the university level.

Listening comprehension is regarded theoretically as an active process in which individual concentrate on selected aspects of aural input, from meaning from passages, and associate what they hear with existing knowledge. Saricoban (2004) cited in Milasari (2008) stated that in listening to English as a foreign language the most important feature can be defined as: (1) Coping with the sound (2) Understanding intonation and stress (3) Coping with redundancy and noise (4) Predicting (5) Understanding colloquial vocabulary (6) Fatigue (7) Understanding different accents (8) Using visual and environmental clues. This will bring us to the thought that, while planning exercises, listening materials, tasks and visual materials should be taken into consideration.

MAN I Boyolali is located in Jalan Kates, Siswodipuran, Boyolali, Kabupaten Boyolali , Jawa Tengah. The researcher choose MAN 1 Boyolali because this is one of the favorite schools in Boyolali in which the students are facilities by full technology. It has many achievements in many fields of

competitions, they include the education fields and non education fields. The English teacher Taufiq Hidayat, S. Pd who teach at MAN 1 Boyolali is expected to use English more than 70 %. The students are female only because since the students are subdivided into the class separately based gender, and also each students have different characteristic when they read the text. Thus, the researcher want to know the implementation missing word in teaching listening that used by the teachers, and also the researcher want to know the advantages and disadvantages of missing word in teaching listening that used by teacher.

Based on the pre observation, the researcher found that there are several problems in listening English faced by the second year students of MAN I Boyolali. The problems are various as follows: 1. The student's enthusiasm and active learning are still not visible. 2. The students rarely ask questions, although teachers often ask the students if they have problems or the explanations are not clear or less understood. 3. Their activities in working or practice English learning are also still poor. 4. The lack of encouragement to work on and present it in front of the class. 5. Students feel bored, because they are only positioned as listeners.

Based on the phenomenon above, the researcher wants to analyze deeper about "Missing Word in Teaching Listening for Eleventh Grade Students of MAN 1 Boyolali in The Academic Year of 2018/2019".

B. Identification of Study

Based on the background of the study above, the researcher makes a scope of this study. The scope of the study anticipates the research object too broad. This identification is to general scope that the researcher concern with. The researcher concern with the missing word in teaching listening for eleventh grade student of MAN 1 Boyolali in the academic year of 2018/2019.

C. Limitation of the Study

The researcher limits the research problem by focusing on the problems arise in the Listening class. The deep analysis of the missing word in teaching listening become the subject of this research which is the representative to the eleventh grade students of MAN 1 Boyolali in the academic year 2018/2019.

D. Problem of Statement

Considering background above, the problem statement are as the following:

1. How is the process of missing word in teaching listening?

- a. The method of missing word in teaching listening
- b. The students activities of missing word in teaching listening
- c. The students role of missing word in teaching listening
- d. The teacher's role of missing word in teaching listening

E. The Objectives of the Study

Based on the problem statements, the objective of the study in this research are:

1. To describe the process of missing word in teaching listening in MAN 1 Boyolali:
 - a. To describe the method of missing word in the teaching.
 - b. To describe the students activities of missing word in the teaching.
 - c. To describe the students role of missing word in the teaching.
 - d. To describe the teacher's role of missing word in the teaching.

F. The Benefit of the Study

In the study, the researcher expects that this research paper has benefit both theory and practice.

1. Theoretically Significance
 - a. The researcher expects that the teacher can get new idea teaching especially on teaching listening. The research is for useful for

improving technique in teaching listening for the teachers. Besides that, it also be used by teacher in selecting on effective technique in the listening class.

- b.** For the other researcher, they may complete and do better research based on this topic.
- c.** The result of the research can be useful for English teacher in their teaching learning process.

2. Practically Significance

- a. The result of this research will be helpful both for students and teacher to reduce the problem in teaching listening and the result will help the teacher in solving their problems or difficulties in listening class.
- b. The methods in this course are expected to be able to applied in others English course or English subject to increase English Listening skills.
- c. To increase better technique in English teaching process.

G. Previous Related Study

There has been other researcher who studied about teaching listening. In his study, entitled “The Implementation of Teaching Listening at the Third Year Students of SMA Negeri 1 Surakarta”, Agus Mawardani described the teaching learning process in the classroom

especially about the implementation of teaching listening at the third year student of SMA Negeri 1 Surakarta. The result of the research is divided into several sections. First, the teacher activity consist of all preparations of the teacher in teaching listening. Second, students in listening activity concern with the students do in pre-listening, while listening and post listening. Third, the teacher must concern to the elements of listening course in teaching listening. Fourth, the evaluation of the teaching listening is the implementation of test auditory comprehension and test sound discrimination. Mean while, the problems of teaching listening is the mechanical devices that can influence teaching-learning process.

The second research entitled “A Descriptive Study on Teaching Listening at the First Years Students of SMA Muhammadiyah 2 Surakarta”, is done by Anna Purwaningtyas. She described about the methods used by the teacher in listening the first year students of SMA Muhammadiyah 2 Surakarta. The result of the research is first, the methods used by the teacher in teaching listening is CLT (Communicative Language Teaching). Second, it has many problems faced by the teacher and student in teaching listening process. One of the problems that teachers sometimes face with the students is that they use their native language rather than English to perform classroom task. Sometimes

students don't understand the sounds in the cassette recorder that give by the teacher.

This research is different from the previous researches concerns with the missing word in teaching listening by the teacher to develop the listening skill. In this research, the researcher focuses on the effectiveness missing word in teaching listening.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Review on Listening

Review on listening discusses some aspects, such as; the definition of listening, the part of listening, listening process, retelling technique, missing word, teaching listening word, skill of teaching listening, and objective of teaching listening.

B. Review on Teaching-Listening Process

The review on teaching listening process discussed about the definition of listening, the notion of listening, English teaching media, the success of teaching listening can be prediction implementation of technique, teaching listening process of listening, etc.

1. The Notion of Listening

Gebhard (2002:144) defines the aspect of listening as the way we process what we hear, and there are two distinct processes involved in comprehending spoken English, bottom-up processing and top-down processing. Bottom-up processing refers to a process of decoding a message that listener hears through the analysis of sound, word, and grammar, while top-down processing refers to using background knowledge to comprehend a

message. Successful bottom-up processing relies on recognition of sound, words, and grammar. Successful top-down processing hinges on having the kind background knowledge needed to comprehend the meaning of a message. This can be in the form of knowledge about topic.

As Anderson and Lynch (1988:5-6) state that the way of listening as first, the listener “may not hear adequately” what has been said, for example, to complete background noise or unfamiliarity with the speaker’s accent. Second, this is a common problem for the foreign listener. Speech may contain word or phrases that the listener can hear “adequately but is unable to understand” because of serious problems with the syntax or semantics of the foreign language. Third, there are times when the listener is perfectly able to hear and understand the speaker, but may have switched off consciously or unconsciously. And fourth, there are those messages which attend to fully and from which listener tries to construct a coherent interpretation. No one knows exactly how listening works or how people learn to listening works or how people learn to listen and understand.

Harmer (2000: 27) stated that success of the teaching listening process depends on the degree to which the teacher can provide the content or create the condition for successful language. The procedure of teaching listening involves three main procedures, namely: Engage, Study, and Activate (Harmer. First the teacher got the class interesting and she makes an engage.

After words, they study something and they then try to activate it by putting it into production. Therefore the procedure of teaching listening based on explanation above, the teacher had done the first procedure, engage, in the opening and also in the main activity. The teacher create the class condition interesting then they explained the relation of the material that would be studied. After the condition was conducive for learning than the teacher continued to the next steps. The second steps was study. Here the teachers gave the students worksheet with some missing words on it. Then played the recorder and the students have to fill the bank. The third steps was active. After the students finished the worksheet, the teacher and students discuss it together. Here the students might ask question they didn't know in the text. Some questions are about new vocabularies and grammar. Then the teacher explained the answer thoroughly.

Listening is skill which seems to develop easily for mother tongue, but require considerable effort listening in foreign language. The nature of listening comprehension means that the learners should be encouraged to engage in an active process of listening for meaning, using not only the linguistic but also his noun linguistic knowledge. Active listening is even a part of our intra personal communication, in which we pay attention to our own thought and idea.

Ur (1997:9) states that we may say that our real – life listening activity is characterized by the following features:

- a. We listen for a purpose and with certain expectation.
- b. We make an immediate response to what we hear.
- c. We see the person we are listening to.
- d. There are some visual or environmental clues as to the meaning of what is heard.
- e. Stretches of heard discourse come in short chunks.
- f. Most heard discourse is spontaneous and therefore differs from formal spoken prose in the amount of redundancy, “noise” and colloquialism, and in its auditory character.

2. Component of Teaching Listening Process

a. Students

Students are the ones who seek receive and save the material given by the teacher. The material or skills they got used as indicator how the goal of the lesson is achieved.

b. Teacher

Teacher is the person who manages the teaching and listening process. S(he) is the one who play important role of making the teaching and listening process run effectively.

c. **Goal**

Goal is the point, level or stage expected to be achieved after the teaching listening activities. Goal should be realistic and the needs of the students.

d. **Material**

Material is the number of information about the facts, principles, and concepts, which are needed in achieving the teaching listening process. Material should be suitable with the necessity.

e. **Method**

Method is an important thing to achieve the goal of teaching listening process. It is the way in delivering the chance to the students to get information. It had better if the teacher varies method used in teaching in order to prevent boredom feeling of the students.

f. **Media**

Media is devices or tools used by the teacher to gather and deliver the information to the students. It should also be varied in use to make the

teaching listening more attractive. Later on, the students' engagement will rise.

g. Evaluation

It is the way to access the whole processes of the teaching and listening, its result and the other components involved.

3. The teacher's and student's role in Teaching Listening Process

a. The role of the teacher's

When teachers teach, they seem to take charge of everything. They select input, design and sequence activities, determine tasks, and decide what constitutes a correct response. When several students give the desired answer, the teacher acknowledges their effort and move on, never pausing to think if everyone in the class understood the text, and if not, what caused their confusion. When students make a mistakes, teachers deem it their professional duty to immediately correct it. By doing that, teachers hope they are keeping the lesson going and also helping learners avoid the same mistake in the future. This approach puts the teacher in control of classroom activity and allows students to check the accuracy of their responses, but does it change students' listening behavior?

In a process-oriented classroom, the teacher assumes a more supportive role, facilitating rather than controlling and testing listening. She continues to manage the classroom business of planning, implementing, and assessing listening while taking a non-interventional stance in listening instruction (Field, 2008). Instead of presenting students with the correct answer, she guides them in comparing responses and reflecting on different steps they took to achieve comprehension. She encourages students to become aware of their listening, monitors their efforts, and provides feedback on their performance.

It is essential that students receive feedback immediately after the task, while they still remember the activity. At the same time, teachers do not want to embarrass weaker listeners in front of their classmates, so the discussion of common errors and ways to avoid them should be impersonal and non-judgemental. Personal feedback can be spoken or written; a quick-in-class conference right after the activity may be followed by an email message with observations and suggestions after class. Individual comments should be transparent, targeting specific strengths and weakness and providing tips on improvement. A good strategy is to start with a general positive statement.

b. The Role of Students

The process view of listening has changed the role of listener from someone who was thought to passively receive the spoken message to an active participant in the act. Translated into the realities of classroom teaching it means that students take responsibility for their own learning how to listen. Instead of ingesting language and content, responding to comprehension questions when asked, and receiving instruction, they interact with the text and the task at many levels. They construct meaning by drawing on their schemata and switching between bottom-up and top-down processing. They employ a variety of strategies and skills, and discuss their effectiveness with their classmates. They rely on metacognitive abilities to overcome difficulties and seek additional opportunities to listen outside of class. By actively attending to their listening needs, learners improve performance in listening and learning the second language.

Another very important aspect of active listening is its social dimension. A typical listening textbook as well as most teacher-made material contains only recorded speech. Thus students cannot rely on facial expressions and body language to gain valuable cues to meaning, and they are missing the opportunity to communicate with the speaker as well. To approximate real-life listening experiences, students can be grouped or paired up to practice showing understanding or

incomprehension, asking questions, agreeing or disagreeing with the speaker, and interrupting when appropriate.

4. Strategies in Teaching Listening

Ineffective listeners rely on a single strategy without changing or adapting it. To cope with difficult text more effectively, students should be exposed to a variety of strategies. Explaining, modeling, and regularly practicing with students how to set goals, plan tasks, self monitor, and evaluate helps them control their listening. Anticipating content, inferring, guessing, and recognizing redundancies improves specific listening problem. Encouraging interaction with classmates and native speakers through listening expands communicative contexts and enhances self-coincidence.

Effective strategy use does not happen by itself. Although the very idea of strategies may seem to be too abstract to students, teachers can help them appreciate the importance of strategies by including activities with a focus on their listening process. For example, students could discuss in small groups or with the class what they did to prepare for listening, follow the text, identify key points, and so forth. Or the class could share personal experiences with various listening tasks and develop a master list of effective strategies for different types of texts, adding to it as their strategic competence grows. To introduce a strategy, the teacher needs to get students to realize that there is a probleming what she does and why it is helpful in this particular case, and

provide multiple opportunities to practice in different listening situations. Depending on the task, she also could remind students to be flexible in their choice of strategies and to employ strategic listening outside of the class.

5. Sources of Material

a. Curriculum

Arifin (2013:3) said that curriculum is some of subjects study that should be done by the students in the school to get a diploma. It means that curriculum used as standards the implementation of teaching learning process. Every school should follow the rules of the curriculum. Now days there are some definition of curriculum modern, one of them is from Saylor and Williamin (Arifin, 2013:4) said that curriculum is the sum total of school's efforts to influence learning, weather in the classroom, on the playground, or out of school. Based on the statement, means that curriculum is the effort to make the teaching listening process walk effectively not only in the classroom but also in the play-ground and out of the school. So, the curriculum is needed to drive the learning process.

Based on the statement above, it means that the function of the teacher activity is as developer the curriculum in the school, the teacher should be smart on using the material on the subject of the study. It means that the curriculum has some function.

b. Syllabus

According to Yulaelawati in (Majid, 2012:39) syllabus is a set of plan and rule as study realization and assessment that is arranged systematically consist of components which related one of each other to get the basic competence mastery. According to Sumantri in (Majid, 2012:39) the syllabus only includes the subject of study that should be taught along of year or one semester.

Generally a syllabus should include some elements, they are:

1. The purpose of the subject study that should be taught.
2. The target of subject study.
3. The skill that is needed to dominate well.
4. The formation of topics that are taught.
5. The activities and the source of the study to support the success of teaching.
6. Some evaluation techniques that are used.

From the implementations above, it can be conclude that syllabus can be used by the teacher as the orientation in arranging the material that should be taught. Teacher also can prepare the skill that should be used to teach the students appropriate what grade and students that will be taught.

Related to the components o syllabus are explained by Nurhadi in (Majid, 2014:40) he says syllabus consist of some programs that tell: a) the subject of the study that is taught; b) the grade of school or Islamic

school; c) the group of standard competency; d) the main material; e) indicator; f) teaching strategy; g) the time allocation; h) material; i) instrument; j) media. It means that in syllabus explain some points to make easier in teaching process.

c. Lesson Plan

Government Rule No. 65 Year 2013 about the standards of process stated that:

“Rencana Pelaksanaan Pembelajaran adalah rencana kegiatan pembelajaran tatap muka untuk satu pertemuan atau lebih. RPP dikembangkan dari sillabus untuk mengarahkan kegiatan pembelajaran peserta didik dalam upaya mencapai Kompetensi Dasar (KD)”.

According Fraida Dubin and Elite Olshin (1990:28) the syllabus and lesson plan in the Course is different with the Formal school. Fraida Dubin (1990:28) state that;

The course has different syllabus or lesson plan with the formal school.

Ideally of the syllabus of in course describe:

- a) What the learners are expected to know at the end of the course, or the course objectives in operational terms.
- b) What is to be taught or learned during the course, in form of an inventory of items.

- c) When it is to be taught, and at what rate of progress, relating the inventory of items to the different levels and stages as well as to the time constraints of the course.
- d) How it is to be taught, suggesting, procedures, techniques, and materials.
- e) How it is to be evaluated, suggesting testing and evaluating mechanism.

6. Teaching Media

Gebhard (2002: 155) states that in teaching learning activity there are many ways in which the teacher can make use of the media in listening classes. Radio, for example, offers song, advertisement, talk shows, and drama. Likewise, television offers news, cartoons, and quiz shows. We also can use the teacher voice in teaching listening, listen to the native speaker voice in cassette that play in tape recorder and film in VCD or DVD player.

In this research the researcher uses the cassette and tape recorder as a teaching media. As we know that those media re very easy to be used and handled by the teacher. Besides that the voice of the native speaker in the cassette is more clearly than in another media. Taped listening passage can be prepared in advance, the us saving the teacher work in the actual lesson. When the teacher's pronunciation is noticeably foreign, recording may provide the students with some valuable exposure to native accents and their use also

makes available a far greater range of language situation, different voices and accents, moods, background effects.

Moreover, it seems rather than difficult for a single teacher to present dialogue effectively in the classroom using only her own voice and a recording can solve this problem. According to Ur (1997:25) recording should be used for definite specific purpose to make available types of discourse, accent or listening situation that are difficult to present live, to make students concentrate on aural perception of the foreign sounds, intonation or stress pattern, or for testing. As Gebhard (2002:155) stated that the difficulty is not in locating material to teach listening from the media but in selecting and creating lessons from the material available.

7. Principle of The Teaching Listening

Teaching Listening

One of the main reasons for getting students to listen to spoken English is to let them hear different varieties and accents rather than just the voice of their teacher, Ur (1997:15) defines that the ability to do with

only a part of what is heard and understand the main message is a vitally important one of effective listening in a communicative situation.

Based on the previous discussion we can know that listening is one of the fundamental language skills. So, it is essential for a language teacher to have understanding of the nature of listening, as well as several activities and technique which help students develop their listening comprehension skill.

According to Harmer (2001:99) there are several principles behind the teaching of listening.

a. The tape recorder is just as important as the tape.

However good the tape is, it will be useless if the tape recorded has speaker or if the motor speed keeps changing and the tape goes faster or slower. You need to be sure that the tape recorder can be heard all around the classroom.

b. Preparation is vital.

Teacher and students need to be prepared for listening because of the special features in teaching listening. Teacher need to listen to the tape all the way through before they take it into class. That way, they can judge whether students will be able to cope with the tape and the tasks that go with it. Students need to be made ready to look discuss the topic or read the questions first, for example, to be in position to predict what is

coming. Teachers will do their best to get the students understand with the topic and the task so that they really want to listen.

- c. Students should be encouraged to respond to the context of listening, not just to the language.

The most important part of listening practice is to draw out the meaning, what is intended, what impression it makes on the students.

- d. Once will not be enough.

There are almost no occasions when the teacher will play a tape only once. Students will want to hear it again to pick up the things they missed the first time. Teacher may well want the students to have a chance to study some language features on the tape. The first listening is often used just to give students an idea of what the listening material sounds like so that subsequent listening are easier for students. Once students have listened to tape two or three times, however, they will probably not want to hear it to many times more.

- e. Different listening stages demand different listening task.

Because there are different things we want to do with a listening text, we need to set different tasks for different listening stages. This means that, for a first listening, the task needs to be fairly straight forward and general. That way, the student's general understanding and response can be successful.

- f. Good teachers exploit listening texts to the full.

If teachers ask students to invest time and emotional energy in a listening task and if they themselves have spent time choosing and preparing the listening, then it makes sense to use the tape for as many different applications as possible. Thus, after an initial play for a tape, the teacher can play it again for various kinds of study before using the subject matter, situation or tape script for new activity. The listening then becomes an important event in a teaching sequence rather than just an exercise by itself.

8. Teaching Media

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the teacher's pronunciation is noticeably foreign, recording may provide the students with some valuable exposure to native accents and their use also makes available a far greater range of language situation, different voices and accents, moods, background effects.

Moreover, it seems rather than difficult for a single teacher to present dialogue effectively in the classroom using only her own voice and a recording can solve this problem. According to Ur (1997:25) recording should be used for definite specific purpose to make available types of discourse, accent or listening situation that are difficult to present live, to make students concentrate on aural perception of the foreign sounds, intonation or stress pattern, or for testing. As Gebhard (2002:155) stated that the difficulty is not in locating material to teach listening from the media but in selecting and creating lessons from the material available.

9. Missing Word as a Technique of Teaching Listening

Technique is implementation which actually takes place in a classroom. According to Fauziati (2002:95) it is the specific activities manifested in the classroom that are consistent with a method and therefore is in harmony with an approach as well.

Antony (1963) in Brown (2001:129) defined the language teaching literature widely accepted technique as a superordinate term to refer to various activities that either teachers or learners in the classroom. In other words,

techniques include all tasks and activities. They are almost always planned and deliberate. They are the product of a choice made by the teacher.

There are some important background for designing and implementing techniques in the classroom. According to Brown (2001: 128) the background can be capsulated in two major categories:

a. Principle Teaching

At this stage the teacher should have a reasonably stable and comprehensive approach, a broad understanding of how learners learn and how teachers can best facilitate that process. At the same time, approach should be dynamic; it should change and grow, study professional material, and observe teaching in the classroom.

b. Contexts of Learning

Learning and teaching involves an understanding of how the learners are. For example: how old are they? How proficient are they? What are their goals in language learning?

As we know that there are many kinds of technique in teaching listening. Good technique will give benefit on teaching learning process to improve the student's listening skill. In this research the researcher is using the missing word in teaching listening as the object of the study. This technique is suitable for the second year students because it can be broken down into bottom-up and top-down activity. In the missing word technique

that teacher and students activities in the classroom are the teacher play the cassette recorder that is the short story material. In the student book there are words that have been missed before. Then, teacher asks to the student to fill the blank while they are listening to the short story.

Ur (1997:8) states that for the effective listening is aided by the ability of the listener to ignore or 'skim' unimportant items. Much of what we hear is reluctant, and we have to recognized it as such.

The teacher must recommend to the students as the most efficient strategies for dealing with this task:

1. What did the students do in the pause before listening to the text.

After students hear the instruction on the tape there is a pause of one minute. It is essential to use this time to read all the text on the page carefully, including the instructions, any title, and particularly the sentences themselves.

2. How did the students use to the task to help them with the answers.

The students should look at the words before and after each gap in a sentence completion task and think about what kind of information is missing. The teachers should raise awareness of this strategy and give students lots of classroom practice using this technique.

3. What did the students do if they couldn't answer a question.

If the students don't hear the answer to a question, they should leave it and move on. They will get a second chance to answer the question when they hear the recording for a second time.

4. How should decide what to write in the answer boxes.

The teacher should give students help in predicting the missing content. Remind them that they are listening for the missing information.

5. What did the students do after the first listening.

After the first listening there is a pause which gives them an opportunity to read through they answers and to check that they have filled. If any question missed go back and read it carefully so they know what to listen for when they hear the recording again.

6. What did students do during the second listening.

During the second listening, the students should read the completed sentences as they listen to check that the answers are correct.

CHAPTER III

RESEARCH METHODOLOGY

Research method is always needed in every field of research because research method can be define can as a procedure or way of doing research. This chapter presents the methodological research applied by the researcher in producing this research. By employing the qualitative approach and emphasizing the case study in a certain subject of research, the explanations in each aspect of proper methodology will be explained specifically.

A. Type of Research

Burns and Grove (2003:195) define a research design as “a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings”. Parahoo (1997:142) describes a research design as “a plan that describes how, when and where data are to be collected and analysed”. Polit et al (2001:167) define a research design as “the researcher’s overall for answering the research question or testing the research hypothesis”.

In this research, the researcher uses qualitative research. Moleong (1983:3) states a qualitative research is a research of which in the data in the form of written oral word are descriptively analyzed, and teacher

behavior/attitude and also instruction between them in teaching listening process.

To describe the students' and teacher's attitude toward in missing word in teaching listening at the classroom, the researcher uses descriptive method. Arikunto (2003:16) explained that descriptive research is research which aims to collect information of a phenomena which occurred. In this research the researcher describe the real situation of missing word in teaching listening.

A qualitative approach according to Creswell (in Sugiyo 2010:205) is a process of research and understanding based on a methodology that investigates a phenomenon of social and human problems. In this approach, researcher created a complex picture, examine the words, detailed reports from correspondents, and conduct studies on the natural situation. Bogdan and Taylor (in Sugiyono, 2010:206) add that qualitative methodology is a research procedure that produces descriptive data in the form of words written and spoken of the people and the observed behavior. In qualitative research, the researcher is the key instrument. According to Hadjar (1999:274), descriptive research is a research that is generally used to collect information about the status or condition of the existing phenomenon in a factual and accurate. It intends to explain the condition trough the description of what actually happens when conducting the research. Thus, the purpose of the purpose of descriptive research is to get the information about existing conditions and to find out the correlation among the variables

(Mardalis: 2004; 26). Descriptive method is not only limited to collect and arrange the data, but also to analyze and interpret the meaning of the data.

From the definition above, it can be concluded that descriptive qualitative method is a research that describes and interprets events, condition, or situation as the way they are as an effort to understand and report them. In this research, the researcher described and interpreted the how is the process of missing word in teaching listening what are the strength and the weakness.

B. Subject of the Study

The subject of the study is the eleventh grade students of MAN 1 Boyolali and the teacher. The researcher choose eleventh grade of MAN 1 Boyolali, XI IPA 3 because based on the teacher recommendation that this class has the lowest score of English, especially in Listening skill. Therefore the researcher choose XI IPA 3.

C. Object of the Study

Object of the research in the process of missing word in teaching listening for eleventh grade students of MAN 1 Boyolali in the academic year of 2018/2019.

D. Time of the research

The research was conducted at MAN 1 Boyolali. This research began on August, 16th 2018 until August 21th, 2018. The researcher was fully as the observer when the process of research was going on. The researcher was known by the subject of the research as the observer.

E. Method and Collecting Data

Data have very important role in research because it is impossible to get result of the research without the data. This research uses:

1. Document

According to Sutopo (2002:69) written documents are one of sources of research, which an often having important rule in qualitative research. The documentation includes books, cassette, lesson plan, and the syllabus from the teaching listening.

2. Observation

Observation is the way to observe something directly in order to get the understanding about objects that observed. In this research the researcher observes directly in missing word in the teaching.

3. Interview

Kartono (1990:187) states that interview is a face to face situation which is attempted to collect information by asking some information orally and to be answered orally. The researcher makes interview with teacher all about the teaching listening process in classroom. If include of

the problems in teaching-learning, the result of teaching-listening, the evaluation of the teaching listening, etc.

4. Technique for Analyzing data

The Technique of analyzing the data cannot be separated from the definition of data analysis. Seliger and Shohamy (1989: 201) define data analysis as sifting, organizing, and synthesizing the data so as to arrive at the results and conclusion of the research. Bongdan in Sugiyono (2010: 304) states that data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and enable you to present what you have discovered to others.

Based on the definitions above, data analysis was the process of systematically searching and arranging the interview transcripts, field notes, and other materials that a researcher accumulates to increase his own understanding of them and to enable him to present what he has discovered to others by sifting, organizing, and synthesizing the data so as to arrive at the results and conclusion of the research.

According to Sutopo (2002: 95) the process of data analysis in this research are; collecting the data, reducing the data and presenting the data and drawing conclusion.

1. Collecting the data

It was meant by the process of collecting the data that needed in the research. The researcher collected the data from the teacher, such as material, syllabus, and lesson plan in the form of document (paper). The researcher also got the data from interview with the teacher, owner, and students.

2. Reducing the data

When the researcher collected and got the data, she selected and took the important information and eliminated the unimportant information. So, in the process of reducing the data, the researcher selected, focused and simplified the data.

3. Presenting the Data

The researcher described the data form of description or narration. The description of the data was presented in logic and systematic order, which can show the strength of the presenting data. In presenting the data, researcher may add matrix and picture to support the presented data.

4. Drawing Conclusion

In this case, the researcher wrote not only what he has seen each day during observation but also his interpretation of his observation (Sutopo, 2002:93).

Based on the explanation above the researcher concluded to analyze the data, the researcher uses the following procedures:

- a. Observing the class that consist of teacher, students, and the teaching-learning process.
- b. Analyzing the missing word in teaching listening.
- c. Analyzing the appropriate materials for the technique.
- d. Analyzing the result of missing word in the teaching. Drawing the conclusion and suggestion based on data analysis.

F. Trustworthiness of the data

Before some information was used for the research data, the trustworthiness of the information must be checked first. This was because the data must be responsible as the point of departure to make conclusion. In this research, the technique which used to check the trustworthiness of data was triangulation. Sugiyono (2012: 330) defines triangulation as data collection techniques are combining of various data collection techniques and sources of existing data.

According to Afifudin and Saebani (2009: 126), there are four kinds of triangulation technique to recheck the trustworthiness:

1. Triangulation by Using Data

In data triangulation, the researcher rechecks and compares obtained information in different source. For instance, it is done by comparing observation data with interview data result, comparing what the teacher said with students said, and comparing circumstance and perspective of different people toward the similar event.

2. Triangulation by Using Investigator

There is other consultant to recheck the data. It can reduce untrusted data in the process of collecting the data. Then, other consultant gives suggestion of the data.

3. Triangulation by Using Theory

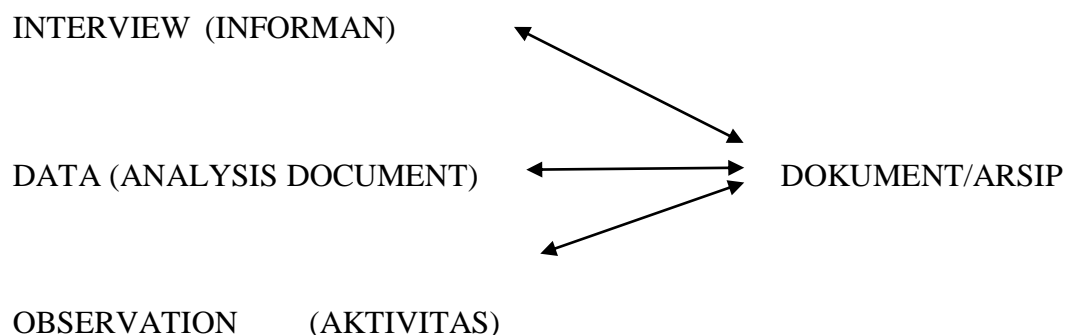
Different theory is used to recheck the data. This type can be done by using the perspective of more than one theory in discussing the problem of research.

4. Triangulation by Using Method

This type can be done by the researcher by collecting data using techniques and the use of different data and even more clearly direct to the same data source to test reliability of the informant.

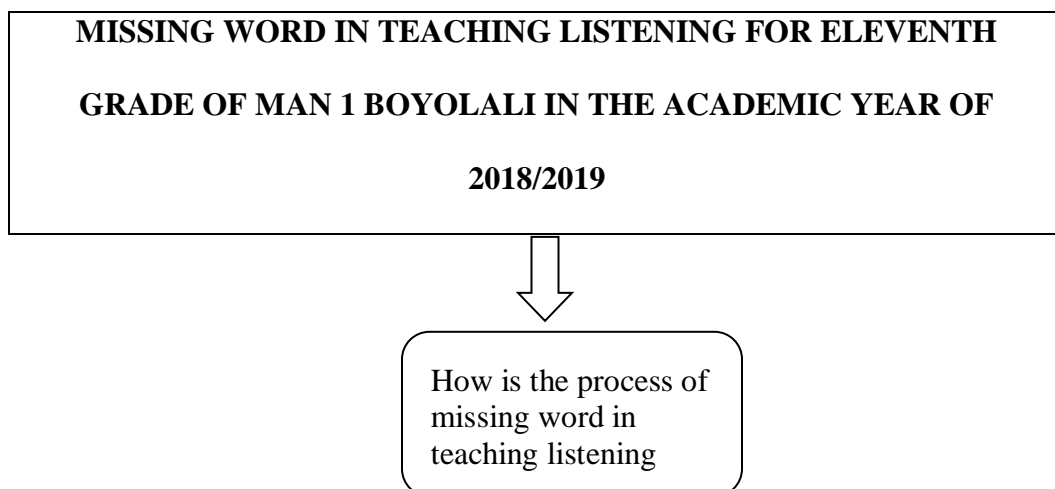
In this research used triangulation by using data. In this way, the researcher rechecks the information from observation and interview and the data got to relevant documents, in this case students' score and students' task. The researcher also used triangulation of method. It was done by comparing the data taken observation in which had been held during teaching and listening process, the data from interview and also the documents which have the same source.

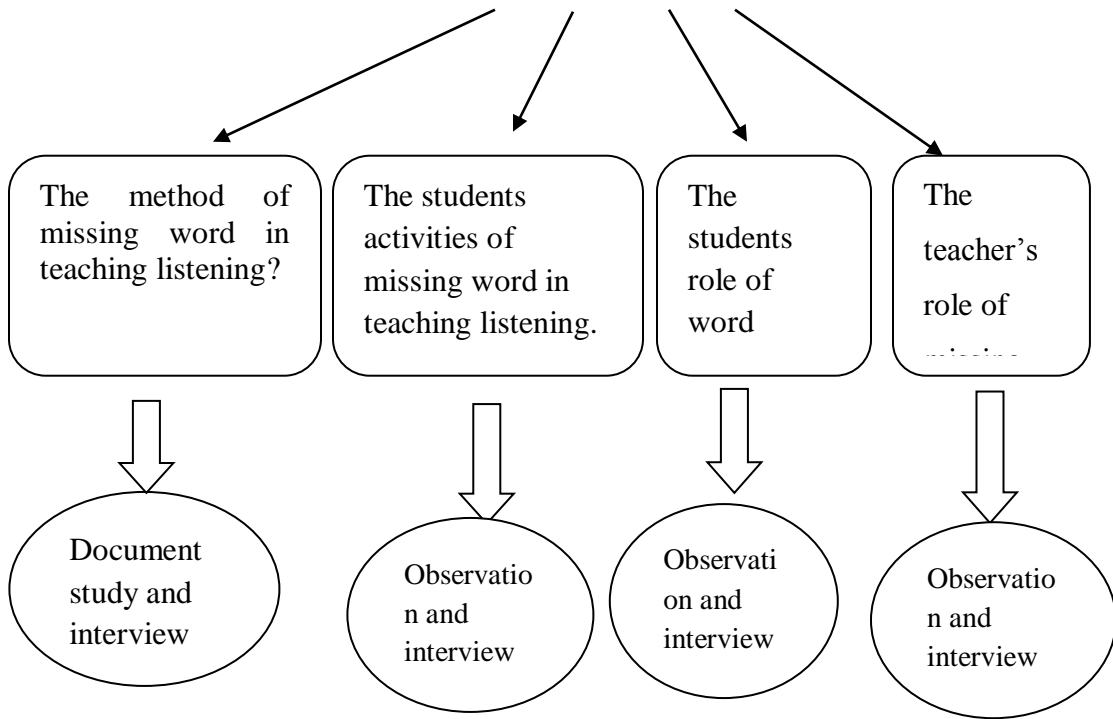
The data triangulation, according to Sutopo (2002:80), he states that method triangulation is done by the researcher to collect the similar data by using methods or different techniques of data collection. In this study, data triangulation was done by using interviews and document analysis. Sutopo states that the scheme triangulation can be seen in this picture:



(Sutopo, 2002:81)

In data analysis for drawing conclusion, the researcher processes the data in detail or both collecting and categorizing the collected data obtained from several methods and data, synchronizing them with the problems identified. The analysis pattern and triangulation is presented through the diagram below:





The data gathered from a data collecting technique to answer the problem statement.

CHAPTER IV

RESEARCH FINDING AND DISCUSION

In this chapter the writer discusses the research finding as the answer of the research problems stated in the first chapter.

A. Research Findings

Here the researcher did observation to the teachers in MAN I Boyolali, Mr Taufiq and Mrs. Yuyun. Both of them were the teachers of eleventh grade of MAN I Boyolali. The researcher conducted observation for sixth times with the following result: language laboratory at the MAN 1 Boyolali, is the place where the researcher observed the teaching listening process. The language laboratory consist of 50 seats is arranged pararelly, tape recorder with headsets, a unit of television, LCD, and while board in front of the class. According to the teacher's explanation those mechanical devices are new and in good condition. In teaching listening the teacher sits on the panel control room and the students sit at their carrels. The researcher at the back when she did observation.

During the observation the researcher found that the teachers used missing words as their technique to teach listening. Both of them used

script funny story or texts that have some missing words. Therefore the steps of the teaching are same between both teacher.

Based on the findings the researcher concluded that the steps of the teaching listening from the teachers were same as Harmer's theory. Harmer (2000: 27) stated that success of the teaching listening process depends on the degree to which the teacher can provide the content or create the condition for successful language. The procedure of teaching listening involves three main procedures, namely: Engage, Study, and Activate (Harmer). First the teacher got the class interesting and she makes an engage. After words, they study something and they then try to activate it by putting it into production. Therefore the procedure of teaching listening based on explanation above, the teacher had done the first procedure, engage, in the opening and also in the main activity. The teacher create the class condition interesting then they explained the relation of the material that would be studied. After the condition was conducive for learning than the teacher continued to the next steps. The second steps was study. Here the teachers gave the students worksheet with some missing words on it. Then played the recorder and the students have to fill the bank. The third steps was active. After the students finished the worksheet, the teacher and students discuss it together. Here the students might ask question they didn't know in the text. Some

questions are about new vocabularies and grammar. Then the teacher explained the answer thoroughly.

1. Missing Word in Teaching Listening

Teaching Listening Activities

The procedure of teaching listening involves three main procedures, namely: Engage, Study, Activity (Harmer; 2000: 27). First the teacher gets the class interesting and makes an engage. After words, the study something and they then try to activate it by putting it into production. Here the goal of missing word in teaching listening is the students be able to fill the gap with the correct answer. The success of the teaching listening process depends on the degree to which the teacher can provide the create the condition for successful language. The writer conducted observation for sixth times with the following result:

SETTING

Language laboratory at the MAN 1 Boyolali, is the place where the writer observed the teaching listening process. The language laboratory consist of 50 seats

and is arranged paralelly, tape recorder with headsets, a unit of television, LCD and one white board in front of the class. According to the teacher's explanation those mechanical devices are new and in good condition. In teaching listening the teacher sits on the panel control room and the students sit at their carrels. The writer sat at the back when she did observation.

a. The First Meeting

Time : At 07.00 – 08.30

Place : Classroom IPA 3

Teacher : Mr. Taufiq Hidayat

Subject : Teacher's and student's activities

Object : Missing word in the teaching

Topic : Telling Funnies Stories

The Teaching Listening Activities:

1. Engage

At the 07.00 – 07.10

The bell rang, the English class started. The students came into the class and so did the teacher (Mr. Taufiq) and the writer.

Afterwards Mr. Taufiq tell to the students that day they have the listening class so the students move on the listening library. After all students were ready in the laboratory and they sat on their careers, the teacher led the class to pray. The he greeted and the students responded it. After that the teacher checked the students' attendance by calling students' name. The teachers also introduced the researcher to all the students, moreover the opening is only for five minutes. The material in this meeting was telling funny stories. After opening, the teacher began the lessons by doing engage for them. The teacher asked some students did they have experience about a funny thing and the students responded. Then, the teacher asked some students to retell their funny experience. After that, the teacher explained that they will listen to some funny stories that they must pay attention to the story, so they can the story. In conducting the engage teacher needs for fifteen minutes.

2. Study

At 07.20 – 08.00

The teacher played the story in the cassette two times. While the students listen to the story in cassette they ordered to filling the missing words in their book. The students were look very enthusiastic in doing the task. They really pay attention to the story to fill the gap

missed. After the cassette was over the teacher asked the students to complete and check the missing word. There were some students who had not finished yet in filling the gap, so the teacher played the cassette once. After this, the teacher explained the students that they are listening for a kind of spoof. Then, teacher explained for the detail about spoof, what spoof is, how identify the language features of a spoof, and identify the generic structure of spoof.

3. Activity

At 08.00 – 08.30

After the teacher explained the material, the students were ordered to answer the missing word. The teacher instructed the students to press the call – button in their carrel if they wanted to answer. The students were very enthusiastic to try for answering the words that had been missed. When the students were doing mistakes in answering, the teacher gave an opportunity to the other students. After all sentences were completed the teachers ordered the students to retell the story by their own words. The bell rang and teacher closed the meeting. The time of this meeting was 90 minutes and all the time were used effectively to the teacher. The result of the task and activity

were good. Commonly the students can complete the words in the blank spaces, therefore there were some students doing mistakes in filling the gap. In the retelling task students can retell with their own words and with their own style.

b. The Second Meeting

Time : At 07.00 – 08.30

Place : Listening Laboratory

Teacher : Mr. Taufiq Hidayat

Object : Missing word in teaching listening

Topic : Listening Songs

1. Engage

The bell rang, the students came to the listening laboratory and so did the teacher and the writer. After the students were ready in the

laboratory the teacher led the class to pray and he greeted them. After that, the teacher checked the students attendance by calling the students name. The teacher began the lesson. The material today is about Listen to the songs. Firstly, the teacher asked the students that they must ever listen to the record. The teacher the shared the worksheet to the students. They must listen carefully and pay attention to the songs.

2. Study

At 07.15 – 07.45

The teacher played the cassette two times. The students ordered to complete the missing word with the words provided. After finishing playing the cassette the teacher made sure that all students were complete the missing word. Then, the teacher ordered them to find difficult words and to find the meaning in the dictionary. After that, teacher explained about songs items.

3. Activate

At 07.45 – 08.30

After the teacher explained the material, the students were ordered to answer the missing word. The teacher instructed the students to press the call – button if they want to answer. The students were very enthusiastic to try for answering the words that have been

missed. When the students going some mistakes in answering, the teacher gave an opportunity to the other students. After the sentences were completed the teachers ordered the students to retell the importance of the songs. They were very enthusiastic in doing the task. After the students activities are over, the ball rang and the teacher closed the meeting.

c. The Third Meeting

Time : 07.00 – 08.30

Place : Classroom IPA 3

Teacher : Mr. Taufiq Hidayat

Subject : Teacher's and student's activity

Object : Missing word in teaching listening

Topic : Telling Stories

1. Engage

At the 07.00 – 07.10

The bell rang, the English class started. Mr Taufiq came to the classroom. Afterwards Mr. Taufiq tell to the students that day they have the listening class so the students move on the listening library. After all students were ready in the laboratory and they sat on their

careers, the teacher led the class to pray. The he greeted and the students responded it. After that the teacher checked the students' attendance by calling students' name. Moreover the opening is only for five minutes. The material in this meeting was Telling Funny Stories. After opening, the teacher began the lessons by doing engage for them. The teacher asked some students did they have experience about a funny thing and the students responded. Then, the teacher asked some students to retell their funny experience. After that, the teacher explained that they will listen to some funny stories that they must pay attention to the story, so they can the story. In conducting the engage teacher needs for fifteen minutes. The teacher shared worksheet with the missing word to the students.

2. Study

At the 07.20 – 08.00

The teacher played the story in the cassette two times. While the students listen to the story in cassette they ordered to filling the missing words in their book. The students were look very enthusiastic in doing the task. They really pay attention to the story to fill the gap missed. After the cassette was over the teacher asked the students to complete and check the missing word. There were some students who had not finished yet in filling the gap, so the teacher played the

cassette once. After this, the teacher explained the students that they are listening for a kind of spoof. Then, teacher explained for the detail about spoof, what spoof is, how to identify the language features of a spoof, and identify the generic structure of spoof.

3. Activity

At the 08.00 – 08.30

After the teacher explained the material, the students were ordered to answer the missing word. The teacher instructed the students to press the call – button in their carrel if they wanted to answer. The students were very enthusiastic to try for answering the words that had been missed. When the students were doing mistakes in answering, the teacher gave an opportunity to the other students. After all sentences were completed the teachers ordered the students to retell the story by their own words. The bell rang and teacher closed the meeting. The time of this meeting was 90 minutes and all the time were used effectively to the teacher. The result of the task and activity were good. Commonly the students can complete the words in the blank spaces, therefore there were some students doing mistakes in filling the gap. Here are the worksheets of the students.

d. The Fourth Meeting

Time : At 07.00 – 08.30
Place : Classroom IPA 2
Teacher : Mrs. Yuyun
Subject : Teacher's and student's activity
Object : Missing word in teaching listening
Topic : Letter

1. Engage

At the 07.00 – 07.10

The bell rang, the English class started. The students came into the class and so did the teacher (Mrs. Yuyun) and the writer. Afterwards Mr. Yuyun led the class to pray. The she greeted and the students responded it. After that the teacher checked the students' attendance by calling students' name. The teacher also introduced the researcher to all the students, moreover the opening is only for five minutes. The material in this meeting about letter. After opening, the teacher began the lessons by doing engage for them. The teacher asked some students did they have experience about a writing letter and the students responded. Then, the teacher gave feedback the meaning of letter. After that, the teacher explained that they various types of letters.

2. Study

At the 07.10 – 08.00

The teacher gave the worksheet to the students and then played the story in the cassette two times. While the students listen to the story in cassette they ordered to filling the missing words in their book. The students were look very enthusiastic in doing the task. They really pay attention to the story to fill the gap missed. After the cassette was over the teacher asked the students to complete and check the missing word. There were some students who had not finished yet in filling the gap, so the teacher played the cassette once. After this, the teacher explained the students. The teacher asked the students to gave same question toward the text. Then, teacher explained for the detail about letter, what spoof is, how identify the language features of a letter, and identify the generic structure of letter.

3. Activity

At the 08.00 – 08.30

After the teacher explained the material, the students were ordered to answer the missing word. The teacher instructed the students to press the call – button in their carrel if they wanted to answer. The students were very enthusiastic to try for answering the words that had been missed. When the students were doing mistakes in

answering, the teacher gave an opportunity to the other students. The bell rang and teacher closed the meeting. The time of this meeting was 90 minutes and all the time were used effectively to the teacher. The result of the task and activity were good. Commonly the students can complete the words in the blank spaces, therefore there were some students doing mistakes in filling the gap. In the retelling task students can retell with their own words and with their own style.

e. The Fifth Meeting

Time : 07.00 – 08.30

Place : Listening Laboratory

Teacher : Mrs. Yuyun

Subject : Teacher's and student's activity

Object : Missing word in teaching listening

Topic : Kind of Text

1. Engage

At 07.00 – 07.20

The bell rang, the students came to the listening laboratory and so did the teacher and the researcher. After the students were ready in the laboratory the teacher led the class to pray and he greeted them. After that, the teacher checked the students attendance by calling the

students name. the teacher began the lesson. The material today is about kind of text.. In this unit the students would learned about the stories of past experienced.

2. Study

At the 07.20 – 08.00

The teacher asked the students that they must ever to the record then after that the students did the worksheet that gave by the teacher. Then they discussed it with the teacher. Then the teacher explained the answer and answer the question of the students.

3. Activity

At the 08.00 – 08.30

The teacher played the story once more and the students are ordered to pay attention to the story. After that, the teacher asked the students to find the difficult words and find the meaning in the dictionary. The last part was closing the teacher closed the meeting. Before she enclosed the meeting, she give the students home work and motivation to study more at home.

f. The Sixth Meeting

Time : 07.10 – 08.30

Place : Listening Laboratory

Teacher : Mr.s Yuyun

Subject : Teacher's and Studen's activity

Object : Missing word in teaching listening

Topic : How To Make a Chocolate

1. Engage

At the 07.00 – 07.10

The bell rang, the English class started. Mrs Yuyun came to the listening laboratory. they sat on their careers, the teacher led the class to pray. The she greeted and the students responded it. After that the teacher checked the students' attendance by calling students' name. Moreover the opening is only for five minutes. The material in this meeting a How To Make a Chocolato. After opening, the teacher began the lessons by doing engage for them. The teacher asked some students did they have experience about the material and the students responded. Then, the teacher asked some students to retell their funny experience. After that, the teacher explained that they will listen to some stories that they must pay attention to the story, so they can the

story. In conducting the engage teacher needs for fifteen minutes. The teacher shared worksheet with the missing word to the students.

2. Study

At the 07.20 – 08.00

The teacher played the story in the cassette two times. While the students listen to the story in cassette they ordered to filling the missing words in their book. The students were look very enthusiastic in doing the task. They really pay attention to the story to fill the gap missed. After the cassette was over the teacher asked the students to complete and check the missing word.

3. Activity

At the 08.00 – 08.30

After the teacher explained the material, the students were ordered to answer the missing word. The teacher instructed the students to press the call – button in their carrel if they wanted to answer. The students were very enthusiastic to try for answering the words that had been missed. When the students were doing mistakes in answering, the teacher gave an opportunity to the other students. The bell rang and teacher closed the meeting. The time of this meeting was 90 minutes and all the time were used effectively to the teacher. The result of the task and activity were good. Commonly the students can

complete the words in the blank spaces, therefore there were some students doing mistakes in filling the gap. Here are the worksheets of the students.

2. Table of Findings

Explanation	Mr. Taufiq	Mrs. Yuyun
<p>A. Process of missing word in teaching listening:</p> <ol style="list-style-type: none"> <li data-bbox="488 961 789 1220">1. The teacher introduce the new materials and explaining them, <li data-bbox="488 1255 789 1436">2. The teacher gave text with the missing word, <li data-bbox="488 1472 789 1730">3. Then the students listen and fill in the blank with the missing word, 	<p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p>	<p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p>

<p>4. The last stage was closing.</p>		
<p>B. The method of missing word in teaching listening:</p> <p>1. The record and they were filling the missing word while the students listened on the record.</p> <p>2. The students activity of missing word in teaching listening were after getting the text with the missing word,</p> <p>3. They listened to the record of the</p>	<p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p>

<p>text,</p> <p>4. They guessed what the missing word were.</p> <p>5. Then they filled the blank.</p>	<p>√</p> <p>√</p>	<p>√</p> <p>√</p>
<p>C. The students role of missing word in teaching listening:</p> <p>1. The students took responsibility for their own learning how a listen,</p> <p>2. Instead to ingesting language and content,</p> <p>3. Responding to comprehension questions when asked,</p>	<p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p>

<p>4. Receiving instruction,</p> <p>5. They interact with the text and the task at many levels.</p>	<p>√</p> <p>√</p>	<p>√</p> <p>√</p>
<p>D. The teacher's role of missing word in teaching listening:</p> <p>1. Was a more supportive role,</p> <p>2. Facilitating rather than controlling and testing listening.</p>	<p>√</p> <p>√</p>	<p>√</p> <p>√</p>

3. The Process of Missing Word in Teaching Listening

The process of missing word in teaching listening was divided in three stages. They were opening, main activity and closing. Opening stages was included greeting, praying , reviewing last material, checking students

attendant and apperception. while the main activity was included the implementation of missing word and retelling technique. the procedure of teaching were 1) the teacher introduce the new materials and explaining them 2) the teacher gave text with missing words 3) the teacher gave the record for students to listen 4) then the students listen and fill in the blank with the missing words 5) the students present the story of the text in a brief in front of the class. the last stage was closing. In this stage the teacher and students concluded the materials that had been learn and gave feedback. Beside that the teacher also gave motivation. Here the researcher did interviewed with some students about the procedures of listening in their class. Karebeth said that “..... *iya mbak biasanya kalo pelajaran Listening sama Pak taufiq kita dikasih teks mbak. Trus kita disuruh ngisi. Ada kata kata yang ilang mbak.*” From the answer we find that the technique to teach listening that Mr. Taufiq used was missing word. The procedure was like Firdaus said “*biasanya kita dijelasin dulu mbak sama bu Yuyun. Habis itu dikasih lembar kerja buat diisi kita didengerin rekaman. Terus dibahas mbak sama Bu Yuyun. Kita tanya jawab.* “ It means that the steps was engage then giving worksheet to study than , active that is by discussion the students was asked to bravely asked the teacher.

a. The Method of Missing Word in Teaching Listening

The method of missing word in teaching listening was by using the record and they were filling the missing words while the student listened on the record. After that they retold the story of the text in front of the class.

b. The Students Activities of Missing Word in Teaching Listening

The students activities of missing word in teaching listening were after getting the text with the missing words. They listened to the record of the text. They guessed what the missing words were. Then they filled the blank. After that they tried to comprehend the story of the text. The last activity they retold the story of the text in a brief based on their comprehension in front of the class.

c. The Students Role of Missing Word in Teaching Listening

Based on the observation and interview, the students role of missing word in teaching listening at the classroom the students took responsibility for their own learning how a listen. Instead to ingesting language and content, responding to comprehension questions when asked, and receiving instruction, they interact with the text and the task at many levels. They construct meaning by drawing on their schemata. They

employ a variety of strategies and skills, and discuss their effectiveness with their classmates. They rely on metacognitive abilities to overcome difficulties and seek additional opportunities to listen outside of class. By actively attending to their listening needs, learners improve performance in listening English.

d. The Teacher's Role of Missing Word in Teaching Listening

The teacher's role of missing word in teaching listening was a more supportive role, facilitating rather than controlling and testing listening. He continues to manage the classroom business of planning, implementing, and assessing listening while taking a non-interventional stance in listening instruction. Instead of presenting students with the correct answer, she guides them in comparing responses and reflecting on different steps they took to achieve comprehension. She encourages students to become aware of their listening, monitors their efforts, and provides feedback on their performance.

B. Discussion

Based on the findings, the process of missing word in teaching listening is to develop the student awareness in listening skill and to motivated the students to be active in the classroom. Teaching listening sequence take

the students in straight line; first the teacher interested about the topic being discussed. After the students are engaged them they study something, then the teacher tries to activate the students by putting into production. In the teaching listening also consist of the pre-listening, whilst-listening, and the post-listening. The process of teaching listening using missing word is appropriate with the theory Harmer (2001: 27).

We can represent this kind of lesson in the following way:



a. Engage

This is point in a teaching sequence where the teachers try to arouse the student interest and involve their emotions to the material which will be taught. Engage is the step of brainstorming or warming up where the teacher tries to relate opening activity to the topic.

b. Study

Study is the main point in every teaching listening process. The students should be ready to get the material and focused in language or information and how it is constructed.

c. Activate

Activate describe some exercise and activities which are designed to get students using language as free as they can.

Based on the observation, the effectiveness of missing word in teaching listening for eleventh grade are very effective to fulfill the goal of teaching listening. In this case, the teacher can handle and use the time very effectively. The students can get the lesson and material based on the target of teaching. The students get motivation to join and to be active in the classroom activity.

The missing word in teaching listening can help the students gain the improvement in listening skill. It could be seen from the activities of the students in the classroom and it also can be seen in the result of the students examination result. The students assessment in the examination good and it also can be seen in the list of the students result in the appendix.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and the discussion, the researcher concluded that missing word had been applied in teaching listening in MAN 1 Boyolali in the academic year 2018/2019. The process of teaching listening by using missing word was divided in three stages. They were opening, main activity and closing. Opening stages was included greeting, praying , reviewing last material, checking students attendant and apperception. while the main activity was included the implementation of missing word. the procedure of teaching were 1) the teacher introduce the new materials and explaining them 2) the teacher gave text with missing words 3) the teacher gave the record for students to listen 3) then the students listen and fill in the blank with the missing words 4the last stage was closing. In this stage the teacher and students concluded the materials that had been learn and gave feedback. Beside that the teacher also gave motivation.

The method of teaching listening by using missing word was by using the record and they were filling the missing words while the student listened on the record. The students activities of teaching listening by using missing word

were after getting the text with the missing words. They listened to the record of the text. They guessed what the missing words were. Then they filled the blank.

The students role of teaching listening by using missing word in the classroom the students took responsibility for their own learning how a listen. Instead to ingesting language and content, responding to comprehension questions when asked, and receiving instruction, they interact with the text and the task at many levels. They construct meaning by drawing on their schemata. They employ a variety of strategies and skills, and discuss their effectiveness with their classmates. They rely on metacognitive abilities to overcome difficulties and seek additional opportunities to listen outside of class. By actively attending to their listening needs, learners improve performance in listening and learning English.

The teacher's role of teaching listening by using missing word was a more supportive role, facilitating rather than controlling and testing listening. He continues to manage the classroom business of planning, implementing, and assessing listening while taking a non-interventional stance in listening instruction. Instead of presenting students with the correct answer, she guides them in comparing responses and reflecting on different steps they took to achieve comprehension. She encourages students to become aware of their listening, monitors their efforts, and provides feedback on their performance.

B. Suggestion

Based on the conclusion above, the researcher suggests:

1. To the teacher
 - a. The teachers should be more creative in teaching English especially creative in choosing the speaking method.
 - b. The teachers also must have an extra time when they want to use Group Discussion.
 - c. The teacher must be more creative and active in teaching process.
 - d. The teacher should improve the students motivation to brave the teaching learning activities
 - e. Manage the time carefully supposed get the all material.
 - f. The teacher should be able to explain the materials clearly, especially in giving the instructions and how to pronounce the words. The teacher can write the instruction and the difficult word on the whiteboard. Beside that, the teacher can spelling the word or translates into Indonesia. So it could be understood well.
 - g. The teacher should make the varieties of exercise to develop the four skills of the students. The teacher can taken exercise from other source from example from internet or the other handbook. By the varieties exercise the students get challenged to do the exercise that more

difficult then before. When the teacher explains, he or she should be used mix language, because the students can not understand if the teacher only used English. The teacher can use English but after that the teacher translates into Indonesia. So, the students can understand the materials.

2. To the students
 - a. The students have to increase their vocabulary.
 - b. The students should be discipline and more diligent to practice English in their daily activities.
 - c. The students should have high self confidence to explore their skill.
3. To school
 - a. The school should facilitate the teaching learning process.
 - b. The school library should provide the collection of English book.
 - c. The school uses many sources to support the teaching learning process.
4. To researcher
 - a. The researcher hopes this research will guide the other researchers as the references to conduct about the process of teaching speaking.
 - b. The research hopes that there are future researchers who will complete or citizen to study.

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APENDICES

Teacher 's Interview

Narasumber: Mr. Taufiq/ Guru Bahasa Inggris

1. Bagaimana proses pembelajaran yang dilakukan di sekolah ini?
Jawab : Proses pembelajaran bahasa Inggris di sekolah ini baik mbak. Fasilitas seperti LCD dan peralatan untuk audio memadai.
2. Untuk pembelajaran bahasa Inggris, bagaimanakah proses pembelajaran di dalam kelas?
Jawab : kita berusaha agar siswa aktif berpartisipasi dalam kegiatan belajar di kelas, baik saat tugas kelompok maupun tugas perseorangan. Terlebih kita lebih menekankan banyak berlatih agar siswa terbiasa menggunakan bahasa Inggris.
3. Metode atau strategi apa sajakah yang pernah dilakukan dalam pembelajaran bahasa Inggris?
Jawab : role play, jigsaw, drilling
4. Khusus untuk pembelajaran Listening skill, apakah ada metode atau strategi khusus yang dilakukan? Kalau ada tolong jelaskan!
Jawab : ada mbak. Biasanya kalo listening skill kita perbanyak mengerjakan latihan latihan mbak. Mendengarkan audio dan anak mengisi teks rumpang.
5. Bagaimana penerapan metode tersebut dalam pembelajaran Listening skill?
Jawab : cukup baik mbak, siswa dapat belajar mandiri, lebih aktif dan melatih kemampuan listening mereka.
6. Apakah metode tersebut efektif digunakan dalam pembelajaran bahasa Inggris khususnya dalam Listening skill?
Jawab : cukup efektif mbak, dengan banyak latihan missing word anak terlatih dan terbiasa mendengar kan bahasa Inggris di kelas
7. Langkah –langkah apa saja yang dilakukan untuk pengaplikasian metode ini?

Jawab : saya memberi worksheet berupa teks , yang disitu terdapat beerapa kata yang hilang. Sambil mendengar audio anak mengisi kata yang hiang tersebut.

8. Media pembelajaran apa saja yang telah digunakan untuk penggunaan metode ini?

Jawab : media berupa buku, LCD, audio dan juga internet mbak.

9. Masalah- masalah apa saja yang dihadapi dalam penerapan metode ini? Dan apa solusinya?

Jawab : masalahnya tingkat keaktifan di kelas mbak. Solusinya ya kita sebagai guru memberi motivasi agar siswa mau mencoba.

10. Bagaimana respon siswa terhadap metode ini?

Jawab : respon siswa cukup baik, siswa antusias belajar bahasa Inggris.

Teacher 's Interview

Narasumber: Mrs. Yuyun / Guru Bahasa Inggris

1. Bagaimana proses pembelajaran yang dilakukan di sekolah ini?

Jawab : Alhamdulillah baik mbak. Fasilitas cukup memadai mbak.

2. Untuk pembelajaran bahasa Inggris, bagaimanakah proses pembelajaran di dalam kelas?

Jawab : Pembelajaran di kelas cukup baik mbak. Dengan fasilitas yang memadai alhamdulillah pembelajaran lancar mbak. Memang beberapa anak ada yang mempunyai kendala mbak. Biasanya sih penguasaan vocabulary yang masih lemah mbak.

3. Metode atau strategi apa sajakah yang pernah dilakukan dalam pembelajaran bahasa Inggris?

Jawab : untuk pengajaran bahasa Inggris kita memakai role play, kadang juga jigsaw dan drilling mbak. Terutama latihan individu dan penugasan kelompok mbak. Karena bagaimanapun kalo latihannya sedikit anak kurang terlatih skill berbahasanya mbak.

4. Khusus untuk pembelajaran Listening skill, apakah ada metode atau strategi khusus yang dilakukan? Kalau ada tolong jelaskan!

Jawab : saya memakai teks rumpang mbak. Jadi saya kasih worksheet ntar anak anak yang mengerjakan mbak. Saya play audio nah sambil dengerin anak anak mengisi teks rumpang.

5. Bagaimana penerapan metode tersebut dalam pembelajaran Listening skill?

Jawab : cukup baik mbak, melatih kemampuan listening.

6. Apakah metode tersebut efektif digunakan dalam pembelajaran bahasa Inggris khususnya dalam Listening skill?

Jawab : cukup efektif mbak, dengan banyak latihan terbiasa mendengar kan bahasa Inggris di kelas. dan vocaularynya nambah.

7. Langkah –langkah apa saja yang dilakukan untuk pengaplikasian metode ini?

Jawab : saya memberi worksheet mbak. Kadang berupa teks dialog atau lirik lagu , yang disitu terdapat beberapa kata yang hilang. Kemudian audio diperdengarkan. anak mengisi kata yang hilang tersebut.

8. Media pembelajaran apa saja yang telah digunakan untuk penggunaan metode ini?

Jawab : media berupa buku, audio dan juga internet mbak.

9. Masalah- masalah apa saja yang dihadapi dalam penerapan metode ini? Dan apa solusinya?

Jawab : masalahnya vocabulari mbak dan kadng juga gak tahu apa yang didenger suka salah. Solusinya guru memberi motivasi selain itu saya drill latihan latihan dan penambahan vocab setiap pertemuan.

10. Bagaimana respon siswa terhadap metode ini?

Jawab : respon siswa antusias dalam belajar bahasa Inggris.

Student Interview

Nama: Karebeth

Kelas: XI IPA 3

Dian : menurut kamu seberapa penting pelajaran Bahasa Inggris khususnya Listening?

Murid : penting mbak, karena itu untuk komunikasi mbak jadi sangat penting.

Dian : bagaimana pengajaran speaking di kelas dik?

Murid : kalau di kelas biasanya disuruh untuk membaca kemudian pengulangan ntar praktek mbak. biasanya kalo pelajaran Listening sama Pak taufiq kita dikasih teks mbak. Trus kita disuruh ngisi. Ada kata kata yang ilang mbak

Dian : ada kesulitan tidak dik dalam pelajaran Listening?

Murid : saya vocab mbak masih harus banyak belajar

Student Interview

Nama: Fatika

Kelas: XI IP3

Dian : menurut kamu seberapa penting pelajaran Bahasa Inggris khususnya Listening?

Murid : penting banget mbak kan bahasa Inggris itu bahasa internasional mbak. Jadi wajib dikuasai . Apalagi banyak dipakai di berbagai bidang termasuk game mbak.

Dian : bagaimana pengajaran speaking di kelas dik?

Murid : Kalau di kelas dikasih lembar kerja mbak. Kadang disuruh praktek bicara berpasangan atau ke depan individu. Kalo listening didengerin rekaman mbak kita juga disuruh ngisi teks yang ada kata yang hilang mbak.

Dian : ada kesulitan tidak dik dalam pelajaran Listening?

Murid : Aku malu mbak kadang kalo dsuruh maju atau jawab pertanyaan. Kosakataku terbatas banyak gak bisanya mbak.

Student Interview

Nama: Firdaus

Kelas: XI IPA 2

Dian : menurut kamu seberapa penting pelajaran Bahasa Inggris khususnya Speaking?

Murid : bahasa Inggris kalo gak bisa speaking ya susah mbak , aku di rumah juga les mbak biar bisa komunikasi pake bahasa Inggris . jadi itu speaking penting mbak . Apalagi kalo ketemu orang asing biar bisa ngobrol

Dian : bagaimana pengajaran bahasa inggris di kelas dik?

Murid : banyak praktek mbak , kelompokan ntar maju ke depan mbak, sama membaca berulang ulang mbk biasanya kita dijelasin dulu mbak sama bu Yuyun. Habis itu dikasih lembar kerja buat diisi kita didengerin rekaman. Trus dibahas mbak sama Bu Yuyun. Kita tanya jawab.

Dian : ada kesulitan tidak dik dalam pelajaran Listening?

Murid : aku kosakata mbak sering salah denger mbak , kalo lagi ditanya takut salah juga mbak , bahasa inggris saya masih belum bisa

Student Interview

Nama: Mardiyasari

Kelas: XI IPA 2

Dian : menurut kamu seberapa penting pelajaran Bahasa Inggris khususnya Speaking?

Murid : penting banget mbak kalo mw kerja atau lanjut kuliah ke luar negri pakai syarat tes bahasa Inggris mbak.

Dian : bagaimana pengajaran bahasa inggris di kelas dik?

Murid : kalo bu Yuyun dijelasin dulu mbak ntar dikasih teks rumpang mbak kita disuruh ngisi.

Dian : ada kesulitan tidak dik dalam pelajaran Listening?

Murid : aku kosakata mbak sering salah denger mbak. Gak tahu artinya juga mbak.

The First Meeting

Time : At 07.00 – 08.30
Place : Classroom IPA 3
Teacher : Mr. Taufiq Hidayat
Subject : Teacher's and student's activities
Object : Missing word in the teaching
Topic : Telling Funnies Stories

The Teaching Listening Activities:

a. Engage

At the 07.00 – 07.10

The bell rang, the English class started. The students came into the class and so did the teacher (Mr. Taufiq) and the writer. Afterwards Mr. Taufiq tell to the students that day they have the listening class so the students move on the listening library. After all students were ready in the laboratory and they sat on their careers, the teacher led the class to pray. The he greeted and the students responded it. After that the teacher checked the students' attendance by calling students' name. The teachers also introduced the researcher to all the students, moreover the opening is only for five minutes. The material in this meeting was telling funny stories. After opening, the teacher began the lessons by doing engage for them. The teacher asked some students did they have experience about a funny thing and the students responded. Then, the teacher asked some students to retell their funny experience. After that, the teacher explained that they will listen to some funny stories that they must pay attention to the story, so they can the story. In conducting the engage teacher needs for fifteen minutes.

b. Study

At 07.20 – 08.00

The teacher played the story in the cassette two times. While the students listen to the story in cassette they ordered to filling the missing words in their book. The students were look very enthusiastic in doing the task. They really pay attention to the story to fill the gap missed. After the cassette was over the teacher asked the students to complete and check the missing word. There were some students who had not finished yet in filling the gap, so the teacher played the cassette once. After this, the teacher explained the students that they are listening for a kind od spoof. Then, teacher explained for the detail

about spoof, what spoof is, how identify the language features of a spoof, and identify the generic structure of spoof.

c. Activity

At 08.00 – 08.30

After the teacher explained the material, the students were ordered to answer the missing word. The teacher instructed the students to press the call – button in their carrel if they wanted to answer. The students were very enthusiastic to try for answering the words that had been missed. When the students were doing mistakes in answering, the teacher gave an opportunity to the other students. After all sentences were completed the teachers ordered the students to retell the story by their own words. The bell rang and teacher closed the meeting. The time of this meeting was 90 minutes and all the time were used effectively to the teacher. The result of the task and activity were good. Commonly the students can complete the words in the blank spaces, therefore there were some students doing mistakes in filling the gap. In the retelling task students can retell with their own words and with their own style.

The Second Meeting

Time : At 07.00 – 08.30
Place : Listening Laboratory
Teacher : Mr. Taufiq Hidayat
Object : Missing word in teaching listening
Topic : Listening Songs

a. Engage

The ball rang, the students came to the listening laboratory and so did the teacher and the writer. After the students were ready in the laboratory the teacher led the class to pray and he greeted them. After that, the teacher checked the students attendance by calling the students name. The teacher began the lesson. The material today is about Listen to the songs. Firstly, the teacher asked the students that they must ever listen to the record. The teacher the shared the worksheet to the students. They must listen carefully and pay attention to the songs.

b. Study

At 07.15 – 07.45

The teacher played the cassette two times. The students ordered to complete the missing word with the words provided. After finishing playing the cassette the teacher made sure that all students were complete the missing word. Then, the teacher ordered them to find difficult words and to find the meaning in the dictionary. After that, teacher explained about songs items.

c. Activate

At 07.45 – 08.30

After the teacher explained the material, the students were ordered to answer the missing word. The teacher instructed the students to press the call – button if they want to answer. The students were very enthusiastic to try for answering the words that have been missed. When the students going some mistakes in answering, the teacher gave an opportunity to the other students. After the sentences were completed the teachers ordered the students to retell the importance of the songs. They were very enthusiastic in doing the task. After the students activities are over, the ball rang and the teacher closed the meeting.

The Third Meeting

Time : 07.00 – 08.30
Place : Classroom IPA 3
Teacher : Mr. Taufiq Hidayat
Subject : Teacher's and student's activity
Object : Missing word in teaching listening
Topic : Telling Stories

a. Engage

At the 07.00 – 07.10

The bell rang, the English class started. Mr Taufiq came to the classroom. Afterwards Mr. Taufiq tell to the students that day they have the listening class so the students move on the listening library. After all students were ready in the laboratory and they sat on their careers, the teacher led the class to pray. The he greeted and the students responded it. After that the teacher checked the students' attendance by calling students' name. Moreover the opening is only for five minutes. The material in this meeting was Telling Funny Stories. After opening, the teacher began the lessons by doing engage

for them. The teacher asked some students did they have experience about a funny thing and the students responded. Then, the teacher asked some students to retell their funny experience. After that, the teacher explained that they will listen to some funny stories that they must pay attention to the story, so they can the story. In conducting the engage teacher needs for fifteen minutes. The teacher shared worksheet with the missing word to the students.

b. Study

At the 07.20 – 08.00

The teacher played the story in the cassette two times. While the students listen to the story in cassette they ordered to filling the missing words in their book. The students were look very enthusiastic in doing the task. They really pay attention to the story to fill the gap missed. After the cassette was over the teacher asked the students to complete and check the missing word. There were some students who had not finished yet in filling the gap, so the teacher played the cassette once. After this, the teacher explained the students that they are listening for a kind od spoof. Then, teacher explained for the detail about spoof, what spoof is, how identify the language features of a spoof, and identify the generic structure of spoof.

c. Activity

At the 08.00 – 08.30

After the teacher explained the material, the students were ordered to answer the missing word. The teacher instructed the students to press the call – button in their carrel if they wanted to answer. The students were very enthusiastic to try for answering the words that had been missed. When the students were doing mistakes in answering, the teacher gave an opportunity to the other students. After all sentences were completed the teachers ordered the students to retell the story by their own words. The bell rang and teacher closed the meeting. The time of this meeting was 90 minutes and all the time were used effectively to the teacher. The result of the task and activity were good. Commonly the students can complete the words in the blank spaces, therefore there were some students doing mistakes in filling the gap. Here are the worksheets of the students.

The Fourth Meeting

Time : At 07.00 – 08.30
Place : Classroom IPA 2
Teacher : Mrs. Yuyun
Subject : Teacher's and student's activity
Object : Missing word in teaching listening
Topic : Letter

a. Engage

At the 07.00 – 07.10

The bell rang, the English class started. The students came into the class and so did the teacher (Mrs. Yuyun) and the writer. Afterwards Mr. Yuyun led the class to pray. The she greeted and the students responded it. After that the teacher checked the students' attendance by calling students' name. The teacher also introduced the researcher to all the students, moreover the opening is only for five minutes. The material in this meeting about letter. After opening, the teacher began the lessons by doing engage for them. The teacher asked some students did they have experience about a writing letter and the students responded. Then, the teacher gave feedback the meaning of letter. After that, the teacher explained that they various types of letters.

b. Study

At the 07.10 – 08.00

The teacher gave the worksheet to the students and then played the story in the cassette two times. While the students listen to the story in cassette they ordered to filling the missing words in their book. The students were look very enthusiastic in doing the task. They really pay attention to the story to fill the gap missed. After the cassette was over the teacher asked the students to complete and check the missing word. There were some students who had not finished yet in filling the gap, so the teacher played the cassette once. After this, the teacher explained the students. The teacher asked the students to gave same question toward the text. Then, teacher explained for the detail about letter, what spoof is, how identify the language features of a letter, and identify the generic structure of letter.

c. Activity

At the 08.00 – 08.30

After the teacher explained the material, the students were ordered to answer the missing word. The teacher instructed the

students to press the call – button in their carrel if they wanted to answer. The students were very enthusiastic to try for answering the words that had been missed. When the students were doing mistakes in answering, the teacher gave an opportunity to the other students. The bell rang and teacher closed the meeting. The time of this meeting was 90 minutes and all the time were used effectively to the teacher. The result of the task and activity were good. Commonly the students can complete the words in the blank spaces, therefore there were some students doing mistakes in filling the gap. In the retelling task students can retell with their own words and with their own style.

The Fifth Meeting

Time : 07.00 – 08.30
Place : Listening Laboratory
Teacher : Mrs. Yuyun
Subject : Teacher’s and student’s activity
Object : Missing word in teaching listening
Topic : Kind of Text

a. Engage

At 07.00 – 07.20

The bell rang, the students came to the listening laboratory and so did the teacher and the researcher. After the students were ready in the laboratory the teacher led the class to pray and he greeted them. After that, the teacher checked the students attendance by calling the students name. the teacher began the lesson. The material today is about kind of text.. In this unit the students would learned about the stories of past experienced.

b. Study

At the 07.20 – 08.00

The teacher asked the students that they must ever to the record then after that the students did the worksheet that gave by the teacher. Then they discussed it with the teacher. Then the teacher explained the answer and answer the question of the students.

c. Activity

At the 08.00 – 08.30

The teacher played the story once more and the students are ordered to pay attention to the story. After that, the teacher asked the students to find the difficult words and find the meaning in the dictionary. The last part was closing the teacher closed the meeting. Before she

enclosed the meeting, she give the students home work and motivation to study more at home.

The Sixth Meeting

Time : 07.10 – 08.30
Place : Listening Laboratory
Teacher : Mr.s Yuyun
Subject : Teacher's and Studen's activity
Object : Missing word in teaching listening
Topic : How To Make a Chocolate

a. Engage

At the 07.00 – 07.10

The bell rang, the English class started. Mrs Yuyun came to the listening laboratory. they sat on their careers, the teacher led the class to pray. The she greeted and the students responded it. After that the teacher checked the students' attendance by calling students' name. Moreover the opening is only for five minutes. The material in this meeting a How To Make a Chocolato. After opening, the teacher began the lessons by doing engage for them. The teacher asked some students did they have experience about the material and the students responded. Then, the teacher asked some students to retell their funny experience. After that, the teacher explained that they will listen to some stories that they must pay attention to the story, so they can the story. In conducting the engage teacher needs for fifteen minutes. The teacher shared worksheet with the missing word to the students.

b. Study

At the 07.20 – 08.00

The teacher played the story in the cassette two times. While the students listen to the story in cassette they ordered to filling the missing words in their book. The students were look very enthusiastic in doing the task. They really pay attention to the story to fill the gap missed. After the cassette was over the teacher asked the students to complete and check the missing word.

c. Activity

At the 08.00 – 08.30

After the teacher explained the material, the students were ordered to answer the missing word. The teacher instructed the students to press the call – button in their carrel if they wanted to answer. The students were very enthusiastic to try for answering the words that had been missed. When the students were doing mistakes in

answering, the teacher gave an opportunity to the other students. The bell rang and teacher closed the meeting. The time of this meeting was 90 minutes and all the time were used effectively to the teacher. The result of the task and activity were good. Commonly the students can complete the words in the blank spaces, therefore there were some students doing mistakes in filling the gap. Here are the worksheets of the students.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MAN 1 Boyolali
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / 2
Alokasi Waktu : 2 x 45 menit (1x pertemuan)
Topik Pembelajaran : *Teks monolog narrative*
Pertemuan Ke :

A. Standar Kompetensi

Mendengarkan

8. Memahami makna dalam teks fungsional pendek dan monolog berbentuk narrative, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari.

Menulis

10. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk narrative, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

- 8.2. Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative, spoof, dan hortatory exposition.
- 10.2 Mengungkap-kan makna dalam esei dengan mengguna-kan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative, spoof, dan hortatory exposition.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
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<ul style="list-style-type: none"> • Merespon wacana monolog: narrative • Melakukan monolog berbentuk : narrative 	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri
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Kewirausahaan/ Ekonomi Kreatif :

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan)

D. Tujuan Pembelajaran

Pada akhir pembelajaran:

- Siswa dapat merespon wacana monolog: *narrative*
- Siswa dapat melakukan monolog *berbentuk narrative*

E. Materi Pokok

Teks monolog *narrative*

Today, I'd like to tell you a legend from South Sea, Central Java. The title is The Stone Flower or Bunga Batu. Well, listen carefully. A long long time ago the people of Wanakerta Kingdom were very worried because the Queen Dewi Kalasekti had suffered from a strange illness for a long time. Doctors and shamans were ordered to

I've been waiting for you for a long time. "But ... but..... I have to get the stone flower for my queens, princess. She is terribly ill. " said Arungbinang. "Don't worry. You'll recover soon and I'll show you the way to get the flower." So to cut a long story, Tumenggung Arungbinang managed to get the stone flower with the help of Dewi Tisnawati. Do you know what the stone flower was ? The stone flower was actually the swallow's nest. It was made of the bird's saliva when it was sleeping. The nest was stuck on the cave wall of Karangbolong hill. " Would you come back to me and marry me after you have finished your task ? " pleaded Dewi Tisnawati. " Yes, you have my word, Dewi." replied Tumenggung Arungbinang. Arungbinang took the flower to the queen and the stone flower was made into soup and given to the queen. Day by day, the queen was getting healthier and healthier. The queen was touched by Arungbinang's story and gave her blessing for Arungbinang to marry Dewi Tisnawati. So in the end, Tumenggung Arungbinang and Dewi Tisnawati married and lived at Karangbolong hill.

F. Metode Pembelajaran/Teknik:

Three – phase technique

- Pre listening
- Whilst listening
- Post Listening

G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
<ul style="list-style-type: none">▪ Bertanya jawab tentang isi cerita (karakter, setting, plot) yang sudah dibaca, ditonton, dan/atau didengar.▪ Membahas nilai-nilai yang terkandung dalam cerita, sikap dan perilaku para tokoh.▪ Membahas unsur dan langkah retorika dalam teks naratif.▪ Membahas ciri-ciri leksikogramatika.▪ Nonton film▪ Mendengarkan cerita (secara langsung atau dengan media elektronik).▪ Membacakan cerita kepada kelompok atau kelas (monolog).▪ Menceritakan kembali cerita kepada kelompok atau kelas (monolog).▪ Membahas kesulitan yang dihadapi siswa dalam melakukan kegiatan terstruktur dan mandiri.	<ul style="list-style-type: none">▪ Dengan kelompok belajarnya, siswa diberi tugas untuk melakukan hal-hal berikut, dan melaporkan setiap kegiatan kepada guru, a.l. tentang tempat, siapa saja yang datang, kesulitan yang dihadapi.▪ Bertanya jawab tentang isi cerita (karakter, setting, plot) yang sudah dibaca, ditonton, dan/atau didengar dengan kelompok belajarnya▪ Membahas nilai-nilai yang terkandung dalam cerita, sikap dan perilaku para tokoh.▪ Membahas unsur dan langkah retorika dalam teks naratif.▪ Membahas ciri-ciri leksikogramatika.▪ Nonton film.▪ Mendengarkan cerita (secara langsung atau dengan media elektronik).▪ Membacakan cerita kepada kelompok (monolog).	<ul style="list-style-type: none">▪ Siswa melakukan berbagai kegiatan terkait dengan wacana berbentuk naratif di luar tugas tatap muka dan terstruktur yang diberikan guru.▪ Siswa mengumpulkan setiap hasil kerja dalam portofolio, dan melaporkan hal-hal yang sudah diperoleh serta kesulitan yang dihadapi secara rutin kepada guru.

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi Tesk narrative.
- Mendiskusikan materi bersama siswa (Buku : Bahan Ajar Bahasa Inggris mengenai Tesk narrative.
- Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai Tesk narrative.
- Siswa diminta membahas contoh soal dalam Buku : Bahan Ajar Bahasa Inggris mengenai Tesk narrative.

Elaborasi

Dalam kegiatan elaborasi guru:

- Membiasakan siswa membuat kalimat Tesk narrative.
- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.

- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi Tesk narrative.

Kegiatan Akhir (10')

- Siswa diminta membuat rangkuman dari materi mengenai Tesk narrative.
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi Tesk narrative.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumber/Bahan/Alat

- Buku Look Ahead 2
- Transkrip percakapan atau rekaman percakapan/ kaset
- Gambar yang relevan
- Script monolog berbentuk banner, poster atau pamflet

I. Penilaian

I. Indikator, Teknik, Bentuk, dan Contoh.

No.	Indikator	Teknik	Bentuk	Contoh
1.	Memahami isi teks narrative yang didengar	Tes tulis	Missing word	Listen to the monolog and fill the blank.

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II. Instrumen Penilaian

1,2,3,4,5,6,7,8,9,10	Isi benar	10
	Tidak menjawab	0

Jumlah skor maksimal = $10 \times 10 = 100$

Penilaian : Jumlah skor perolehan : skor maksimal x 100

Mengetahui

....,

Kepala Sekolah

.....

**Guru Mata
Pelajaran**

NIP.

NIP.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MAN 1 Boyolali
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / 2
Alokasi Waktu : 2 x 45 menit (1x pertemuan)
Topik Pembelajaran : Teks berbentuk *Narrative*
Pertemuan Ke :

A. Standar Kompetensi

Mendengarkan

8. Memahami makna dalam teks fungsional pendek dan monolog berbentuk narrative, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari.

Menulis

10. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk narrative, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

- 8.2. Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative, spoof, dan hortatory exposition.
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Kewirausahaan/ Ekonomi Kreatif :

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan)

D. Tujuan Pembelajaran

Pada akhir pembelajaran:

- Siswa dapat merespon wacana monolog: *narrative*
- Siswa dapat melakukan monolog *berbentuk narrative*

E. Materi Pokok

Teks narrative

Today, I'd like to tell you a legend from South Sea, Central Java. The title is The Stone Flower or Bunga Batu. Well, listen carefully. A long long time ago the people of Wanakerta Kingdom were very worried because the Queen Dewi Kalasekti had suffered from a strange illness for a long time. Doctors and shamans were ordered to cure the Queen, but the queen was not healed. Meanwhile, the high priest of the kingdom was praying to God, when he heard a voice echoing, "The queen can be cured by the stone flower. This flower has no leaves or stem. It is white. It grows on a stone hill in the same direction of the sunset." Well, the queen ordered Tumenggung Arungbinang to search for the flower. Tumenggung Arungbinang was a brave, honest and loyal nobleman. It so happened then, Tumenggung Arungbinang followed the direction of the sunset. Finally he arrived at a steep hill slope near the South Sea. What happened then? He climbed up the hill. But Alas! As he was climbing up the hill, he slipped and he slid down, he rolled over and fell down unconsciously. Well, slowly, he woke up and you know what? He saw a beautiful princess treating his wound gently. Then she fed him with some hot soup. "Who are you really, princess?" asked Tumenggung Arungbinang. "I am Dewi Tisnawati, the guardian fairy who guard the stone flower garden." said Dewi Tisnawati gently. "It's God's will that the first man who comes here will be my husband to-be.

I've been waiting for you for a long time. "But ... but.... I have to get the stone flower for my queens, princess. She is terribly ill. " said Arungbinang. "Don't worry. You'll recover soon and I'll show you the way to get the flower." So to cut a long story, Tumenggung Arungbinang managed to get the stone flower with the help of Dewi Tisnawati. Do you know what the stone flower was ? The stone flower was actually the swallow's nest. It was made of the bird's saliva when it was sleeping. The nest was stuck on the cave wall of Karangbolong hill. "Would you come back to me and marry me after you have finished your task ? " pleaded Dewi Tisnawati. "Yes, you have my word, Dewi." replied Tumenggung Arungbinang. Arungbinang took the flower to the queen and the stone flower was made into soup and given to the queen. Day by day, the queen was getting healthier and healthier. The queen was touched by Arungbinang's story and gave her blessing for Arungbinang to marry Dewi Tisnawati. So in the end, Tumenggung Arungbinang and Dewi Tisnawati married and lived at Karangbolong hill.

F. Metode Pembelajaran/Teknik:

Three – phase technique

- Pre listening
- Whilst listening
- Post Listening

G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
<ul style="list-style-type: none"> ▪ Bertanya jawab tentang isi cerita (karakter, setting, plot) yang sudah dibaca, ditonton, dan/atau didengar. ▪ Membahas nilai-nilai yang terkandung dalam cerita, sikap dan perilaku para tokoh. ▪ Membahas unsur dan langkah retorika dalam teks naratif. ▪ Membahas ciri-ciri 	<ul style="list-style-type: none"> ▪ Dengan kelompok belajarnya, siswa diberi tugas untuk melakukan hal-hal berikut, dan melaporkan setiap kegiatan kepada guru, a.l. tentang tempat, siapa saja yang datang, kesulitan yang dihadapi. ▪ Bertanya jawab tentang isi cerita (karakter, setting, plot) yang sudah dibaca, ditonton, dan/atau didengar dengan kelompok 	<ul style="list-style-type: none"> ▪ Siswa melakukan berbagai kegiatan terkait dengan wacana berbentuk naratif di luar tugas tatap muka dan terstruktur yang diberikan guru. ▪ Siswa mengumpulkan setiap hasil kerja dalam portofolio, dan melaporkan hal-hal yang sudah diperoleh serta kesulitan yang dihadapi

<p>leksikogramatika.</p> <ul style="list-style-type: none"> ▪ Nonton film ▪ Mendengarkan cerita (secara langsung atau dengan media elektronik). ▪ Membacakan cerita kepada kelompok atau kelas (monolog). ▪ Menceritakan kembali cerita kepada kelompok atau kelas (monolog). ▪ Membahas kesulitan yang dihadapi siswa dalam melakukan kegiatan terstruktur dan mandiri. 	<p>belajarnya</p> <ul style="list-style-type: none"> ▪ Membahas nilai-nilai yang terkandung dalam cerita, sikap dan perilaku para tokoh. ▪ Membahas unsur dan langkah retorika dalam teks naratif. ▪ Membahas ciri-ciri leksikogramatika. ▪ Nonton film. ▪ Mendengarkan cerita (secara langsung atau dengan media elektronik). ▪ Membacakan cerita kepada kelompok (monolog). 	<p>secara rutin kepada guru.</p>
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Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- a. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
- b. Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)
- c. Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- d. Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- e. Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi Tesk narrative.
- Mendiskusikan materi bersama siswa (Buku : Bahan Ajar Bahasa Inggris mengenai Tesk narrative.
- Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai Tesk narrative.

- Siswa diminta membahas contoh soal dalam Buku : Bahan Ajar Bahasa Inggris mengenai Tesk narrative.

Elaborasi

Dalam kegiatan elaborasi guru:

- Membiasakan siswa membuat kalimat Tesk narrative.
- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi Tesk narrative.

Kegiatan Akhir (10')

- Siswa diminta membuat rangkuman dari materi mengenai Tesk narrative.
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi Tesk narrative.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumber/Bahan/Alat

- Buku Look Ahead 2
- Transkrip percakapan atau rekaman percakapan/ kaset
- Gambar yang relevan
- Script monolog berbentuk banner, poster atau pamflet

I. Penilaian

I. Indikator, Teknik, Bentuk, dan Contoh.

No.	Indikator	Teknik	Bentuk	Contoh
1.	Memahami isi teks narrative yang didengar	Tes tulis	Missing word	Listen to the monolog and fill in the blank

II. Instrumen Penilaian

No	Uraian	Skor
1,2,3,4,5,6,7,8,9,10	Isi benar	10
	Tidak menjawab	0

Jumlah skor maksimal = $10 \times 10 = 100$

Penilaian : Jumlah skor perolehan : skor maksimal x 100

Mengetahui

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Guru Mata Pelajaran

NIP.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MAN 1 Boyolali
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / 2
Alokasi Waktu : 2 x 45 menit (1x pertemuan)
Topik Pembelajaran : Teks monolog berbentuk *Spoof*
Pertemuan Ke :

A. Standar Kompetensi

Memahami makna dalam teks fungsional pendek dan monolog berbentuk narrative, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari.

Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk narrative, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar

Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative, spoof, dan hortatory exposition.

Mengungkap-kan makna dalam esei dengan mengguna-kan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative, spoof, dan hortatory exposition

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
<ul style="list-style-type: none">▪ Merespon wacana monolog: spoof▪ Melakukan monolog berbentuk : spoof	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan)
-

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Merespon wacana monolog: spoof
- Melakukan monolog berbentuk : spoof

E. Materi Pokok

Wacana monolog berbentuk *spoof*, contohnya;

Okay students. Listen to me. I have a good story. The story is about a boy named Michael. He was ten years old. He was not a very good pupil. Why? Because he didn't like doing his homework. What did he like then ?Oh, he liked playing in his leisure time. He liked football very much. Do you know why he didn't like doing his homework? Because he always made a lot of mistakes when he did it.

Well, one day, his mathematics teacher looked at Michael's homework and found that all his homework was correct. Wow, that's a good job! Of course students, the teacher was very pleased and surprised. So, he called Michael to his office and said to him, Michael, you've got all your homework right this time. You're doing great. Well done, Michael. Did your father help you?

F.

Three – phase technique

- Pre listening
- Whilst listening
- Post Listening

G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
<ul style="list-style-type: none"> ▪ Bertanya jawab tentang isi cerita (karakter, setting, plot) yang sudah dibaca, ditonton, dan/atau didengar. ▪ Membahas nilai-nilai yang terkandung dalam cerita, sikap dan perilaku para tokoh. ▪ Membahas unsur dan langkah retorika dalam teks naratif. ▪ Membahas ciri-ciri leksikogramatika. ▪ Nonton film ▪ Mendengarkan cerita (secara langsung atau dengan media elektronik). ▪ Membacakan cerita kepada kelompok atau kelas (monolog). ▪ Menceritakan kembali cerita kepada kelompok atau kelas (monolog). ▪ Membahas kesulitan yang dihadapi siswa dalam melakukan kegiatan terstruktur dan mandiri. 	<ul style="list-style-type: none"> ▪ Dengan kelompok belajarnya, siswa diberi tugas untuk melakukan hal-hal berikut, dan melaporkan setiap kegiatan kepada guru, a.l. tentang tempat, siapa saja yang datang, kesulitan yang dihadapi. ▪ Bertanya jawab tentang isi cerita (karakter, setting, plot) yang sudah dibaca, ditonton, dan/atau didengar dengan kelompok belajarnya ▪ Membahas nilai-nilai yang terkandung dalam cerita, sikap dan perilaku para tokoh. ▪ Membahas unsur dan langkah retorika dalam teks naratif. ▪ Membahas ciri-ciri leksikogramatika. ▪ Nonton film. ▪ Mendengarkan cerita (secara langsung atau dengan media elektronik). ▪ Membacakan cerita kepada kelompok (monolog). 	<ul style="list-style-type: none"> ▪ Siswa melakukan berbagai kegiatan terkait dengan wacana berbentuk naratif di luar tugas tatap muka dan terstruktur yang diberikan guru. ▪ Siswa mengumpulkan setiap hasil kerja dalam portofolio, dan melaporkan hal-hal yang sudah diperoleh serta kesulitan yang dihadapi secara rutin kepada guru.

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter

- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi wacana monolog berbentuk *spoof*.
- Mendiskusikan materi bersama siswa (Buku : Bahan Ajar Bahasa Inggris mengenai wacana monolog berbentuk *spoof*).
- Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai wacana monolog berbentuk *spoof*.
- Siswa diminta membahas contoh soal dalam Buku : Bahan Ajar Bahasa Inggris mengenai wacana monolog berbentuk *spoof*.

Elaborasi

Dalam kegiatan elaborasi guru:

- Membiasakan siswa membuat kalimat wacana monolog berbentuk *spoof*.
- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi wacana monolog berbentuk *spoof*.

Kegiatan Akhir (10')

- Siswa diminta membuat rangkuman dari materi mengenai wacana monolog berbentuk *spoof*.
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi wacana monolog berbentuk *spoof*.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumber/Bahan/Alat

- Buku Look Ahead 2
- Transkrip percakapan atau rekaman percakapan/ kaset
- Gambar yang relevan
- Script monolog berbentuk banner, poster atau pamflet

I. Penilaian

I. Indikator, Teknik, Bentuk, dan Contoh.

No.	Indikator	Teknik	Bentuk	Contoh
1.	Memahami isi teks wacana monolog berbentuk <i>spoof</i>	Tes Tertulis	Essay	Listen to the monolog and choose the best answer

II. Instrumen Penilaian

No	Uraian	Skor
1,2,3,4,5,6,7,8,9,10	Isi benar	10
	Tidak menjawab	0

Jumlah skor maksimal = $10 \times 10 = 100$

Penilaian : $\frac{\text{Jumlah skor perolehan}}{\text{skor maksimal}} \times 100$

Mengetahui

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**Guru Mata
Pelajaran**

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SILABUS MAN 1 Boyolali

Mata Pelajaran : BAHASA INGGRIS-WAJIB

Kelas : XI

Kompetensi Inti :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
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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>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>3.1 Menganalisis</p>	<p>Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya</p> <p><i>Fungsi Sosial</i></p> <ul style="list-style-type: none"> • Menjaga hubungan interpersonal dengan guru, teman, dan orang lain • Terbiasa menggunakan ungkapan memberi saran dan tawaran dan meresponnya 	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menyimak/mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli. • Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan. • Siswa belajar mengambil giliran dalam melakukan tindak komunikasi <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru, siswa mempertanyakan: <ul style="list-style-type: none"> - Fungsi sosial - Ungkapan yang digunakan untuk memberi saran dan tawaran - Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya. 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya • Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi • Kesesuaian format penulisan/penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> • Bermain 	<p>2 x 2jp</p>	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya</p> <p>4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi</p>	<p><i>Ungkapan</i></p> <p>Saran dan tawaran:</p> <p><i>Why don't you...</i></p> <p><i>What about ...?</i></p> <p><i>You should ...</i></p> <p><i>You can</i></p> <p><i>Do you need?</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Ucapan, tekanan kata, intonasi,</p> <p>(2) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladana</p>	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan tawaran dan meresponnya Siswa berlatih menggunakan ungkapan tersebut Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokkannya berdasarkan penggunaan. Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya. 	<p>peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang memberi saran dan tawaran dan responnya .</p> <ul style="list-style-type: none"> Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan tawaran serta responnya <p>Pengamatan (observations)</p> <p>:</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul kesempatan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	n tentang perilaku peduli, kerjasama, dan proaktif	<ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa bermain peran memberi saran dan tawaran serta responnya • Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas, dalam bentuk percakapan/simulasi dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks. • Siswa membuat 'learning journal' 	<p>n.</p> <ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi 		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa	Teks lisan dan tulis untuk menyatakan pendapat	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi social 	2 x 2 JP	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/ majala

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>Inggris sebagai bahasa pengantar komunikasi Internasional</p> <p>2.2. Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<p>dan pikiran serta responnya</p> <p><i>Fungsi Sosial</i></p> <ul style="list-style-type: none"> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain <p><i>Ungkapan</i></p> <p>menyatakan pendapat/pikiran</p> <p><i>I think ...</i></p> <p><i>I suppose..</i></p> <p><i>In my opinion ...</i></p> <p><i>Unsur Kebahas</i></p>	<p>serta responnya</p> <ul style="list-style-type: none"> Siswa mengikuti interaksi menyatakan pendapat dan pikiran Siswa menirukan model interaksi menyatakan pendapat dan pikiran Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. <p>Mengeksplorasi</p> <p>Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain</p>	<p>ungkapan menyatakan pendapat dan pikiran</p> <ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan pendapat dan pikiran Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan 		<p>h berbahasa Inggris</p> <ul style="list-style-type: none"> Sumber dari internet: <ul style="list-style-type: none"> - www.dailynenglish.com - http://americanenglish.state.gov/files/assessment_resource_files - http://earnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>an pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar</p>	<p><i>aan</i></p> <p>Ucapan, tekanan kata, intonasi</p>	<p>yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (<i>learning journal</i>). 	<p>pertanyaan tentang ungkapan menyatakan pendapat dan pikiran.</p> <ul style="list-style-type: none"> • Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyatakan pendapat dan pikiran serta responnya <p>Pengamatan (observations) :</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan pendapat atau pikiran ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dan sesuai konteks.			<p>an di setiap tahapan.</p> <ul style="list-style-type: none"> • Kesantunan dan kepedulian dalam melaksanakan komunikasi • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi 		
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional	<p>Teks lisan dan tulis untuk menyatakan harapan dan doa serta responnya</p> <p><i>Fungsi sosial:</i> Menjaga hubungan interpersonal</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan/menonton interaksi ungkapan harapan dan doa • Siswa mengikuti interaksi harapan dan doa • Siswa menirukan model interaksi harapan dan doa • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi social ungkapan menyatakan harapan dan doa • Tingkat kelengkapan dan keruntutan struktur teks ungkapan 	2 x 2 JP	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.d

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>nal</p> <p>2.1.Mengembangkan perilaku santun dan peduli dalam melaksanakan akan komunikasi antar pribadi dengan guru dan teman.</p> <p>3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (<i>extended</i>), sesuai dengan konteks penggunaannya</p> <p>4.3 Menyusun</p>	<p>nal dengan guru, teman, dan orang lain</p> <p><i>Ungkapan:</i> harapan dan doa</p> <p>- <i>I hope</i></p> <p>- <i>I wish you all the best. Thank you.</i></p> <p><i>Unsur kebahasaan</i> :</p> <p>Ucapan, tekanan kata, intonasi</p>	<p>interaksi harapan dan doa. (fungsi sosial, struktur teks, dan unsur kebahasaan).</p> <p>Mempertanyakan (questioning)</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar harapan dan doa dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menyatakan harapan dan doa dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan harapan dan doa yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam 	<p>menyatakan harapan dan doa bersayap</p> <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan harapan dan doa bersayap Ketepatan dan kesesuaian 		<p>ailyn.glish.com</p> <p>- http://americanenglish.state.gov/files/assessment_files</p> <p>- http://learnenglish.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>teks lisan dan tulis untuk menyatakan dan merespon ungkapan harapan dan doa, bersayap (<i>extended</i>) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</p>		<p>bahasa Inggris dan dalam bahasa siswa.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan harapan dan doa dalam bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan penggunaan ungkapan harapan dan doa dalam bahasa Inggris dalam jurnal belajar (<i>learning journal</i>). 	<p>menggunakan struktur dan unsur kebahasaan dalam menyatakan harapan dan doa serta responnya.</p> <p>Pengamatan (observations) :</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk menyatakan harapan dan doa ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</p>	<p>Teks khusus, lisan dan tulis, berbentuk undangan resmi sederhana</p> <p><i>Fungsi Sosial</i></p> <p>Menjagah hubungan transaksional dengan orang lain</p> <p><i>Struktur</i></p> <p><i>Salutation</i></p> <p>- <i>Will/ Could you come with me to the exhibition?</i></p> <p>- <i>Is it possible for you to attend my birthday party?</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan berbagai ungkapan yang digunakan guru dalam mengundang secara resmi dari berbagai sumber (a.l. media massa, internet). Siswa berlatih menentukan gagasan utama, dan informasi rinci Siswa membacakan contoh-contoh teks mengundang tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. Siswa menyalin contoh-contoh teks undangan resmi sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan tujuan; struktur dan kebahasaan yang digunakan dalam mengundang secara 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan <i>role-play</i> (bermain peran) mengundang secara resmi Ketepatan dan kesesuaian menggunakan 	<p>3 x 2 JP</p>	<ul style="list-style-type: none"> Berbagai undangan dalam bahasa Inggris CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://earnenglish.b

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.4 fungsional</p> <p>Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya</p> <p>4.4 Menangkap makna teks undangan resmi.</p> <p>4.5 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur</p>	<p><i>Closing</i></p> <p>Unsur kebahasaan:</p> <p>(1) Kata dan tata bahasa baku</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(4) Layout</p> <p>(5) Rujukan kata</p>	<p>resmi.</p> <ul style="list-style-type: none"> Siswa memperoleh pengetahuan tambahan tentang tujuan, struktur teks, dan unsur kebahasaan dalam mengundang secara resmi. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri dan dalam kelompok mencari contoh undangan yang lain dari berbagai sumber Siswa <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis berbagai macam undangan terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. Secara berkelompok siswa mendiskusikan ungkapan yang mereka temukan dari sumber lain. Siswa menyunting undangan yang diambil dari berbagai sumber Siswa memperoleh 	<p>n struktur dan unsur kebahasaan dalam menyampaikan undangan secara resmi</p> <p>Pengamatan (observations)</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Ketepatan 		<p>britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>		<p>balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa melengkapi teks undangan resmi dan menyampaikannya di depan guru dan teman untuk mendapat <i>feedback</i>. • Siswa berkreasi dalam membuat kliping undangan resmi • Siswa menyunting undang yang diambil dari berbagai sumber • Dengan menggunakan multimedia, siswa membuat kartu undangan • Siswa memperoleh penguatan dari guru dan teman sejawat 	<p>dan kesesuaian dalam menyampaikan dan menulis teks berisi undangan resmi</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. • Kumpulan karya siswa yang mendukung proses penulisan teks undangan resmi berupa: draft, revisi, editing sampai hasil terbaik untuk 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>dipublikasi</p> <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1</p> <p>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3.</p>	<p>Surat pribadi sederhana</p> <p>Fungsi Sosial</p> <p>Menjalin hubungan dengan bertegur sapa dan memberi kabar pribadi kepada teman secara tertulis</p> <p>Memberi informasi kepada teman</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan berbagai surat pribadi yang digunakan guru dari berbagai sumber (a.l. media massa, internet). Siswa membacakan contoh-contoh surat pribadi tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. Siswa menyalin contoh-contoh tersebut sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. Siswa berlatih menentukan gagasan utama, dan informasi rinci 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial dalam menyampaikan surat pribadi Tingkat kelengkapan dan keruntutan struktur teks surat Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ejaan, dan 	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.5</p> <p>Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya</p> <p>4.7</p> <p>Menangkap makna</p>	<p>Struktur</p> <p>Date</p> <p><i>Salutation:</i> <i>Dear</i></p> <p><i>Opening paragraph:</i> <i>Greetings dan mengabarkan keadaan sekarang dan apa yang sedang dilakukan</i></p> <p><i>Content:</i> Mengabarkan hal yang sudah/ akan terjadi</p> <p><i>Closing:</i> Menutup surat dengan harapan untuk bertemu kembali</p> <p><i>Signature</i></p> <p><i>Unsur kebahasaan :</i></p>	<p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan <ul style="list-style-type: none"> Fungsi Sosial; Struktur Unsur kebahasaan yang digunakan dalam surat pribadi. Siswa mempertanyakan cara menentukan gagasan utama, dan informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri dan dalam kelompok mencari contoh surat pribadi yang lain dari berbagai sumber Siswa berdiskusi menentukan gagasan utama, dan informasi rinci dan informasi tertentu Siswa menyusun paragraph-paragraf pendek menjadi surat pribadi. 	<p>tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian: Pengamatan (observasi)</p> <ul style="list-style-type: none"> Upaya menggunakan Bahasa Inggris dalam menulis surat pribadi Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Ketepatan dan 		<p>iles/ae/resour ce files</p> <p>- http://earnenglish.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>teks surat pribadi.</p> <p>4.8</p> <p>Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Kata dan tata bahasa baku • Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. • Ucapan, tekanan kata, intonasi, ketika mempres entasikan secara lisan • Rujukan kata • simple present, simple past, ejaan, ucapan, intonasi, tekanan kata, tanda baca, dan tulisan tangan yang jelas dan rapi 	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis berbagai macam surat pribadi terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam surat pribadi <p>Komunikasi</p> <ul style="list-style-type: none"> • Siswa melengkapi surat pribadi sederhana dan menyampaikannya di depan guru dan teman untuk mendapat <i>feedback</i>. • Siswa berkreasi dalam menuliskan surat pribadi kepada teman/guru • Siswa memperoleh penguatan dari guru 	<p>kesesuaian menggunakan strategi dalam membaca</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan karya siswa yang mendukung proses penulisan surat pribadi, berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		

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>2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</p>	<p>teks prosedur berbentuk manual dan kiat-kiat (tips) <i>Tujuan komunikasi</i> : menyelesaikan pekerjaan, secara lengkap dan urut. <i>Struktur</i> menyebutkan bahan/bagian dari benda yang dipaparkan secara lengkap, serta daftar langkah yang dilakukan <i>Unsur Kebahasaan</i> <ul style="list-style-type: none"> • simple present </p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa membaca/membacakan/mendengarkan berbagai macam manual dan tip. • Siswa mengamati tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur yang membaca, membacakan, menonton, dan mendengarkan <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru, siswa mempertanyakan tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa berlatih menggunakan kalimat imperative dalam memberikan tip secara lisan dan tulis • Siswa membacakan manual dan tip kepada teman dengan menggunakan unsur kebahasaan yang tepat • Secara individu siswa 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks prosedur • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/penyampaian <p>Pengamatan (observations) Tujuan untuk memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Perilaku tanggung jawab, 	4 x 2 JP	<ul style="list-style-type: none"> • Manual dari berbagai produk • CD/Audio/VCD • Koran/majalah berbahasa Inggris • Sumber dari internet: - www.dailynenglish.com - http://americanenglish.state.gov/files/ae/resources/files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.6 fungsional</p> <p>Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), sesuai dengan konteks penggunaannya.</p> <p>4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (<i>tips</i>).</p> <p>4.10 Menyunting teks</p>	<p>tense</p> <ul style="list-style-type: none"> • imperative, • Nomor yang menyatakan urutan • kata keterangan • ejaan, ucapan, intonasi, tekanan kata, tanda baca, tulisan tangan yang jelas dan rapi. 	<p>menyalin beberapa tips</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan beberapa manual dan tips • Dalam kerja kelompok terbimbing siswa membahas tentang masalah yang dihadapi pada saat membaca, mendengarkan, dan menuliskan manual dan tips dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa mempresentasikan beberapa tips yang disalin dari beberapa sumber • Siswa membuat jurnal belajar (<i>learning journal</i>) 	<p>peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</p> <ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks prosedur berbentuk manual dan tips • Kumpulan karya siswa yang mendukung proses penyuntingan teks prosedur. • Kumpulan hasil tes dan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>			<p>latihan.</p> <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional</p>	<p>Tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya (Passive Voice) <i>Fungsi Sosial</i> menyatakan dan menanyakan</p>	<p>MENGAMATI</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat Passive, dalam berbagai konteks. Siswa mengikuti interaksi tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya selama proses pembelajaran, dengan bimbingan guru. Siswa menirukan contoh-contoh kalimat 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan 	<p>3 x 2 JP</p>	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: - www.dailyenglish.c

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>2.2 Mengembangkan 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</p>	<p>an tentang tindakan/kegiatan/kegiatan/kegiatan tanpa perlu menyebutkan pelakunya</p> <p><i>Struktur Teks</i> Insects are considered dangerous animals. Tsunami is caused by earthquake affecting the seabed.</p> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> Kata kerja be (is/am/are/was/were) dan verb 3rd 	<p>yang menyatakan dan menanyakan struktur Passive</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan kalimat Passive (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>MEMPERTANYAKAN</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai kalimat Passive yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>EKSPERIMEN (Explore)</p> <p>a. Siswa bertanya jawab dengan kalimat Passive dalam bahasa Inggris dalam konteks <i>simulasi</i> dan kegiatan lain yang terstruktur.</p> <p>b. Siswa berusaha menyatakan dan menanyakan dalam bentuk passive dalam bahasa Inggris dalam</p>	<ul style="list-style-type: none"> Kelengkapan dan keruntutan struktur teks Kesesuaian format penulisan/penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observations) :</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi Ketepatan dan kesesuaian dalam menyampaikan 		<p>om</p> <p>- http://americanenglish.state.gov/files/americanenglish/resourcefiles/earnenglish.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>an dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya.</p> <p>4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu</p>	<p>form.</p> <ul style="list-style-type: none"> tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi. <p><i>Topik</i></p> <p>Berbagai hal terkait dengan kejadian/kegiatan/tindakan ilmiah yang tanpa perlu melibatkan pelakunya</p>	<p>proses pembelajaran.</p> <p>MENGASOSIASI</p> <ul style="list-style-type: none"> Siswa membandingkan kalimat passive yang telah dipelajari dengan kalimat aktive. Siswa membandingkan antara kalimat passive dalam bahasa Inggris dengan bahasa ibu atau bahasa Indonesia. <p>KOMUNIKASI</p> <ul style="list-style-type: none"> Siswa bertanya jawab dengan kalimat passive dalam bahasa Inggris, di dalam dan di luar kelas. Siswa berkreasi dengan tulisan ilmiah mereka dengan kalimat passive Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan kalimat passive dalam jurnal belajarnya. 	<p>kan dan menulis teks dalam bentuk passive</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar Kumpulan hasil tes dan latihan. Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>					
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang</p>	<p>Pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang Conditional Sentence <i>Fungsi Sosial</i></p>	<p>MENGAMATI</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat pengandaian, dalam berbagai konteks. Siswa mengikuti interaksi tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang selama proses pembelajaran, dengan bimbingan guru. Siswa menirukan contoh-contoh kalimat 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailynenglish.com

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>diwujudkan dalam semangat belajar</p> <p>2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan</p>	<p>Menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang</p> <p><i>Struktur Teks</i></p> <ul style="list-style-type: none"> - <i>If teenager s eat too much fast food, they can easily become overweight.</i> - <i>If you exercise regularly, you will get the benefit physically and mentally</i> 	<p>yang menyatakan dan menanyakan pengandaian.</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan pengandaian (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>MEMPERTANYAKAN</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pengandaian yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur. • Siswa berusaha menyatakan dan menanyakan tentang 	<p>ejaaan, dan tulisan tangan</p> <ul style="list-style-type: none"> • Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observations)</p> <p>:</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan 		<p>om</p> <ul style="list-style-type: none"> - http://americanenglish.state.gov/files/americanenglish/resource/files/earnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.</p> <p>4.12 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di</p>	<p><i>Unsur Kebahasaan</i></p> <ul style="list-style-type: none"> - If Clauses dalam simple present - Main Clause dengan modals can/ will <p><i>Topik:</i> Berbagai hal terkait dengan mengandaikan keadaan/kejadian/peristiwa di waktu yang akan datang</p>	<p>pengandaian jika terjadi suatu keadaan/ kejadian/ peristiwa di waktu yang akan datang dalam bahasa Inggris selama proses pembelajaran.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan pengandaian yang telah dipelajari dengan ungkapan-ungkapan lainnya. • Siswa membandingkan antara ungkapan pengandaian dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris, di dalam dan di luar kelas. • Siswa berkreasi dengan imajinasi mereka dalam teks pengandaian • Siswa menuliskan permasalahan dalam menggunakan pengandaian dalam bahasa Inggris untuk menyatakan dan menanyakan pengandaian dalam 	<p>menulis teks dalam bentuk <i>pengandaian/ If clause</i></p> <ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar • Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya. 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		jurnal belajarnya.			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam	Teks ilmiah faktual (<i>factual report</i>) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam, <i>Fungsi sosial</i> - Mengamati alam	Mengamati <ul style="list-style-type: none"> Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu Mempertanyakan (questioning) <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa terpancing untuk 	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks ilmiah faktual Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan 	4 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailynenglish.com - http://americ

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (<i>factual report</i>)</p>	<p>- Menuliskan paparan ilmiah mengenai benda, binatang dan gejala/peristiwa alam</p> <p><i>Struktur</i></p> <p>- Klasifikasi Umum tentang binatang/g/ benda yang ditulis, e.g.</p> <p>Slow lorisis a mammal. It is found in ... It is a nocturnal animal. It is very small</p>	<p>mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut.</p> <ul style="list-style-type: none"> Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. <p>Mengeksplorasi</p> <p>Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report. Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang 	<ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations)</p> <p>:</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks ilmiah faktual Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian 		<p>anenglish.state.gov/files/resource/files</p> <p>- http://earneenglish.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI</p> <p>4.13 Menangkap makna dalam teks ilmiah faktual (<i>factual report</i>),</p>	<p>with</p> <ul style="list-style-type: none"> - Penggambaran mengenai bagian, sifat dan tingkah lakunya <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> - Simple Present - Kata kerja yang menggunakan binatang/ benda/ gejala alam - Kata sifat - Berbagai kata benda terkait dengan binatang/ gejala alam yang 	<p>hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok</p> <p>Komunikasi</p> <ul style="list-style-type: none"> • Siswa menyalin teks report yang diduplikasinya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacanya di kelas • Siswa menyampaikan laporan berupa catatan (<i>note taking</i>) dari hasil membaca beberapa teks ilmiah faktual. • Membuat learning journal dalam pembelajaran ini. • Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan 	<p>menggunakan strategi dalam membaca</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.</p>	<p>diamati</p> <ul style="list-style-type: none"> - ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. - Rujukan kata 				
<p>1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat</p>	<p>Teks eksposisi analitis</p> <p><i>Fungsi Sosial</i></p> <p>Menyatakan pendapat tentang topik yang hangat dibicarakan secara</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menyimak berbagai contoh teks eksposisi analisis yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks eksposisi analitis • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, 	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailynenglish.com

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai</p>	<p>bertanggung jawab</p> <p><i>Struktur teks</i></p> <p>a. Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan</p> <p>b. Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung</p> <p>c. Diakhiri dengan kesimpulan</p>	<p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari beberapa text eksposisi analitis dari berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa secara berkelompok menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat 	<p>intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations) :</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks eksposisi 		<p>om</p> <p>- http://americanenglish.state.gov/files/americanenglish/resource/files/earnenglish.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dengan konteks penggunaannya.</p> <p>4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum</p>	<p>an yang menyatakan kembali pendapat terhadap hal tersebut</p> <p><i>Unsur Kebahasaan</i> :</p> <ul style="list-style-type: none"> - Kalimat Simple Present - Conditional Clauses - Modals 	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan • Berkelompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa mempresentasikannya di kelas • Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari 	<p>analitis</p> <ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>teks eksposisi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami.</p> <ul style="list-style-type: none"> Siswa membuat 'learning journal' 	<p>dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab,</p>	<p>Teks biografi pendek dan sederhana tentang tokoh terkenal</p> <p><i>Fungsi Sosial</i></p> <p>Meneladani, membangun, bertindak teratur, teliti dan disiplin, melaporkan</p> <p><i>Struktur</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks biografi yang diberikan/ diperdengarkan guru secara santun dan tanggung jawab. Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati keteladanan dari teks biografi yang dipelajari. Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations)</p>	4 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/america/resource_files/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.15 Menangkap makna</p>	<p>a. Menyebutkan tindakan / peristiwa / kejadian secara umum</p> <p>b. Menyebutkan urutan tindakan / kejadian / peristiwa secara kronologis, dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p><i>Unsur Kebahasaan</i></p> <ul style="list-style-type: none"> - Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/ 	<p>mempertanyakan antara lain perbedaan antar berbagai teks biografi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <ul style="list-style-type: none"> • Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa mencari beberapa text biografi dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa melengkapi rumpang dari beberapa teks biografi sederhana • Siswa secara berkelompok menuliskan /menyalin teks biografi dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan teksbiografit kepada teman dengan 	<p>:</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks biografi • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam 		<p>les</p> <ul style="list-style-type: none"> - http://earne.english.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>teks biografi pendek dan sederhana tentang tokoh terkenal</p>	<p>peristiwa yang sedang banyak dibicarakan.</p> <ul style="list-style-type: none"> - Simple, Continuous, Perfect tense - Penyebutan kata benda - Modal auxiliary verbs 	<p>menggunakan unsur kebahasaan yang tepat</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa menganalisis beberapa teks biografi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menceritakan kembali teks biografi sederhana tentang keteladanan dari tokoh terkenal dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa membuat kliping teks biografi dengan menyalin dan beberapa sumber. • Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks biografi selama 	<p>membaca</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami.</p> <ul style="list-style-type: none"> Siswa membuat 'learning journal' 			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta</p>	<p>Lagu</p> <p><i>Fungsi sosial</i></p> <p>Menghibur, mengungkapkan perasaan, mengajarkan pesan moral</p> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. Ejaan dan tulisan tangan dan cetak yang 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan lagu yang diperdengarkan Siswa menirukan model secara terbimbing. Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan pesan yang disampaikan dari lagu Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa melengkapi rumpang pada lagu tersebut dengan ungkapan yang benar 	<p>Pengamatan (observations)</p> <p>:</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> kesantunan saat melakukan tindakan Perilaku tanggung jawab, peduli, kerjasama dan cinta damai Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan 	2 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ Majalah berbahasa Inggris Buku lagu bahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americaneenglish.state.gov/files/ae/re

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>damai, dalam melaksanakan komunikasi fungsional</p> <p>3.12 Menyebutkan fungsi sosial dan kebahasaan dalam lagu</p> <p>4.16 Menangkap pesan dalam lagu</p>	<p>jelas dan rapi.</p> <ul style="list-style-type: none"> • Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan <p><i>Topik</i></p> <p>Keteladanan tentang perilaku yang menginspirasi.</p>	<p>sesuai dengan model yang dipelajari</p> <ul style="list-style-type: none"> • Siswa membacakan teks lagu dengan pengucapan dan tekanan kata yang tepat • Siswa berdiskusi tentang pesan lagu yang didengar <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar • Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan menyalin • Siswa mengaitkan syair lagu dengan ungkapan yang sudah dipelajari <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa mendemonstrasikan kemahiran mereka menyanyikan lagu tersebut dengan pengucapan dan tekanan kata yang benar. • Siswa melaporkan kumpulan lagu yang sudah dianalisis pesan di 	<ul style="list-style-type: none"> • Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu • kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan • penilaian sejawat, berupa komentar atau cara penilaian lainnya 		<p>source_file_s</p> <p>- http://learn.english.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dalam lagu-lagu tersebut <ul style="list-style-type: none">• Antar siswa melakukan penilaian terhadap kumpulan lagu yang dibuat.			

It all began about three years ago, I was just eighteen. A friend suggested joining a photo session just for fun. I won the prize for a course in modeling as a career.

I said I wouldn't mind 1) _____ it just for fun. After the course I got my first job with a small fashion house. The work involved 2) _____ to Paris and Rome mainly. I enjoyed 3) _____ new people and 4) _____ international contacts. Then I did some shows on the stage and suddenly found my whole life had changed.

I had given up 5) _____ I had stopped 6) _____ to late night parties. I never risk 7) _____ a cold now, I always avoid 8) _____ things that make me fat. Disadvantages? Well, I dislike 9) _____ early, and I miss 10) _____ with my old friends.

Further, I can't take decisions now. For example, I feel my hair needs 11) _____ but my agent says no and I have to listen to him.

It's hard work, I admit that I enjoy 12) _____ experiment clothes all the time. My friends keep 13) _____ me when I'm going to change my job but I think I'll continue with 14) _____ for a few more years. I haven't considered 15) _____ anything else. For me it's the perfect job.

make	travel	ask	model
get	go	do	cut
wear	chat	catch	be
meet	try	eat	put

Listen to the text and complete the missing word.

GREEN, PINK AND YELLOW

An English teacher 1)_____ about colours to his student. After he 2)_____ explaining, he asked his students. “Who can make sentence using the words 3)_____, 4)_____ and 6)_____?”.

James, the 7)_____ student in the class, quickly 7)_____ his hand and answered, “When the yellow morning sun comes, I see beautiful girl wearing a pink 8)_____ walking through the green grass”.

“9)_____! James, you are a very good student”. 10)_____ the teacher.

“Me, me, Sir” Johny, the 11)_____ student in the class, said while raising his hand.

And then he said, “I heard the telephone 12)_____ green green, then I pinked up the receiver and I said, “Yellow, who’s speaking there?”.

WORKSHEET

Please write the missing sentence in the song's lyrics below while listening to the speaker!

Count On Me
Bruno Mars

[Verse 1:]

Oh uh-huh

If you stuck in the dark and you can't see

I'll sail (1)_____ to find you

If you ever find yourself lost in the dark and you can't see

I'll be the light to guide you

We find out what we're made of

When we are called to 2)_____ our friends in need

[Chorus:]

You can count on me like 1,2, 3

I'll be 3)_____

And I know when I need it

I can count on you like 4,3,2

And you'll be there

'Cause that's what friends are supposed to do, oh yeah

Ooooooh, ooooohhh, yeah, yeah

[Verse 2:]

If you're tossin' and you're turnin'

And you just can't fall a 4)_____ I'll sing a song beside you

And if you ever forget how much you really mean to me

Every day I will remind you

Oooh

We find out what we're made of

When we are called to help our friends in 5)_____

[Chorus:]

You can 6)_____ on me like 1,2,3

I'll be there

And I know when I need it

I can count on you like 4,3,2

And you'll be there

'Cause that's what 7)_____ are supposed to do, oh yeah

Ooooh, oooooh, yeah yeah

You'll always have my 8)_____ when you cry

I'll never let go, never say 9)_____ you know

[Chorus:]

You can count on me like 1,2,3

I'll be there

And I know when I need it

I can count on you like 4,3,2

And you'll there

'Cause that's what friends are 10)_____ to do, o yeah

Ooooh, ooooh

You can count on me 'cause I can count on you

NEED	FRIENDS	COUNT	THE WORLD	SLEEP
------	---------	-------	-----------	-------

THERE	HELP	SHOULDER	GOOD BYE	SUPPOSED
-------	------	----------	----------	----------

Listen to a story about a schoolboy, named Timothy. Listen carefully to the cassette and complete the missing words.

OK, students, Listen to me. I have a good story. The story is about a boy, 1)_____ Timothy. He was ten years old. He was not a very good 2)_____. Why? Because he didn't like doing 3)_____. What did he like 4)_____? Oh, he liked playing in his 5)_____ time. He like football very much. Do you know why he didn't like doing his 6)_____? Because he always made lot of 7)_____ when he did it.

Well, one day, his 8)_____ teacher looked at Timothy's homework and 9)_____ that all his homework was correct. Wow, that's 10)_____! Of course students, the teacher was very 11)_____ and 12)_____. So, he called Timothy to his and said to him, "Timothy, 13)_____ all your homework right this time. You're doing great. Well done, Timothy. Did your father help you?"

"No, Sir. "Timothy said, "Usually my father did it for me. But last night he was very busy. He had a 14)_____. So, he couldn't do my homework. Then I had to do it 15)_____ last night".

Fill in the blanks with the provided words in the box!

July 15, 2018

Dear Gana,

I want to ____1) you about my future career. I am a school-leaver and this year I am finishing school. When you ____2) school, you understand that the time to choose your future ____3) has come. It is not an easy task to choose the right job for you.

There are a lot of different professions and it is really hard to ____4) the one, which would be interesting for you and will help you ____5) your living. Generally, I think that choosing the right ____6) is the main question not only for a school-leaver, but also for all the family.

I would like to become a teacher.

In my opinion, to be a teacher is not an easy task because you need not only to love children, but you also should have an ____7) to explain things clearly, know your subject profoundly and be an all around person. Though this is not the easiest task. I am sure that I have got almost all necessary ____8) to become a really good teacher.

Nowadays, it is very important to know a ____9) language, especially English. More and more people need qualified teachers to teach them today. I understand that this profession is greatly demanded and that is why I would like to become an English teacher. This year I am going to ____10) the department of foreign languages at the local University.

I'll wait for the letter with patience.

Best wishes,

Inna

ability	write	choose	job	earn
profession	enter	foreign	leave	qualities

Listen carefully to complete the text below!

How Chocolate Is Made

Have we wondered how we get chocolate from? Well, this time we will ____1) the amazing world of chocolate so we can ____2) exactly what we are eating. Chocolate starts from a tree called ____3) tree. This tree grows in equatorial regions, especially in place such as South America, Africa, and Indonesia. The cacao tree ____4) a fruit about the size of a small pineapple. Inside the fruits are the three's ____5). They are also known as coco beans.

Next the beans are fermented for about a week, dried in the sun. After that, they are shipped to the chocolate maker. The chocolate maker starts by roasting the beans to bring out the ____6). Different beans from different places have different qualities and flavor. So, they are often shorted and blended to produce a ____7) mix.

The next process is winnowing. The roasted beans are winnowed to ____8) the meat nib of the cacao bean from its shell. Then the nibs are blended. The blended nibs are ground to make it a liquid. The liquid is called chocolate ____9). It tasted bitter.

All seeds contain some amount of fat and cacao beans are not different. However, cacao beans are half fat. Which is why the ground nibs from liquid. It is ____10) bitter chocolate.

Listen first to the whole text. While listening for the second time, fill in the blank spaces with the word provided in the box.

horizontal	tail	indeed
smooth	air	fluids
thickness	sea	fish
length	earth	external

WHALES

Whales are 1)_____ mammals. They therefore breathe 2)_____ but cannot survive on land. Some species are very large 3)_____ and the blue whale, which can exceed 30 metres 4)_____, is the largest animal to have lived on earth. Superficially, the whale looks rather like a 5)_____, but there are important differences in its 6)_____ structure, its 7)_____ consist of a pair of broad, flat horizontal 8)_____, compared with the tail of a fish that is vertical. It has a single 9)_____ on top of its large, board head. The skin is 10)_____ and shiny and beneath it lies a layer of fat. This is up to 30cm in 11)_____ and serves to conserve heat and body 12)_____.