

**THE EFFECTIVENESS OF USING PAIR TAPING TECHNIQUE TO
TEACH SPEAKING SKILL AT THE TENTH GRADE STUDENTS OF
SMK NEGERI MATESIH IN THE ACADEMIC YEAR 2018/2019**

THESIS

Submitted as a Partial Requirements

For the Undergraduate Degree in English Language Education



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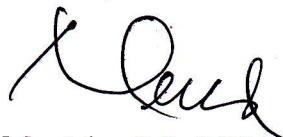
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Wassalamu'alaikum Wr. Wb.

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DEDICATION

1. My beloved parents (Sutarno and Samiyati)
2. My beloved brother (Fauzi Affan Alfarishzy)
3. My greatest advisor (Novianni Anggraini, M.Pd. and Muntaha, S.S.,
M.Pd.)

MOTTO

*“The most complete gift of God is a life
based on knowledge.”*

-Hazrat Ali Ibn Abi Talib-

*“Everything will be okay in the end,
if it's not okay it's not the end.”*

-John Lennon-

PRONOUNCEMENT

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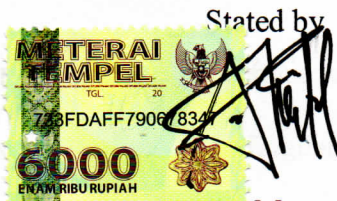
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I hereby sincerely state that the thesis titled “THE EFFECTIVENESS OF USING PAIR TAPING TECHNIQUE TO TEACH SPEAKING SKILL AT THE TENTH GRADE STUDENTS OF SMK NEGERI MATESIH IN THE ACADEMIC YEAR 2018/2019” is real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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

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

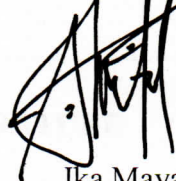
1. Prof. Dr. H. Mudhofir, S.Ag., M.Pd. as Rector of the State Islamic Institute of Surakarta
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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis useful for the researcher in particular and the readers in general.

Surakarta, 14th June 2019

The researcher



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ABSTRACT

Mayangsari, Ika. 2019. *The Effectiveness of Using Pair Taping Technique to Teach Speaking Skill at the Tenth Grade Students of SMK Negeri Matesih In the Academic Year 2018/2019*. Thesis, Surakarta: English Language Education, Cultures and Languages Faculty.

Advisor: Muntaha, S.S., M.Pd.

Key Words: The Effectiveness, Pair Taping Technique, and Speaking Skill.

The problem statement in the research is: Is Pair Taping Technique effective to teach speaking skill in the tenth grade students of SMK Negeri Matesih in the Academic Year 2018/2019?. The objective of this research is to know the significance of students' speaking skill taught by using pair taping technique and those taught by using lecturing technique at the tenth grade students of SMK Negeri Matesih in academic year 2018/2019.

The researcher used quantitative research. In addition, this research was quasi experimental design by using pre-test and post-test. The population was conducted at the tenth grade students of SMK Negeri Matesih. The total number of population is 213 students. The sample was X Multimedia 3 as experimental class used pair taping technique and X Multimedia 1 as control class used lecturing technique. There are five meetings to each class. The first meeting was for pre-test, three meetings were treatments and the last meeting was for post-test. The researcher used test to collect the data of the research. The result of the test was analyzed by using SPSS version 24.

The research finding shows that there is significant of students' speaking skill between experimental and control class. It can be seen from the calculation of t-test. The result of the T-test states that Sig. (2-tailed) is 0.003 and the level of significance is 0.05. The mean of post-test in experimental class was 79.71 and control class was 76.17. The average score of post- test in experimental class is 79.71 and control class is 76.17. It can be concluded that the students' score in experimental class is higher than the students' score in control class. Therefore, the use of pair taping technique is significant for teaching speaking skill. The researcher suggested for the teacher can apply pair taping technique to teach speaking skill and for the researcher can be reference.

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CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is an important skill can acquire and assess their progress in terms of their accomplishment in spoken language. It does not only require the fluency and right pronunciation but also the experiment of our face, intonation, and the body language (Nunan, 1998: 26). Those help us on conveying message succesfully because they make listeners understand meaning of our message clearer. Commonly, all of those can be obtained in the process of learning in school. Meanwhile, Linse (2005: 14) state “As a students, they have different intellectual ability regarding with learning language.” Students’ ability will have been developed as a result of schooling experience where materials were largely presented in a way that benefited student with linguistic or numeric ability.

Speaking skill is one of criteria for the successful foreign language learning. The goal of learning foreign language is sited on reaching the communicative (Littlewood, 1992). Brown (2004: 140) stated that speaking as the product of creative construction of linguistics strings, the speaker makes choices of lexicon, structure, and discourse. Speaking is communicative skill that should be learned by the students to increase their skills in spoken language. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context (Chaney, 1998: 13). It is a crucial part of second learning and teaching.

Bryne (1997: 4) argues that speaking accustoms the doer to having the other person physically present and getting feedback of some kinds. It means that speaking is very important in communicative competence. It can be an indicator of the success of learning language. Speaking is a way to convey the human ideas, thinking, and opinion to other people. Through speaking, a speaker and hearer can show their ideas and then get the responses from the others. Speaking is a basic communication that measures the human capability to deliver information from their brain by oral communication.

According to Bygate (1987: 3) in order to be able to speak a foreign language, it is necessary to know certain amount of grammar and vocabulary. While, Brown (2004: 140) states that speaking is the product of creative construction of linguistics strings, the speaker makes choices of lexicon, structure, and discourse. He add some aspects of language that should be included in measuring speaking, such as pronunciation, fluency, vocabulary use, grammar, and comprehensibility. It means that speaking has some aspects that should be watch before the speaker does the speaking activity. The aspects will influence the students' capability, so it must be learn more over. The students will be a good speaker when they have a good capability in pronunciation mastery, vocabulary use, good in grammar mastery, speak up fluently and comprehensibility.

Based on the observation that was done in pre-research, the researcher found some factors that influence the learning process in the speaking class. Self confidence is an internal factor that can influence the process of speaking

activity. Speaking activity is a mentally active activity which needs good psychological condition. Moreover, the opportunity to practice speaking is one of some external factors. There was only small portion for the students to practice speaking.

According to Kluge (1996) pair taping can be used to improve students' speaking practice effectively. Pair taping provides the students more opportunities to speak and also can improve the students' speaking skill including accuracy of grammar and pronunciation, fluency and vocabulary. As the students practice speaking through pair taping, they will improve their confidence since they speak in pairs. In pair taping, students must speak only English and should not be silent (Schneider: 1997). Students must keep talking while the partner is taping. Kluge (1996) notes that the teachers should ensure that students have recorded their speaking (there should be no blank portion at the end of the tape) in English without excessive pauses. The taping must go on although students are making mistakes, mistakes are common in learning. The teacher should know whether the students pause the taping or not, or whether the students get difficulties or not by doing control.

According to Schneider (1997) in pair taping the students could talk about whatever they want to talk and with whomever they wish to talk. It gives freedom to students to express what is in their mind, there is no force or correction while they are speaking. By doing pair taping, they have an added incentive to speak continuously in English knowing that the teacher will be monitoring their conversations through watching the taping. Setyorini (2013)

in his research states that pair taping provides the students more opportunities to speak and also can improve the students' speaking skill including accuracy of grammar and pronunciation, fluency and vocabulary. As the students practice speaking through pair-taping, they will improve their confidence since they speak in pairs. Finally, they could improve their confidence when they are speaking in English or make conversations with the others.

The pair taping technique is also a way to make the students more creative and responsible. They will prepare and practice their speaking ability with their partner as well as they can. This technique motivates the students to create or get some ideas about the topics of their conversation. Besides, they also ask to develop or improve their skill in speaking spontaneously. Furthermore, the partner is demanded to perceive what his friend is talking about.

The researcher is interested in carrying out at SMK Negeri Matesih as a place to do the research. The researcher is interested in observing the tenth grade students of SMK Negeri Matesih because the researcher wants to know whether pair taping technique is effective to teach speaking there. The other reasons are the students have some problems in speaking, such as difficult to speak in front of the class, small portion to practice speaking, and they also have low self confidence.

The researcher conducts experimental research to identify the effectiveness of pair taping technique in teaching speaking skill. According to Arikunto (2003: 273) experimental has two designs, true experimental and

quasi experimental. The researcher uses quasi experimental design with *Pretest-Posttest Control Group Design*. It means that the researcher choose two groups that use in this research. The first group is given treatment called as experimental group (Sugiyono, 2006: 112). The experimental group will be taught by using pair taping technique and the control group by using lecturing techique. The experimental group will be taught by the researcher, while the control group will be taught by the English teacher. Both of experimental and control group will get pre-test and post-test, then the result will be compared. In SMK Negeri Matesih, the teacher usually uses lecturing method. In the lecturing method, the teacher becomes the center of the learning. It also makes the students less interest to follow the class.

Based on the problems above, the researcher is interested in conducting an experimental research entitled. **“The Effectiveness of Using Pair Taping Technique to Teach Speaking Skill”** (An Experimental Study on Tenth Grade Students at SMK Negeri Matesih in the Academic Year 2018/2019).

B. Problem Identification

Based on the background of the study above, there are some problems which can be identified as follow:

1. Some of the students are not yet able to speak in English fluently.
2. Some of the students are worried of making mistakes.
3. Some of the students are not able to express their ideas into spoken language.
4. Some of the students cannot speak naturally.

C. Limitation of the Problem

In order to focus on the topic, the researcher makes limitation to both the object and the subject of the research. The researcher limited the object into two variables only. Pair taping technique as the independent variable and speaking skill as the dependent variable. The researcher limited the research on students' speaking skill at the tenth grade students of SMK Negeri Matesih in the 2018/2019 academic year. It will be focused on the effectiveness of using pair taping technique to teach speaking skill.

This research is conducted only for teaching speaking using pair taping technique at the tenth grade students. There are Multimedia 1 class and Multimedia 3 class, Multimedia 1 class as a control class that taught using lecturing technique and Multimedia 3 class as an experimental class that taught by using pair taping technique. So that, the problems were limited on "The Effectiveness of Using Pair Taping Technique to Teach Speaking Skill at the Tenth Grade Students of SMK Negeri Matesih in the 2018/2019 Academic Year."

D. Problem Statement

Based on related of the background above, the problem can be formulated as follow: Is pair taping technique effective to teach speaking skill at the tenth grade students of SMK Negeri Matesih in the academic year 2018/2019?

E. Objective of the Study

The researcher conduct this study to find out the effectiveness of pair taping technique to teach speaking skill at the tenth grade students of SMK Negeri Matesih in the academic year 2018/2019.

F. Benefits of the Study

Practically

1. For the students of Grade X in SMK Negeri Matesih, the finding of this research can be used to develop their speaking practices through pair-taping technique.
2. For the teachers of Grade X in SMK Negeri Matesih, it is expected that the teachers can extend their knowledge about technique of teaching speaking to their students in order that the students have various techniques in improving the practice.
3. For the other researchers, this research can be a motivation to find other strategies or techniques for teaching English language practices so that it can enrich other researchers' knowledge and competency in the mastery of English as a foreign language.

Theoritically

1. The result of this study is suggested to apply the pair taping technique to increase the students' competence in English speaking in descriptive text.

2. The use of pair taping technique in speaking can make the students are more enjoyable in speaking.

G. Definition of Key Terms

In order to make the research understandable and avoid ambiguity, the researcher presents some definitions of key terms as the followings:

1. The effectiveness

Effectiveness is to the degree of which educational means processes result in the attainment of educational goals (Scheerens, 1992: 11).

2. Speaking

Speaking is an activity requiring the integration of many subsystems and all these factors combine to make speaking a challenging task for foreign language learners (Lazaraton in Murcia in Fauziati, 2010: 17).

3. Pair Taping Technique

Pair-taping as a method designed to engage students in extensive, natural and meaningful conversation outside and inside the classroom (While Kluge and Taylor, 1998).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Speaking Skill

1. Definition of Speaking Skill

Based on Oxford Advanced Learner's Pocket Dictionary (2008: 414) skill is the ability to do something well. According to Gordon (1994: 55) skill is the ability to do something easily and accurately. There are four language skills in language teaching, they are speaking, listening, reading, and writing. Those skill are divided into two, receptive and productive skill. In receptive skill there are listening and reading while speaking and writing belong to productive skill. Learners do not need to produce language in receptive skill, they only receive it and then understand it, thus listening and reading are called passive skills. On the other hand, the learners produce utterance and writing in productive skills, so that productive skills are called active skills. However, this part does not elaborate all the skills, only speaking that is focused on.

There are many definitions of speaking that have been given by many experts. Florez (in Bailey 2005: 14) states that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. It is often spontaneous, open-ended, and evolving. Speaking as an instance of use, therefore, it is a part of reciprocal exchange in which both reception and production play a part. In

this sense the skills of speaking involve both receptive and productive participation. In the speaking process, the skills have important role not only speaking, it also involves listening skills. When people speak, they are not only speaking but also listening to the listeners' talk. In this case, the speakers are also the listeners. Therefore, they can respond to what they listen in the form of speaking.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998: 13). Considering as that definition, speaking is the most important skill because it is one of the abilities to carry out conversation in the language. The students need speaking in their second language learning because it is related to the success contribution of the learner in the school and later in every phase of life. According to Richard (2008: 19) "the mastery of speaking skills in English is a priority for many second language or foreign language learners". Based on the statement above, it can be concluded that speaking skill is important aspect to elaborate English for communication. Speaking skill is one of criteria for the successful foreign language learning.

Furthermore, Fulcher (2003) states that speaking is the verbal use of language to communicate with others. The purposes for which we wish to communicate with others are so large that they are innumerable. Through speaking, speakers can influence their listeners' mind. They assert things to change their state of knowledge. They ask them questions

to get them to provide information. They request things to get them to do things for them.

Based on the explanation above, the researcher concluded that speaking is one activity to share knowledge, information and idea. In other word, speaking is a means of communication in the form of verbal communication that functions to exchange information and maintain social relation. Moreover, speaking skill is one of the productive language skill. Speaking skill is the students' skill in expressing their idea orally which is represented by the score of speaking. It is important for learners in learning foreign language. Successes of learning foreign language can be measured by skill of learners in speaking practice.

2. The Purpose of Speaking

To compose a good speech, it is essential to know the purposes of speaking. The purposes of speaking can be varied related to the reasons why people want to speak. Wrench (2012: 138) also defines different people can produce different purpose of speaking. He summarizes that there are three purposes of speaking as follow, to inform, to persuade, and to entertain. To inform means that, helping others or the listener obtain information and use it to gain their understanding. Then, to persuade means that to make the listener get the meaning of the information and process the information. In addition, to entertain means that making the

information become informative and focused on the occasion of the speech.

Based on the explanation above, the purpose of speaking can be varied by individual perspective. But, the general purposes of speaking are to inform, to persuade, and to entertain.

3. The Elements of Speaking Skill

Speaking is making use words in ordinary voice, uttering words, knowing and being able to use language. Beside, speaking is also expressing something in a words. While skill is the ability to do something well. Therefore, we can argue that speaking is the ability to make use of words or a language to express oneself in an ordinary voice, in short, the speaking skill is the ability to perform the linguistics knowledge in actual communication. The ability functions to express our ideas, feeling, thoughts, and need orally (Hornby, 1995: 826)

Speaking is a complex skill that concerned with some components such as pronunciation, vocabulary, grammar, fluency, and comprehension (Brown, 2004: 140).

a. Pronunciation

Pronunciation is the students' way to utter English well. Besides, pronunciation is one of difficult language components of a grammar made up of the elements or principles to determine how sound vary and pattern in language. Likewise, Nunan (2007: 56) states

that pronunciation is the production and perception of considerable language features in order to get the meaning of language use. Hence, pronunciation itself become the main concern in speaking in order to give the meaningful communication and avoid the misinterpreting while talking.

b. Grammar

Grammar concerns with how to arrange a correct sentences in conversation. It can develop the ability to articulate. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form. As Nelson (2002) said that grammar indicates to produce words into larger units. Moreover, Yule (2010: 81) states that grammar can be produced well language structure of a language. Hence, grammar also plays important role in speaking. Without the comprehending about grammar, the communication is cannot be understandable by the speaker.

c. Vocabulary

Vocabulary means the appropriate diction which is used in conversation. It is the basic knowledge in order to create the utterance. It is also one of the most important elements in speaking. Each of words that came out from the utterance has definition and meaning. Furthermore, the learners also need to understand the meaning of words that they use when they try to express what they want to say. Harmer (1991: 156) states that there are some aspects in 'knowing a

word'. The aspects are the meaning of the word, the use of the word, the information of the word, and also the position of the word in grammar. Hence, students have to be able to use words of vocabulary accurately.

d. Fluency

The goal of speaking itself is to have the oral fluency. Fluency refers to the ability to express the words clearly instead of the correctness of the words. To achieve this goal, the teacher then should the students to use the target language with their own words to express their ideas or opinions. In this case, the quickness of speaking itself is not the main focus of fluency. Likewise, Sihem (2013: 22) states the ability to give feedback about the element of pronunciation in a comprehensible way is called fluency. Hence, fluency itself refers to the clear accuracy of words that spoken by the speaker.

e. Comprehension

Another element in speaking that need to be considered is comprehension. It is because the purpose of speaking itself to transfer information to the speaker. Comprehension means how well one's interlocutor understands other. So that, the success of communication depends on the capability of the speaker to transfer ideas and make the listener understand. Likewise, Richards and Theodore (2001: 180) stated that the well-success of speaking depends on the listener when having interaction can achieve the message in the target language.

Mc Laughlin (in O'Malley 1990: 66) states that speaking is an example of a complex cognitive skill that can be differentiated into various hierarchical sub skills, some of which might require controlled processing while others could be processed automatically. It means that speaking involves several skills to build a good communication.

4. Micro and Macro Skill of Speaking

According to Brown (2004: 142), there are micro and macro skill of speaking. The micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal unit. Besides, the macro skills imply the speaker's focus on the larger elements fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options.

a. Micro Skill of Speaking

According to Brown (2004: 142) micro skill of speaking are as follow:

- 1) Produce differences among English phonemes and allophonic variants.
- 2) Produce chunks of language of different length.
- 3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- 4) Produce reduced forms of words and phrases.

- 5) Use an adequate number of lexical unit (words) to accomplish pragmatic purposes.
 - 6) Produce fluent speech at different rates of delivery.
 - 7) Monitor one's own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking to enhance the clarity Of the message.
 - 8) Use grammatical word classes (nouns, verbs, etc). Systems (e.g. tense, agreement, pluralization). Word order, patterns, rules, and elliptical forms.
 - 9) Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.
 - 10) Express a particular meaning in different grammatical forms.
 - 11) Use cohesive devices in spoken discourse.
- b. Macro Skill of Speaking

According to Brown (2004: 143) macro skills of speaking have the appearance of being more complex than the micro skills. Macro skills of speaking are as follows:

- 1) Appropriately accomplish communicative function according to situations, participants, and goals.
- 2) Use appropriate styles, registers, implicatures, redundancies, pragmatic conventions, conversations rules, floor-keeping and yielding, interrupting, and other sociolinguistic features in face-to-face conversations.

- 3) Convey links and connections between events and communicative such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
- 4) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- 5) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Meanwhile, Watkins (2005: 83) differentiates speaking skills into fluency and accuracy. Fluency means performing speaking skill and be able to deliver the message without any pauses. Whereas, accuracy refers to producing language, in this case, sentences, to deliver the message without any mistakes. The difference between fluency and accuracy can be explained by an example of students who performs speaking skill. A student who has a good fluency in speaking English is able to manage pauses such as “mmm...” and he is indicated has a good accuracy in speaking skill if he can produce sentence with correct grammar, pronunciation, and vocabulary use.

5. Teaching Speaking

Fauziati (2010: 15) stated that teaching speaking should be figured as central in foreign language pedagogy. Fauziati also added that the goal of teaching speaking skill is communicative efficiency. This mean that learners should be able to make themselves understood using their current prificiency to the fullest.

Fauziati (2010: 16) also added that teaching foreign language is no longer acceptable when focuses only on form since meaning is paramount. She also said that goal of foreign language teaching is to develop communicative competence, both a focus on form accuracy) and meaning (fluency) should be balanced so that the learners can use language naturally.

According to Nunan (2003), what is meant by “teaching speaking” is to teach ESL (English Second Language) learners to:

- a. Produce the English speech sounds and sound patterns.
- b. Use word and sentence stress, intonation patterns and the rhythm of the second language.
- c. Select appropriate words and sentences according to the proper social setting, audiences, situation and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgements.
- f. Use the language quickly and confidently with few unnatural pauses, which are called as flueny.

In language teaching, especially teaching speaking, the students are helped by the teacher to develop their knowledge by providing authentic practice that prepares students for real-life communication situations. The students are helped to develop their ability to produce grammatically correct, logically, connected sentences that are appropriate to specific context, and to do using acceptable pronunciation.

According to statements of the experts above, the researcher concludes that teaching speaking is the way to teach English language learner and the way to develop the learner's ability in speaking. Learners should be able to make themselves understood and they should use the language quickly and confidently with few unnatural pauses.

6. Model of Teaching Speaking

Brown (2004: 142-142) states that there are five basic types of speaking in the speaking performance. There are many kinds of speaking activities and it can be varied according to types of the activity, level of difficulty, and aspect that will be tested by the teacher. The types can be seen as follows:

a. Imitative

Imitative refers to an ability to imitate a word or a phrase or a sentence. A listening activity is included in performing imitative activity because the speaker needs to listen and catch the word or phrase or sentence that must be imitated. At one end of a continuum of

types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.

b. Intensive

Intensive refers to oral production to demonstrate a competence in grammatical, phrasal, lexical, or phonological relationships (such as intonation, stress, rhythm, and juncture). The examples of intensive activities are reading aloud, directed response, and dialogue completion such as translation.

c. Responsive

Responsive speaking refers to interaction activity which is limited to a very short such conversation as greeting, small talk, sample request, and comments.

d. Interactive

Interactive speaking is an interaction activity but it uses a longer conversation. The students will have interpersonal and transactional conversation. Interpersonal conversation has purpose to build a social relation. While transactional conversation is focused on conversation in exchanging specific information.

e. Extensive

Extensive is a monologue activity about which interaction is controlled by the speaker and a chance of the listener to be involved in oral interaction is highly limited. For example: speech, oral presentation, and storytelling.

Based on the explanation above, there are many kinds of speaking activities. It can help the teacher when teaching speaking and it makes the students easier to understand the materials. The students can understand the materials easily when the teacher teaches them using suitable technique. An appropriate technique will influence the students, achievement, especially in the speaking skill. It means that the teacher must prepare a suitable technique to convey the materials properly.

7. Assessing Speaking

Assessing speaking is not something easy to do because there are some factors that may influence the teacher's impression on giving score. Speaking is a complex skill requiring the simultaneous use of different ability which often develops at different roles. The score of speaking may be different from one teacher to others. For example in assigning a score ranging from 1 to 5 is not something simple to do because the line of distinction between levels are quite difficult to pinpoint. To overcome that problem, the teacher needs to assign several scores for each response, and each score representing one of several traits like pronunciation, grammar, vocabulary use, fluency, and comprehensibility (Brown, 2004:140).

The students' speaking performances were assessed using a scoring rubric proposed by Harris as it is cited in Nurnia (2011: 27). The rubric is shown in the following table.

Table 2.1 Rubric for Assessing Speaking Skill

No	Criteria	Rating Scores	Description
1	Pronunciation	5	Has few traces of foreign language
		4	Always intelligible, though one is conscious of a definite accent
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make

			comprehension difficult, must often rephrases sentence.
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.

		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often forced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
		1	Cannot be said to understand even simple conversation

In brief, assessing speaking is not something easy to do because the point may be different from one examiner to the others. To overcome this problem, it is necessary for the examiners to assign several scores for each category.

B. Pair Taping Technique

1. Definition of Pair Taping Technique

According to Schneider in English Journal TESL (2001), pair taping as a fluency practice in which learners record themselves speaking freely in pairs. Schneider found that let the learners tape record themselves while speaking in pairs is an effective method for getting learners to access their own resources. He added that “pair taping” allows L2 learners to concentrate on making the output from this accumulated knowledge of English comprehensible (Swain, 1985), something they may do better talking with each other than with native speakers (Doughty and Pica, 1986). Learners speaking together will also teach one another (Pica, 1994), and almost never misinform (Long and Porter, 1985).

While Kluge and Taylor (1998) define pair taping as a method designed to engage students in extensive, natural and meaningful conversation outside and inside the classroom. They see not only the value of outside of classroom taping as a method of developing fluency but also as a means of putting learning in the hands of students.

In addition, Shneider (1993) claims that while his students were able to attain greater fluency through pair taping, the method cannot be credited entirely to an autonomous learning, suggesting that pair taping students simply had more opportunities to practice speaking English than the students not involved in pair taping. In learning English by using this technique, the students will be learner-centered classroom. Learner-centered classroom that writer means here is that an environment that creates and fosters independent students who are aware of their learning process and who, through this awareness, are able to take control of their learning (Cahmot, 1999: 53). However, the teacher just takes on the role of model and facilitator and students increase their role as active participants.

2. Equipment of Pair Taping Technique

Kluge (2000) defines that the most primary equipment of pair taping is tape. Students record on tape recorder which are small (slightly larger than a standard hardcover book), light, portable, relatively inexpensive, easy to operate, and which record clearly. Several dozen recorder are available. Furthermore, the equipment to do pair taping can be modified by using recorder player or any kinds of recorders that provided in some electronic media such as mobile phone, mp3, and mp4, as long as they can record the conversations. It is even more possible to give opportunity for students to do pair taping by themselves.

3. Advantages of Pair Taping Technique

Kluge (2000) proposes that there are seven advantages of using pair taping in teaching speaking. These advantages are:

- a. Students develop real fluency and ease in using English.
- b. Students nearly always stay in English while taping, as they are conscious of a listener.
- c. Students get hours of extra practice and a concrete record of their progress.
- d. Students gain a sense of responsibility for their progress beyond the classroom.
- e. Teachers gain a better sense of who the students are and what their language problems may be.
- f. Most students enjoy the taping and recognize its value.
- g. The spirit of the school is transformed as hallways, lobbies and lounge areas fill up with students chatting in English.

Furthermore, it can be realized that partner taping also gives benefits in terms of their language skill including the fluency and accuracy.

However, from the definition above pair taping leans to improve fluency more. Brumfit (1984) states that there are ten characteristics of fluency activities which pair taping also fulfill. The activities should be:

- a. build students' confidence
- b. be a chance for students to recycle language and vocabulary

- c. allow students to talk about what they wish to talk about
- d. need to listen to each other
- e. be good for diagnosis: students can experiment with language
- f. give students space so they can personalize
- g. have a positive effect on classroom dynamics
- h. if they have an authentic task which works in real time, then the language will have a direct effect on the outcome of the task
- i. in life, communication is paramount and requires a genuine use of language
- j. fluency is process not a product

4. Using Pair Taping Technique to Teach Speaking

It has been mentioned that pair taping can be an alternative effective technique to teach speaking. It can be conducted everywhere and every time not limited by the time and place. It provides the students with the opportunity to develop their fluency in speaking wherever and whenever the students want since pair taping uses electronic media that are very portable.

Pair taping can be used inside and outside classroom, it depends on the teachers' decision. For inside classroom, the teachers can make the pair taping as tasks in pairs or small groups. While for outside classroom, the teachers can ask the students such homework or projects using pair taping.

The teachers should follow some steps or instructions when they use this technique to teach their students. Schneider (1997) proposed that the instruction of pair taping as follows:

- a. The teacher explains about the material
- b. The teacher gives some examples about the material
- c. Teacher divides students into some pairs.
- d. The teacher asks students to have natural conversation
- e. The teacher asks students to record their conversation with the smartphone
- f. The teacher collects the records
- g. The teacher does the discussion about mistake that students did in the pair taping activity.

Checking records from all the collected records, the teacher takes one record from each pair for the same sessions and fast forwards, listening momentarily to different parts of the students' conversation. The teacher might also inform the students that entire tapes will be reviewed from time to time, monitoring reinforces the idea that recording conversations is serious endeavor, not simply a diversion from a regular class period. Moreover, the taping would not make sense to the students if their tapes were never listened to. Learners can feel more natural speaking English with a teacher present (Matthew Taylor, 1991: M.A. thesis), even if, as in pair taping, that presence is only implied.

According to all the theories above, the researcher concludes that the construct of speaking in this research is an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Furthermore, skill is someone's ability to do something effectively and accurately.

Therefore, speaking skill is someone's ability to speak out their thoughts which are arranged and developed according to the listeners' necessity, so that the information can be understood by the listeners. There are some components in the speaking skill, they are pronunciation, vocabulary, grammar, fluency, and comprehension. To make a good speaking, the speakers should understand and master the components of speaking skill.

There are a lot of techniques to teach speaking skill, one of the techniques is pair taping technique. Pair taping technique is a technique where the students practice speaking or make a natural conversation with their partner and record the conversation. By using this technique, the students will be more active and the learning become a learner-centered classroom. Pair taping technique can be done everywhere and every time. It provides the students with the opportunity to develop their speaking skill.

C. The Previous Study

The researcher below mentions some previous studies that related to the research. The researcher will explain about the finding of the research.

1. The first previous study was conducted by Rahmi Rahayu (UIN Syarif Hidayatullah Jakarta, 2016) entitled “ The Effectiveness of Using Video-Recorded Speaking Task on Students’ Speaking Skill”. She used quasi-experimental design which was intended to get empirical evidence of the effectiveness of using video recorded speaking task on students’ speaking skill. The population was the tenth-grade students of SMA Negeri 1 Kota Tangerang Selatan. The sample was 87 students chosen through purposive sampling technique and classified into two classes, experimental and controlled class. The instruments were test and questionnaire consisting of five open-ended questions asking students opinion about the use of video-recorded speaking task. The result revealed that the score of the experimental class was significantly higher than the controlled class at significance level 0.000 and to observe 3.897 in significance level 5%. It means that the using of video-recorded speaking task was effective in improving speaking skill.
2. This research is supported by Yayuk Aris Setyorini’s thesis (Universitas Negeri Yogyakarta, 2013) entitled “Improving the Students’ Speaking Practise at the Eleventh Grade Students of SMA N 1 Gombong through Pair-taping Technique in the Academic Year of 2012/2013”. Her thesis indicated that pair taping technique can increase the students learning activities in SMA N 1 Gombong. She used action research for the research design, meanwhile this research uses experimental research. The others difference the subject. Her thesis conducted the research to improve

speaking practice of eighth grade students, however, in this research the researcher conduct the research in speaking skill and more specific at the tenth grade students.

3. This research is also supported by Aditya Angga Mahendra's journal entitled "The Use of Pair Taping to Teach Speaking Recount Text to the Eight Grade Students". In his research, he used pair taping technique to know whether the technique can improve students' vocabulary or not. Based on his journal it can be seen that pair taping can improve students' speaking skill. The journal and this research has similarities in the research design. And the difference of the journal and this research is in the material of the test and the subject.

D. Rationale

In learning English, there are some difficulties faced by students. For the students, speaking considered as the most difficult skill. The students are not interested in English speaking class, they think speaking is difficult skill, some students do not do speaking well and the students are not confident to speak in English. Besides, students have less opportunity to speak English both inside the class and outside class.

Based on the observation, it is found that students speaking skill related to vocabulary mastery, pronunciation, knowledge, and self- confidence is still low. The teacher not uses method to make students active in the class and the lesson plan implemented in the class is often monotonous.

To know effectiveness of pair taping technique, the researcher decides to use the technique to teach speaking skill in descriptive text at tenth grade students of SMK Negeri Matesih. Pair taping technique can make the students more active because this technique always use partner with friends and the students can develop their words, vocabularies, and pronunciation to speak well.

E. Hypothesis

This research is to know whether teaching using pair taping technique and find the answer of the problem; the researcher should propose Alternative Hypothesis (H_a) and Null Hypothesis (H_o) as below:

1. Alternative Hypothesis (H_a) : The pair taping technique is effective to teach speaking skill at the tenth grade students of SMK Negeri Matesih in academic year 2018/2019.
2. Null Hypothesis (H_o) : The pair taping technique is not effective to teach speaking skill at the tenth grade students of SMK Negeri Matesih in academic year 2018/2019.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher applied an experimental research with a quantitative approach. This research was a quantitative research to measure the cause effect relationship by giving treatment on each group. Arikunto (2005: 502) stated that experimental research is research that is intended to prove the existence of casual relationship between the independent variable (X) and dependent variable (Y). On the other hand, Sugiyono (2006: 109-114) stated that there are three basic designs in experimental such as, pre-experimental, quasi experimental, and true experimental. Based on the explanations above, it could be conclude that experimental research is a research that has independent and dependent variable, and the basic designs are pre-experimental, quasi experimental, and true experimental.

The researcher used quasi experimental design with *Pretest-Posttest Control Group Design*. It means that the researcher choose two group that were used in this research randomly. The first group was given a treatment called experimental group, the second group did not give a treatment called controlled group (Sugiyono, 2006: 112). The formula is described as follows:

E	O ₁	X	O ₂
P	O ₁		O ₂

Where:

E = Experimental group

P = Control group

O₁ = First condition

X = Treatments

O₂ = Post test

In this design, there are two groups. The first group is the experimental class and the second group is the control class. The treatment that was used in the experimental class was pair taping technique. On the other hand, the control group that was not given a treatment used lecturing technique. There were two variables in this research. The independent (X) variable was pair taping technique and the dependent variable (Y) was speaking skill.

B. Research Setting

1. Place of The Research

The research was conducted in SMK Negeri Matesih. It is located in Moyoretno, Matesih, Karanganyar regency. SMK Negeri Matesih uses K-13 (Kurikulum 2013) curriculum as the basic teaching and learning processes.

2. Time of The Research

The research started from November 2018 - January 2019. It was done to know if there is the effectiveness of using Pair Taping Technique

to be learned and then construct a conclusion. Population is all of subject research (Arikunto, 2006: 130). Based on the theories the researcher concluded that population is all of subject research that have a significant characteristic with aim to be learned then construct a conclusion. The populations of this research was tenth grade students of SMK Negeri Matesih in academic year of 2018/2019. They were 213 students and divided into 6 classes, namely Multimedia 1, 2, 3, and 4, also Tata Boga 1 and 2.

2. Sample

Arikunto (2006: 131) stated that sample is part of total and characteristic which is had by population which is chosen as source of the data. It was called sample research when we want to generalize the sample research result. Then, Sugiyono (2010: 215) stated that sample is a proposition of population. Based on the definitions above, proposition of population which was chosen as source of data. It was part of population that investigated. The sample of this research used two classes. One of the class was experimental class which was taught by pair taping technique as a treatment. The other class was control class which was taught by using lecturing technique. There were Multimedia 3 consist of 34 students and Multimedia 1 consist of 35 students.

3. Sampling

In this research, the researcher used cluster random sampling technique to the total of population. It was used because the subjects of the

study are homogeneous. The samples of this research were divided into two groups. The sample of the class was X Multimedia 3 as experimental class which was taught by using pair taping technique and X Multimedia 1 as control class which was taught by using lecturing technique.

The process of cluster random sampling are:

- a. The researcher makes list of all classes.
- b. The researcher writes each class name on small paper and rolles the paper.
- c. The researcher takes the rolled paper into a bottle.
- d. The researcher shakes the bottle and takes two rolled paper. The first rolled paper is X Multimedia 3 and becomes experimental class and the second rolled paper is X Multimedia 1 and becomes control class.

D. Technique of Collecting Data

According to Arikunto (2010: 192) stated that technique for collecting data is the way that can be used by the researcher to collect data. There are several instruments that can be used by researcher to collect the data from respondents. Widyoko (2012: 33) states some techniques that can be used to collect the data, such as questionnaire, observation, interview, test, and documentation. The researcher uses one instrument in collecting the data related to solve the research problems and proving the hypothesis.

In this research the researcher use test as the instrument. Test is a set question used to measure the achievement or capability of individual class.

The purpose of a test are several, for example to diagnose a students' strengths, weakness and difficulties, to measure achievement, to measure aptitude and potential, to identify readiness for a program. In this research, test is given to control class and experimental class.

1. Instrumen of Collecting the first data

- a. Test

- 1) Pre-test

According to Underhill (1996: 7) an oral test that is assessed on the basic of what he says. It can be used alone or combined with tests of other skill. To collect the data of pre-test, the researcher used oral test that is monologue. Monologue consists of planned and unplanned types. Planned monologue demonstrates little redundancy and difficult to comprehend, whereas unplanned monologue exhibits more redundancy, and easier to comprehend (Brown, 2007: 303). In this research, the test used unplanned monologue. In this type of test, the students are required to perform a speaking performance at the topic given. The topic that can be chosen by students to perform in pre-test is introducing themselves orally. Their speaking evaluated based on their fluency and accuracy (grammar, vocabularies, pronunciation, and comprehension). Before giving pre-test, the researcher conducted try out of the test items first to get the validity and reliability of the

test. The try out given to another class and does not involve both control and experimental group.

2) Post-test

Post-test is the test which is given after the treatment done in learning process. The test aims to determine the learner's level of material mastery. In post-test, the researcher gave an oral test for the student. The students chose a topic from several topics that was given by the researcher. They performed their description about one of the topic that they chose. The topics are people, place, and animal. Then, their speaking evaluated based on their fluency and accuracy (grammar, vocabularies, pronunciation, and comprehension).

2. Validity of the Instrument

Validity is an instrument that can be used to measure what should be measured (Sugiyono, 2013: 173). A valid instrument means the measure of instrument that used to get the valid data. In this research, the researcher used the content validity to know whether each of them valid or not. According to Fulcher and Davidson (2007: 6) content validity is defined as any attempt to show that the content of the test is a representative sample from the domain that is to be tested. This is usually done using experts judges, these may be subject teachers, or language teachers who have many years' experience in teaching English speaking. The judges are asked to look at instrument that have been selected for

inclusion on the test and evaluate them for their representativeness within the content area.

3. Reliability of the Instrument

After having tested the validity of the instrument, the next step is to examine the reliability. A reliable test is consistent and dependable even if you give the same test to the same students or matched students on two different occasions, the test should yield similar results (Brown, 2003: 20). Wiersman and Jurs (2009: 25) added that reliability is the consistency of the instrument in measuring whatever it measures. It means that if the instrument has a consistent result in the second chances or more, the instrument is reliable. In scoring the speaking test, it involves the subjectivity. Therefore, inter-rater reliability is used to find out whether a test is reliable. In this research, there are two raters, the researcher and Mrs. Ulumi Munawaroh, S.Pd. as an English teacher at the tenth grade students of SMK Negeri Matesih. So, the result of instrument reliability is reliable according to inter-rater.

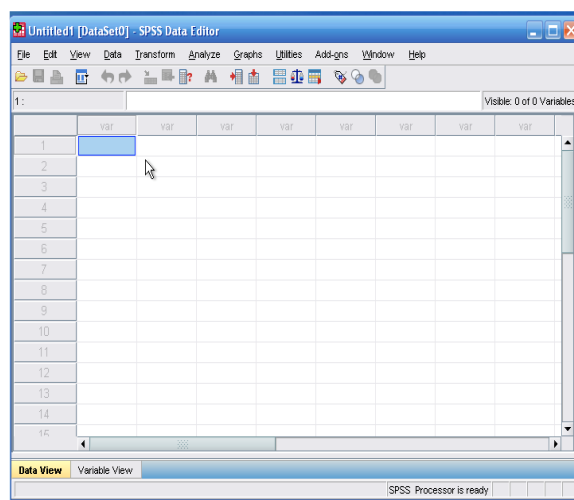
E. Technique of Analyzing Data

In this part, the researcher will present the formula to analyze the data. They are Descriptive Analysis, Pre requisites Test, and Hypothesis test. The explanation is as follows:

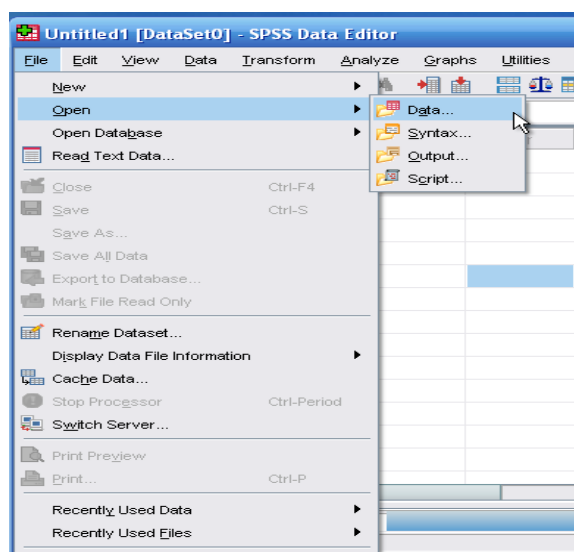
1. Descriptive Analysis

The descriptive analysis consist of mean, median, mode and standard deviation of writing score. The formula of mean, median, mode and standard deviation as follows: SPSS Instructions for Descriptive Statistics and Univariate Graphs (Scott A. Baldwin & Arjan Berkeljon, 2010).

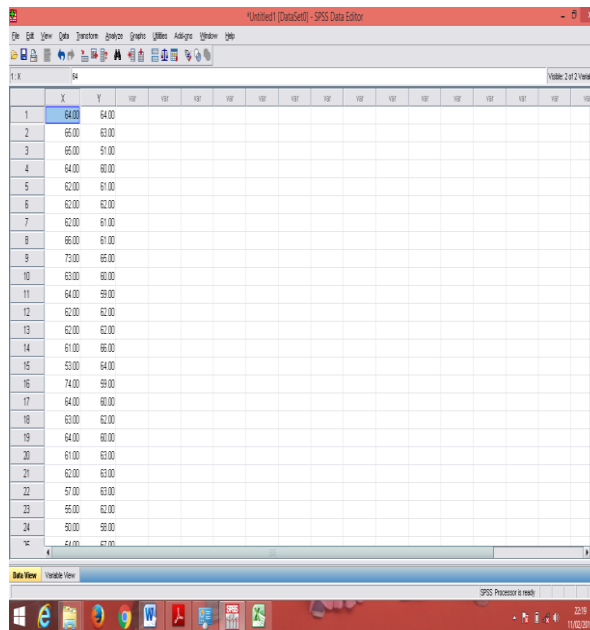
- a. Open SPSS. This is an empty SPSS Data Editor.



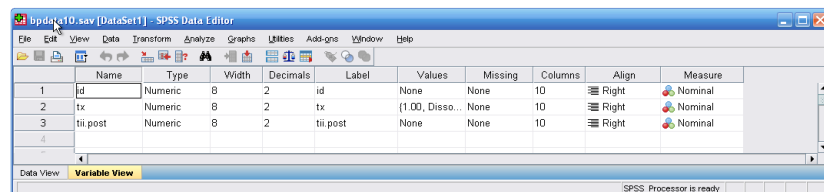
- b. Go to the file menu, go to Open Data and click and then double-click on the SPSS data file and it should open SPSS.



c. There are two ways to view data in SPSS. The first is "Data View"



d. The second is "Variable View"



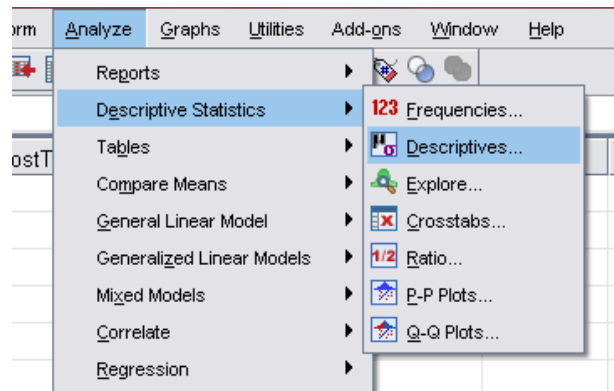
After open SPSS and add the data in SPSS the researcher finding Mean, Median, Mode, and Standard Deviation.

a. Mean

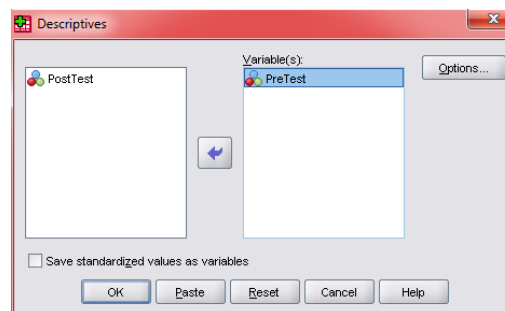
Mean is adding a list of score then dividing by the number of scores. The steps to get the mean score as follows:

- 1) Click Analyze
- 2) Then Descriptive Statistics

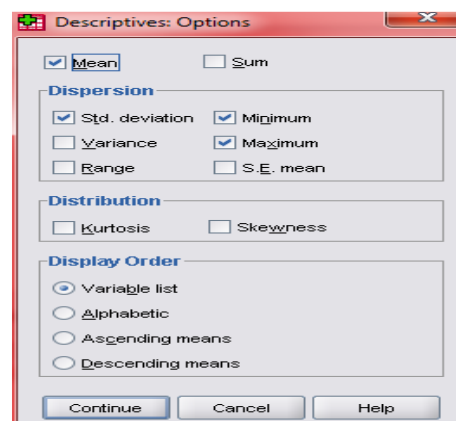
3) Then Descriptive



- 4) This brings up the Descriptives dialog box. Note that the left side of the box contains a list of all the variables in our data file. On the right is an area labeled variables, where we can select the Variables we would like to use in the analysis.



- 5) Click the data file that we want to know the mean
6) Choose mean in the descriptive option box.



7) Then click continue and OK

b. Mode

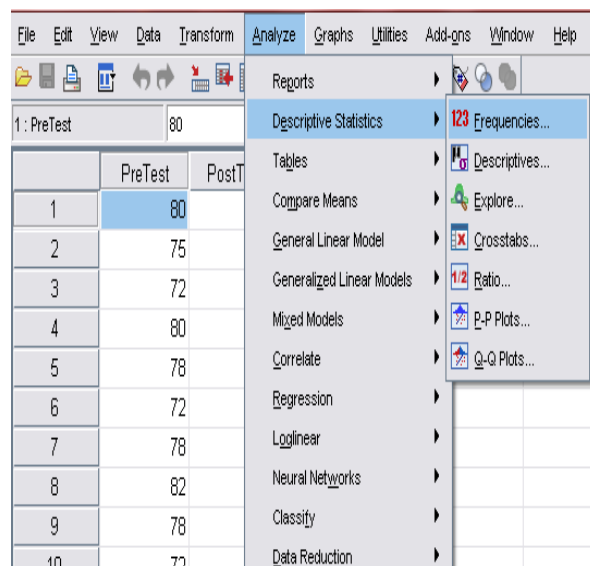
Mode is the value in a set of data which appears most frequently.

The steps to get mode are as follows :

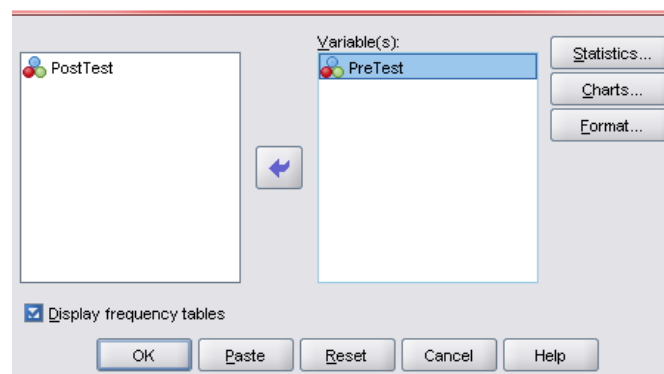
1) Click Analyze

2) Then choose Descriptive Statistic

3) Choose Frequencies

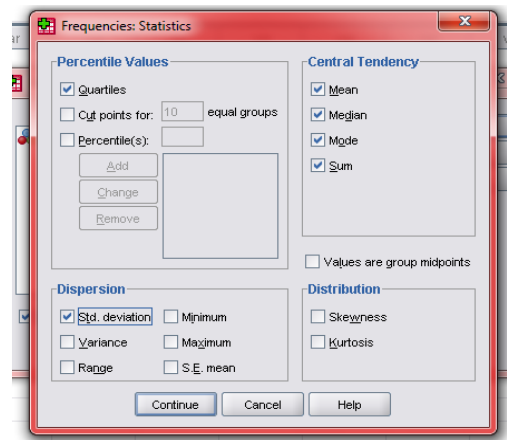


4) Choose the data that we want to know mode.



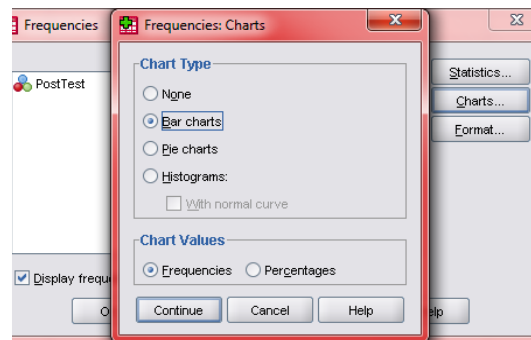
5) The click Statistic.

6) Choose Mode in the frequencies statistix box.



7) Click continue

8) Choose the kind of charts that we want to show the result in the frequencies chart box.

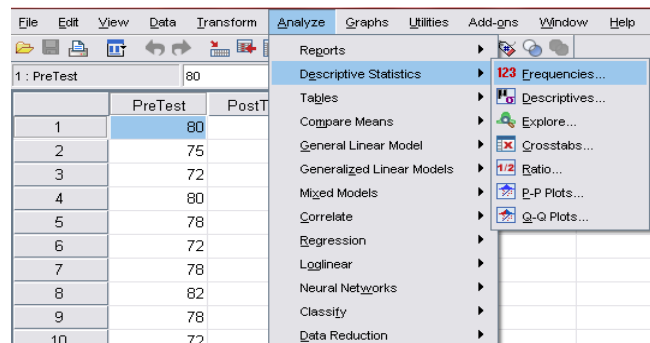


9) Then click continue and OK

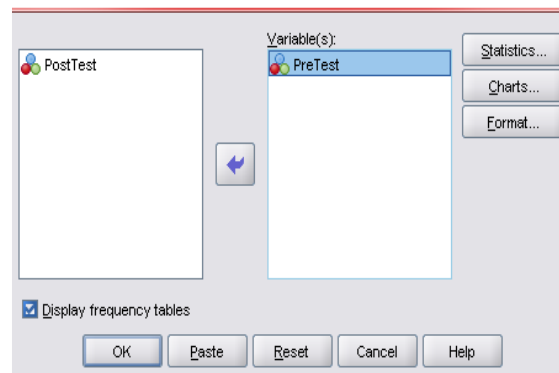
c. Median

Median is the point in a distribution of measures below which 50 percent of the cases. The steps as follows:

- 1) Click analyze
- 2) Then descriptive statistic
- 3) Choose frequencies

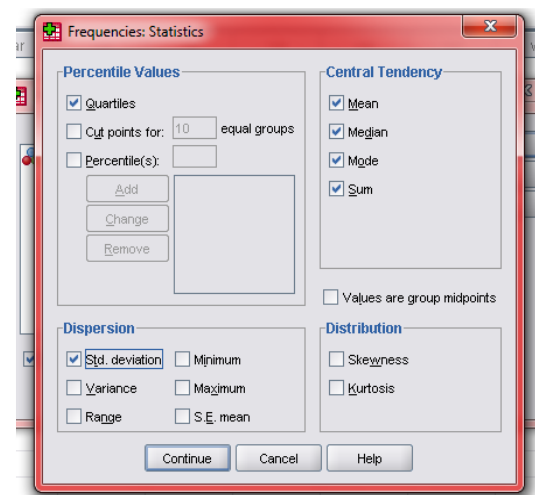


Choose the data that we want to know the median



4) Then click statistic

5) Choose median in the frequencies statistic box



6) Click continue

7) Choose the kind of charts that we want to show in the result in the frequencies charts box

8) Then click continue and OK

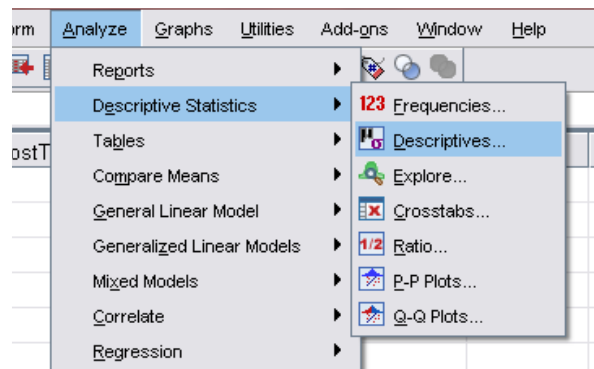
d. Standard Derivation

Standard derivation is the square root of variance (Ary, et al., 2000: 117, Best & Kahn, 1995: 285) in which the variance is the average of the squared differences from the mean. The steps are:

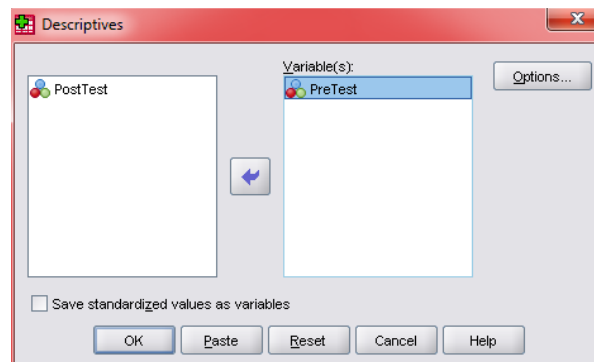
1) Click analyze

2) Then descriptive statistics

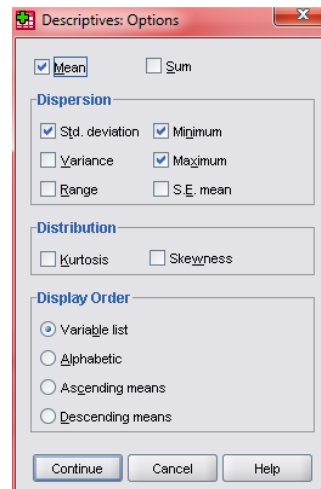
3) Then descriptive



4) Click the data file that we want to know the standard derivation.



5) Choose Std. Derivation in the descriptive option box.



6) Then click continue and OK.

2. Pre-requisite Test

a. Normality Test

The SPSS data set 'NormS' contains the variables used in this sheet including the exercises. To check if a variable is normally distributed, the steps are:

- 1) Click menu than choose Analyze- Nonparametric Test-1-sample K-S.
- 2) After that click sample K-S, input all of variable from test variable list.
- 3) Click *normal* on Test Variable List.
- 4) Than click OK to get the result.

b. Homogeniy

- 1) Select Data than click Weight Cases.
- 2) Click the “Weight cases by” button, and then move the count variable into the box under “Frequency Variable:” Click “OK.”
- 3) Select *Analyze_ Descriptive _ Crosstabs*. Move the variable indicating populations into the “Row(s):” box, and the categorical variable into the “Column(s)” box. Click on the “Statistics” button and then “Continue.”

Test of Homogeneity of Variances			
Pretest control and experiment			
Levene Statistic	df1	df2	Sig.
2,955	1	62	,091

c. Hyphotesis Testing

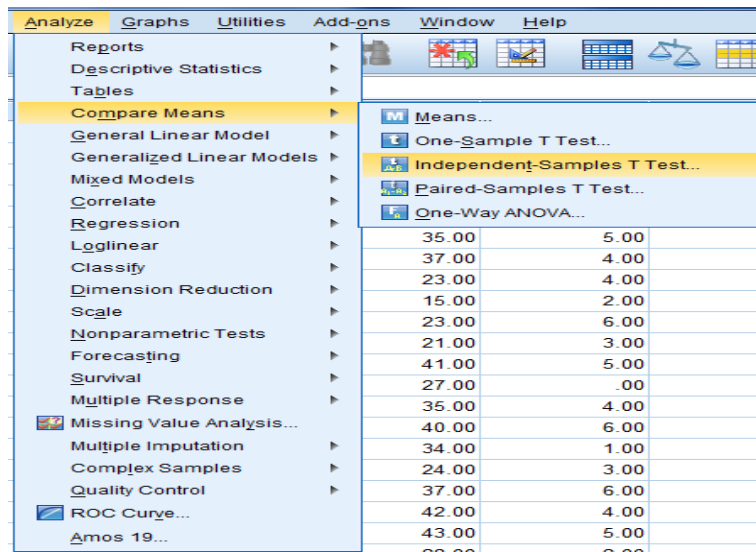
To know Four Square Writing Method effective or not, the researcher uses Ttest in SPSS. There are conditions as follows:

If significant value > 0.05 , so variance of sample is homogenous

If significant value < 0.05 , so variance of sample is not homogenous

The researcher used SPSS to measure the data. It can be follows:

click on Analyze - Compare means - Independent Samples T_{test} :



Move Group into the Test variable box and Result into Grouping variable box.

♦ T-Test

1

Paired Samples Statistics

Pair	Mean	N	Std. Deviation	Std. Error Mean
1 Pre-Knowledge Test	7.80	100	4.731	.473
1 Final Exam Score	71.10	100	15.821	1.582

Paired Samples Correlations

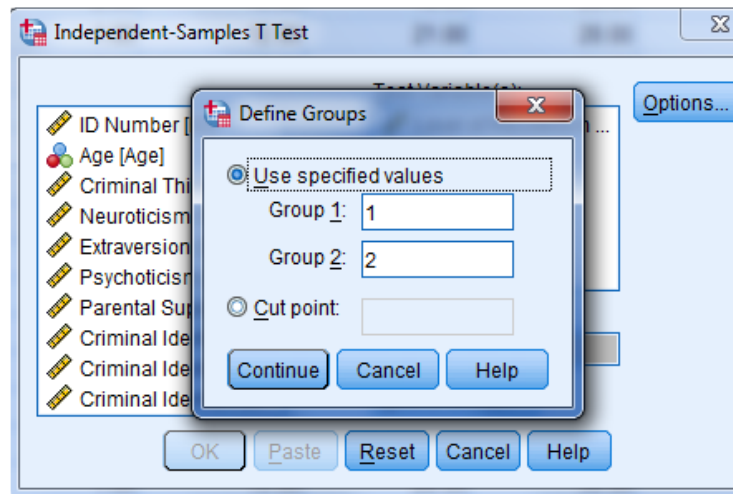
Pair	N	Correlation	Sig.
1 Pre-Knowledge Test & Final Exam Score	100	.664	.000

Paired Samples Test

Pair		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
1	Pre-Knowledge Test - Final Exam Score	-63.30	13.166	1.317	-65.91	-60.69	-48.078	99	.000

2

Click on Define groups and type in the numbers used in data set to code each group. Group 1 = 1 and Group 2 = 2 Continue OK.



The data can call effective if H_0 rejected where $T_{\text{observe}} > T_{\text{table}}$ for significant level (α) 0.05 so H_a accepted. Not only read in T but can read in p-value (sig 2-tailed.) where H_0 rejected if **p-value (sig 2-tailed) < level (α) 0.05.**

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

A. Research Finding

The objective of the research is to describe the significant difference between students taught pair taping technique and lecturing technique. The researcher chose two classes as the sample research. They were X Multimedia 3 consists 34 students as an experimental class and X Multimedia 1 that consists 35 students as a control class.

The researcher gave pre-test to the both experimental and control class to know that the classes were homogenous. The researcher gave the treatment and post test. The result of the post test of both group were compared by using T-test. Then, The data description of both groups could be seen as follows:

1. Data on the Students Taught by Pair Taping Technique (Experimental Class)

Experimental class is the class that was taught by using pair taping technique in teaching speaking skill. Experimental class consists of 34 students. The data pre-test of the students which are taught by pair taping technique showed that the score was 54 up to 80. Based on the data pre-test and post-test of experimental class, the researcher found the total score. The mean of the total pre-test score is 70,65 the median is 71 the mode is 74, and the standard deviation is 5,820. While in the post-test, the mean is 79,71. The median is 79, the mode is 78, and the standard

deviation is 5,096. The researcher present the table of median, mode, and standard deviation of experimental class below:

**Table 4.1 The Students' Score in
Experimental Class**

No	Name	Pre-test Score	Post-test Score
1	AMS	66	74
2	AAS	70	78
3	ARF	68	76
4	ABP	58	72
5	AAP	70	78
6	AMDC	74	84
7	ANA	74	82
8	DWP	72	78
9	DDS	72	84
10	DUA	54	62
11	EA	66	78
12	FEP	74	82
13	FAPH	66	76
14	FNS	72	82
15	FRA	74	80
16	HN	66	78
17	LZR	76	82
18	MF	80	88
19	MH	66	78
20	MFA	70	78
21	MAR	66	76
22	M	78	86
23	N	74	84
24	PN	80	88
25	PNH	74	80
26	RFA	70	78
27	STA	68	76
28	SS	70	82
29	S	76	84
30	SZA	72	82
31	VA	80	88
32	WN	74	82
33	YIH	70	76
34	ZAI	62	78

**Table 4.2 The Mean, Median, Mode, and Standart
Deviation of Experimental Class**

Statistics			
		Pre-test Experimental	Post-test Experimental
N	Valid	34	34
	Missing	0	0
Mean		70,65	79,71
Std. Error of Mean		,998	,874
Median		71,00	79,00
Mode		74	78
Std. Deviation		5,820	5,096
Variance		33,872	25,971

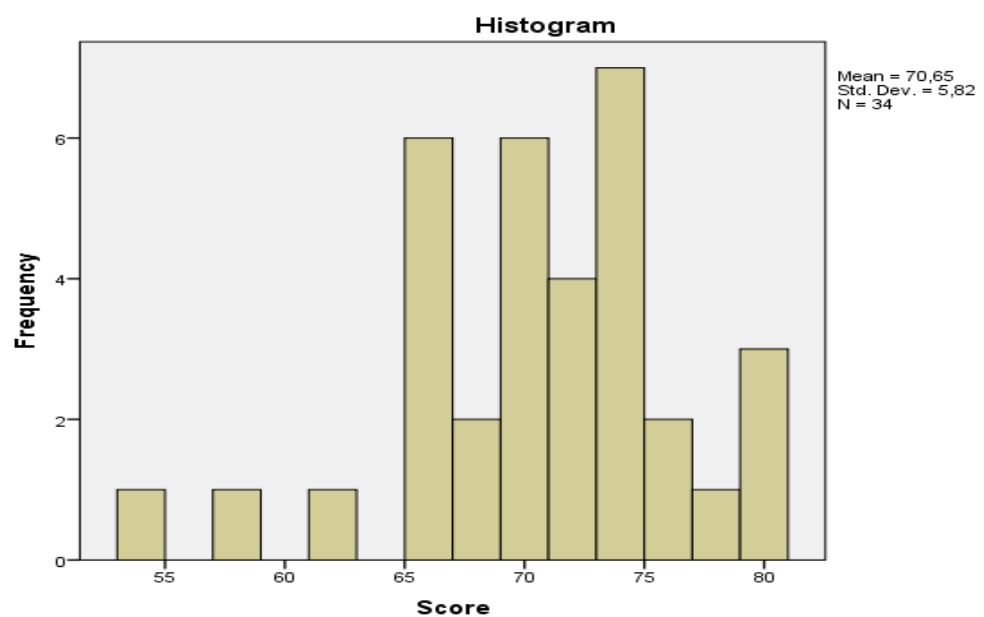
Then, the researcher will show the frequency distribution table of the data. The frequency table of descriptive text pre-test and post-test of students in experimental class as follow:

**Table 4.3 The Frequency Distribution of Students' Pre-test
In Experimental Class**

Pre-test Experimental					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	54	1	2,9	2,9	2,9
	58	1	2,9	2,9	5,9
	62	1	2,9	2,9	8,8
	66	6	17,6	17,6	26,5
	68	2	5,9	5,9	32,4
	70	6	17,6	17,6	50,0
	72	4	11,8	11,8	61,8

	74	7	20,6	20,6	82,4
	76	2	5,9	5,9	88,2
	78	1	2,9	2,9	91,2
	80	3	8,8	8,8	100,0
	Total	34	100,0	100,0	

Figure 4.1 Histogram Data of Pre-test Experimental Class



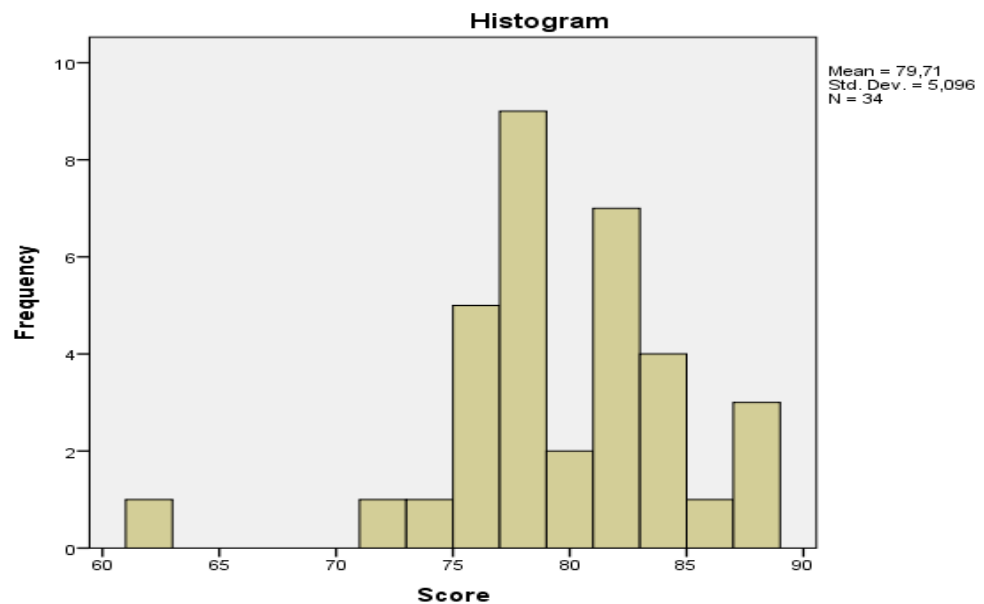
**Table 4.4 The Frequency of Students' Post-test
in Experimental Class**

Post-test Experimental

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	62	1	2,9	2,9
	72	1	2,9	5,9
	74	1	2,9	8,8
	76	5	14,7	23,5
	78	9	26,5	50,0

80	2	5,9	5,9	55,9
82	7	20,6	20,6	76,5
84	4	11,8	11,8	88,2
86	1	2,9	2,9	91,2
88	3	8,8	8,8	100,0
Total	34	100,0	100,0	

Figure 4.2 Histogram Data of Post-test Experimental Class



Based on the table, it showed that the score of students' pre-test are started from 54 until 80. The highest score is 80 that is got by only three students and the lowest score is 54 that is got by one student. While in the score of students' post-test are started from 62 until 88. The highest score is 88 that is got by three students and the lowest score is 63 that is got by one student.

2. Data on the Students Taught by Lecturing Technique (Control Class)

Control class is the class that was taught by using lecturing technique in teaching speaking skill. Control class consists of 35 students. The data pre-test of the students which are taught by lecturing technique showed that the score was 62 up to 80. Based on the data pre- test and post-test of control class, the researcher found the total score. The mean of the total pre-test score is 71.71, the median is 72, the mode is 70, and the standard deviation is 4.805. While in the post-test, the mean is 76.17, the median is 76, the mode is 78, and the standard deviation is 4.376. The researcher present the table of median, mode, and standard deviation of experimental class below:

**Table 4.5 The Students' Score in
Control Class**

No	Name	Pre-test Score	Post-test Score
1	AFA	70	74
2	AF	70	72
3	AKK	74	76
4	AMK	68	74
5	AFF	72	76
6	AP	70	74
7	AQH	70	76
8	ARAM	76	80
9	DAP	70	76
10	DRK	68	74
11	DAP	64	68
12	DSS	66	70
13	DPL	64	68
14	FDS	74	78
15	FL	62	70
16	GYIN	78	82
17	HIKH	76	80
18	HMGC	74	80
19	IN	72	78

20	KAK	64	72
21	LAP	72	72
22	MS	74	80
23	NSAB	80	86
24	NKS	64	74
25	NCAN	70	72
26	PR	72	76
27	RRAP	76	78
28	RMS	72	78
29	S	80	86
30	SRS	74	78
31	UNP	78	78
32	WML	80	82
33	YPP	74	78
34	YR	72	76
35	ZF	70	74

Table 4.6 The Mean, Median, Mode, and Standart Deviation of Control Class

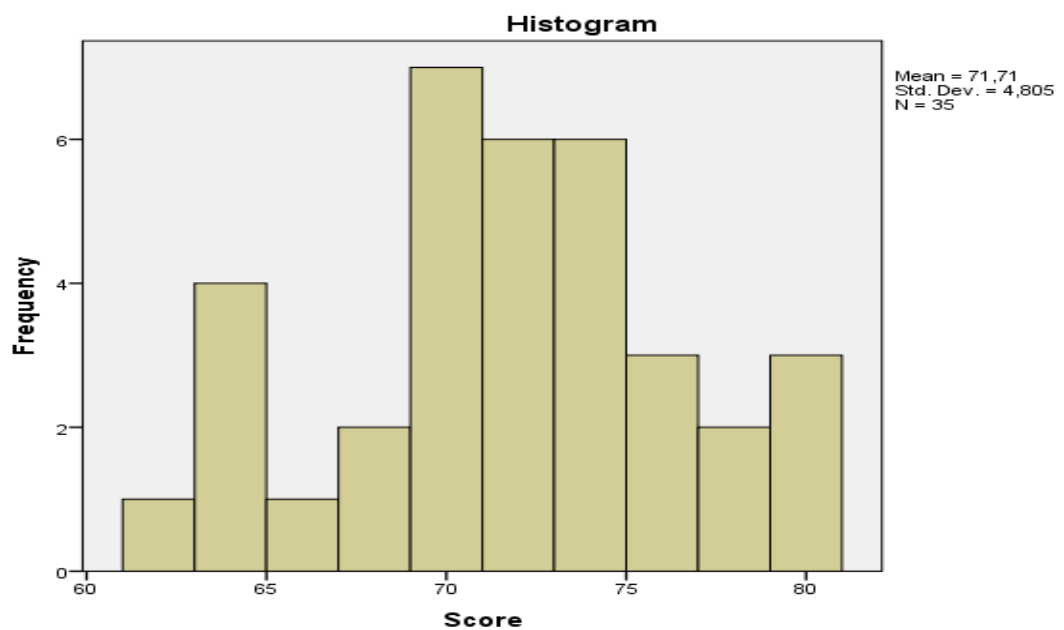
Statistics			
		Pre-test	Post-test
N	Valid	35	35
	Missing	0	0
Mean		71,71	76,17
Std. Error of Mean		,812	,740
Median		72,00	76,00
Mode		70	78
Std. Deviation		4,805	4,376
Variance		23,092	19,146

Then, the researcher will show the frequency distribution table of the data. The frequency table of descriptive text pre-test and post-test of students in experimental class as follow:

**Table 4.7 The Frequency Distribution of Students' Pre-test
in Control Class**

Pre-test of Control Class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	62	1	2,9	2,9	2,9
	64	4	11,4	11,4	14,3
	66	1	2,9	2,9	17,1
	68	2	5,7	5,7	22,9
	70	7	20,0	20,0	42,9
	72	6	17,1	17,1	60,0
	74	6	17,1	17,1	77,1
	76	3	8,6	8,6	85,7
	78	2	5,7	5,7	91,4
	80	3	8,6	8,6	100,0
	Total	35	100,0	100,0	

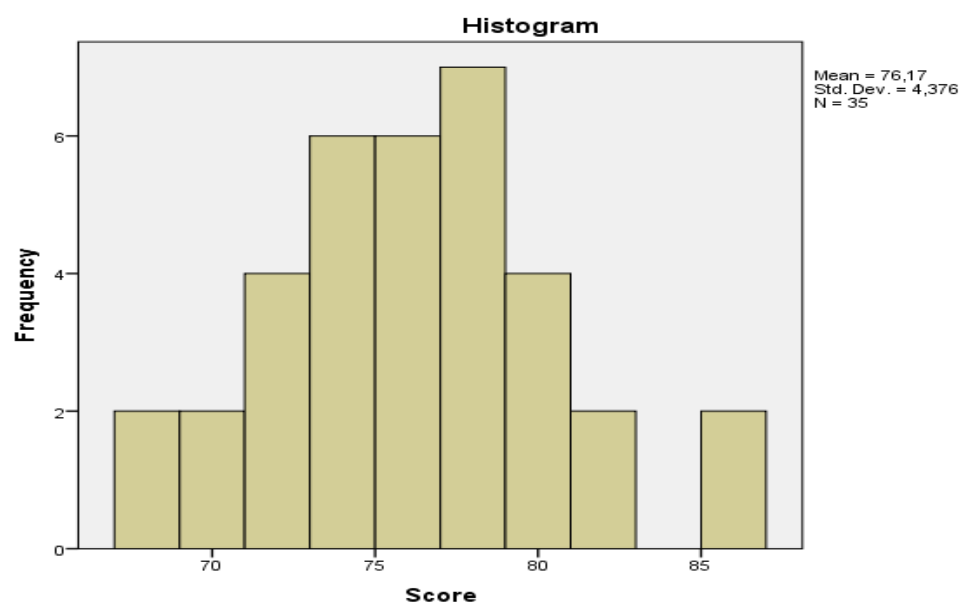
Figure 4.3 Histogram Data of Pre-test Control Class



**Table 4.8 The Frequency of Students' Post-test
in Control Class**

Post-test Control Class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	68	2	5,7	5,7	5,7
	70	2	5,7	5,7	11,4
	72	4	11,4	11,4	22,9
	74	6	17,1	17,1	40,0
	76	6	17,1	17,1	57,1
	78	7	20,0	20,0	77,1
	80	4	11,4	11,4	88,6
	82	2	5,7	5,7	94,3
	86	2	5,7	5,7	100,0
	Total	35	100,0	100,0	

Figure 4.4 Histogram Data of Post-test Control Class



Based on the table, it showed that the score of students' pre-test are started from 62 until 80. The higher score is 80 that is got by only three students and the lowest score is 62 that is got by one student. While in the score of students' post-test are started from 68 until 86. The higher score is 86 that is got by two students and the lowest score is 68 that is got by two students.

B. Data Analysis

There are two kinds that is used to analyze the data of this research. The normality test is to know tha the sample is normal distribution or not. While the homogeneity test is to know that the data are homogeneous or not. Each test is presented in the following section:

1. Normality Test

The data declared significant if the significant was more than 0.05.

Hypothesis in the test are:

H_0 The sample is from a normally distributed population.

H_1 The sample did not come from a normally population.

The criteria of normality test Kolmogorov-Smirnov is if the significant value of the test results indicates $p > \alpha$, then the sample is from a normally distributed. The value of alpha (α) is 0.05. The result of normality test is from the pre-test and post test in experimental and control group are presented as follows:

**Table 4.9 Normality Pre-test of Control Class
and Experimental Class**

One-Sample Kolmogorov-Smirnov Test			
		Pre-test Control	Pre-test Experimental
N		35	34
Normal Parameters ^{a,b}	Mean	71,71	70,65
	Std. Deviation	4,805	5,820
Most Extreme Differences	Absolute	,132	,132
	Positive	,089	,106
	Negative	-,132	-,132
Test Statistic		,132	,132
Asymp. Sig. (2-tailed)		,128 ^c	,140 ^c

a. Test distribution is normal

The table above showed the result of normality test in pre-test control and experimental class. The samples are in normal distribution because the value significance correlation is higher than 0.05. In the pre-test control class, the value significance correlation is 0.128, it is higher than 0.05. It can be concluded that the samples in the pre-test control class are normal. In the pre-test experimental class, the value significance correlation is 0.140, it is higher than 0.05. It can be concluded that the samples in the pre-test experimental class are normal.

**Table 4.10 Normality Post-test of Control
and Experimental Class**

		One-Sample Kolmogorov-Smirnov Test	
		Post Control	Post Experimental
N		35	34
Normal Parameters ^{a,b}	Mean	76,1714	79,7059
	Std. Deviation	4,37564	5,09622
Most Extreme Differences	Absolute	0,109	0,145
	Positive	0,109	0,131
	Negative	-0,091	0-,145
Test Statistic		0,109	0,145
Asymp. Sig. (2-tailed)		0,200 ^{c,d}	0,066 ^c

a. Test distribution is normal

The table above showed the result of normality test in post-test control and experimental class. The samples are in normal distribution because the value significance correlation is higher than 0.05. In the post-test control class, the value significance correlation is 0.200, it is higher than 0.05. It can be concluded that the samples in the post-test control class are normal. In the post-test experimental class, the value significance correlation is 0.066, it is higher than 0.05. it can be concluded that the samples in the post-test experimental class are normal.

2. Homogeneity Test

Homogeneity test was used to know whether the two samples of experimental and control class are homogeneous. The basic decision in the homogeneity test is if the value of significant lower than 0.05 the variants of two or more groups of the population in the data is same. The calculation of the data homogeneity is presented below:

Table 4.11 Homogeneity Pre-test of Experimental and Control Class.

Test of Homogeneity of Variances			
Pre-test Score of Control and Experimental			
Levene Statistic	df1	df2	Sig.
,666	1	67	,417

Based on the table above, it can be seen that the data homogeneity of pre-test score in experimental and control class are 0.417, it is significant because the value significant (0.417) is higher than 0.05. It can be concluded that the data are homogeneous.

Table 4.12 Homogeneity Post-test of Experimental and Control Class.

Test of Homogeneity of Variances			
Score Post Control Experimental			
Levene Statistic	df1	df2	Sig.
0,348	1	67	0,557

Based on the table above, it can be seen that the data homogeneity of pre-test score in experimental and control class are 0.557, it is significant because the value significant (0.557) is higher than 0.05. it can be concluded that the data are homogeneous. Based on the calculation result of the data above, it can be seen that the all of data are homogeneous.

3. Hypothesis Testing

Hypothesis test could be done after the normality and homogeneity test was done. The researcher used T-test to calculate the hypothesis testing. T-test was used to differentiate if the students' result of speaking skill taught by using pair taping technique was significant or not. In this research, the null hypothesis (H_0) states that there is no significant effect of pair taping technique in teaching speaking skill at the tenth grade students of SMK Negeri Matesih in the academic year 2018/2019. While the alternative hypothesis (H_a) there is a significant effect of pair taping technique in teaching speaking skill at the tenth grade students of SMK Negeri Matesih in the academic year 2018/2019.

The basic read value of significant T-test: if the value of significant or Sig. (2-tailed) is higher than 0.05, H_0 accepted and H_a rejected. While if the value of significant or Sig. (2-tailed) is lower than 0.05, H_0 rejected and H_a accepted.

Table 4.13 The Result of Post Test Experimental and Control Class.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differen ce	Std. Error Differenc e	95% Confidence Interval of the Difference	
									Lower	Upper
Score Post- test	Equal variances assumed	0,348	0,557	3,094	67	0,003	3,53445	1,14240	1,25421	5,81470
	Equal variances not assumed			3,087	64,889	0,003	3,53445	1,14495	1,24776	5,82114

The result of the T-test states that Sig. (2-tailed) is 0.00 and the level of significance is 0.05. The result provides that Sig. (2-tailed) is lower than level of significance so the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. It means that there is a significant effect between the students taught by using pair taping technique in teaching speaking skill at the the tenth grade students of SMK Negeri Matesih in 2018/2019 academic year.

C. Discussion

The result of the study and the hypothesis test shows that the problem statement is fulfilled. From the calculation of the result of the test, the mean of speaking test before using pair taping technique in experimental group was 71,82. after teaching speaking with pair taping technique, the score of post-test was 79,71. The scores was increase 7,89. It is mean that the result shows the pair taping technique was effective to teach speaking skill at the tenth grade students of SMK Negeri Matesih in the academic year 2018/2019.

The teacher need properly technique or method to get the students' interest and make the class more alive. Pair taping technique is one of techniques that can make students more interested in joining the class. They are more active to participate in the class. In addition, the students had more opportunities to practice speaking in pairs. Besides, the students' speaking practices more varied after the study of using pair-taping technique.

By using pair-taping technique, the series of activities; creating dialog, rehearsing the lines, recording the dialogs, and showing the recordings, make the students' speaking skills improved. Besides, the students' self-confidence also improved. It can be seen through the process of teaching and learning process that the students showed that they were confident to speak.

In general, pair taping technique makes the learning more attractive, fun, interesting, meaningful, effective, and successful. Students has more critical thinking when the researcher give the technique. Not only in the learning benefit but also pair taping technique makes students work

cooperatively with their partner. When the students speak with their partner, they can get a new idea to make conversation about the topic. Work together makes them easy to find a new idea because they will know what they have to talk to their partner. Pair taping technique becomes a solution for the boring method of the learning activity that students feel. They can talk with their partner. They also know of their mistakes or their partner's mistakes and correct it. Then they can speak better than before.

Then the result of T-test showed that Sig. (2-tailed) is lower than the level of significant. It could be concluded that there is a significant different between using pair taping technique and lecturing technique in teaching speaking skill. It could be seen from the hypothesis test that indicated there is a Sig. (2-tailed) 0.003 lower than the level significance 0.05. The result was in line with the research which has been conducted by Mahendra (2013) from Universitas Negeri Surabaya. He found that pair taping technique is more effective than classroom discussion to teach speaking. The students are having high creativity and better speaking skill, there is an interaction between teaching activity (pair taping technique and classroom discussion) and creativity to teach speaking. Second, the research that has been conducted by Setyorini (2013) from Universitas Negeri Yogyakarta. She found that pair taping technique was effective to improve students' speaking practice (vocabulary, grammar, and mechanics).

The use of pair taping technique in teaching speaking skill at the tenth grade students of SMK Negeri Matesih in 2018/2019 academic year is

significantly effective and different with students taught by using lecturing technique. The students of experimental that is given a treatment got better score than the students of control class that is not given a treatment.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

The students were taught by using pair taping technique have better score than lecturing technique in teaching speaking skill. There are differences of speaking score taught by pair taping technique and lecturing technique. The objective of this research is to identify whether the pair taping technique is effective than lecturing technique in teaching speaking skill at the tenth grade students of SMK N Matesih in 2018/2019 academic year. In order to gain the objective of the study, the researcher conducted an experimental research.

After conducting the research, the researcher found out some results from the data analysis. The result of T-test found that Sig. (2-tailed) is 0.003 and the level of significance is 0.05. It could be seen that Sig. (2-tailed) is lower than the level of significance. It could be concluded that there is a significant effect of the students who are taught by pair taping technique and lecturing technique. Another result of the data analysis is the mean score difference of experimental and control class. The mean score of experimental class is 79.71, while the mean score of control class is 76.12. The data shows that the mean scores of experimental class taught by pair taping technique is higher than control class taught by lecturing technique.

B. Implication

The result of the research showed that the pair taping technique is effective to teach speaking skill at the tenth grade students of SMK N Matesih in 2018/2019 academic year. The use of pair taping technique is able to increase the students' achievement in speaking test higher than lecturing technique.

The use of pair taping technique can help the teaching and learning process run well. The students are able to gain the speaking skill. This technique also can help students to talk actively. They are initiative to express their thoughts in the spoken language. Pair taping technique also can improve students' pronunciation ability and vocabulary mastery. In addition, this technique creates a fun situation, more active as participant and more confident in conveying their thoughts and ideas to make a good communication.

C. Suggestion

Based on the conclusion above, some suggestions would be directed toward the English teacher, students and other researcher.

1. For the Teacher

Teaching English is not a simple matter, therefore to make the students interested in this subject; the teachers should use various methods, techniques, and strategies in their teaching process. Teacher can choose appropriate method and technique based on the situation. Therefore, the class will not run in a boring atmosphere and the students

will enjoy the speaking process. Since this research shows that pair tapping technique is better than lecturing technique for teaching speaking skill, it is recommended for teachers to use pair tapping technique in teaching speaking skill.

2. For the Students

The students should be active in the teaching and learning process and do more practice in the class. The students have to improve their competence of speaking skill with the various activities individually, by pairs, or by groups. Because speaking is not only a productive skill that has a complex challenge, but also it is very important to support the academic success. It is also as a requirement for many occupations and professions. By using pair tapping technique, the students can speak English actively, and apply a new experience in their learning process.

3. For the Reasearcher

This research can be a reference to the another researcher that can be implemented to teach speaking skill. Other researcher can develop with their material which is suitable for teaching speaking skill.

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APPENDICES

APPENDIX 1
SYLLABUS

SILABUS (KURIKULUM 2013) TAHUN PELAJARAN 2018/ 2019

Sekolah : SMK NEGERI MATESIH
Mata Pelajaran : BAHASA INGGRIS - WAJIB
Kelas : X
Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<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 jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.</p> <p>3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari</p>	<p>Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri</p> <p><i>Fungsi sosial</i></p> <p>Menjalin hubungan dengan guru, teman dan orang lain</p> <p><i>Ungkapan</i></p> <p><i>My name is... I'm ... I live in ... I have ... I like dan sebagainya</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan. <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks memaparkan dan menanyakan jati diri Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p>	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris 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>teks pemaparan jati diri, sesuai dengan konteks penggunaannya.</p> <p>4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p><i>Unsur kebahasaan:</i></p> <ol style="list-style-type: none"> (1) Kata terkait dengan hubungan keluarga dan kekerabatan, profesi pekerjaan, hobi. (2) Kata kerja dalam simple present tense: <i>be, have</i> dalam simple present tense (3) Kata tanya <i>What? Who? Which?</i> (4) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi (5) Rujukan kata <p><i>Topik</i></p> <p>Keteladanan tentang perilaku terbuka, menghargai perbedaan, perdamaian.</p>	<p>Indonesia.</p> <ul style="list-style-type: none"> • Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa mencari pemaparan jati diri dari berbagai sumber. • Siswa berlatih memaparkan jati diri dengan teman melalui simulasi. • Siswa berlatih memaparkan jati diri melalui tulisan <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokkannya berdasarkan penggunaan. • Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa mendemonstrasikan penggunaan pemaparan jati diri secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur 	<ul style="list-style-type: none"> • Melakukan monolog yang menyebutkan jati diri didepan kelas • Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati diri <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip percakapan • 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
		kebahasaan yang benar dan sesuai dengan konteks <ul style="list-style-type: none"> Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (<i>learning journal</i>). 	Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar. 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman. 3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap serta responnya, sesuai dengan konteks penggunaannya. 4.2. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang	Teks lisan dan tulis untuk memuji bersayap (<i>extended</i>) serta responnya <i>Fungsi sosial</i> Menjaga hubungan interpersonal dengan guru, teman dan orang lain. <i>Ungkapan</i> <i>“Excellent! You really did it well, Tina.” “That’s nice, Anisa. I really like it.” “It was great. I like it, thank you,”</i> <i>Unsur kebahasaan:</i> Ucapan, tekanan kata, intonasi	Mengamati <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi memuji bersayap. Siswa mengikuti interaksi memuji bersayap. Siswa menirukan model interaksi memuji bersayap Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, struktur teks, dan unsur kebahasaan). Mempertanyakan (questioning) Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.	KRITERIA PENILAIAN: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks memuji bersayap Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian CARA PENILAIAN: Unjuk kerja <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan pujian dan responnya . Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya Pengamatan (observations): Bukan penilaian formal seperti	1 x 2 JP	<ul style="list-style-type: none"> Audio CD/ SUARA GURU Koran/ majalah ber 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>benar dan sesuai konteks.</p>		<p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan memuji bersayap yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa memuji dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (<i>learning journal</i>). 	<p>tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyatakan pujian dan responnya ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan Komunikasi 		
<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>3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menunjukkan perhatian (care), serta</p>	<p>Teks lisan dan tulis untuk menunjukkan perhatian (care)</p> <p><i>Fungsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <p><i>Ungkapan</i></p> <p>Ungkapan untuk memberi perhatian dan cara meresponnya: <i>You look pale . Are you OK? Not, really. I've got a headache.</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi menunjukkan perhatian. Siswa mengikuti interaksi menunjukkan perhatian. Siswa menirukan model interaksi menunjukkan perhatian. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menunjukkan perhatian. (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 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks menunjukkan perhatian Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan 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 	<p>1 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/ SUARA GURU Koran/ majalah ber 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>responnya, sesuai dengan konteks penggunaannya.</p> <p>4.3. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (care), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p><i>Unsur kebahasaan:</i> Ucapan, tekanan kata, intonasi</p>	<p>perbedaan antara berbagai ungkapan menunjukkan perhatian dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi Siswa menunjukkan perhatian dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menunjukkan perhatian yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menunjukkan perhatian dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menunjukkan perhatian dalam jurnal belajar (<i>learning journal</i>). 	<p>berisi pernyataan dan pertanyaan untuk menunjukkan perhatian</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ungkapan untuk menunjukkan perhatian <p>Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menunjukkan perhatian (care) ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan Komunikasi 		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar</p>	<p>Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat menyatakan dan menanyakan tentang niat melakukan sesuatu dalam berbagai konteks 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks pernyataan dan 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/VCD/DVD SUARA GURU

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya</p> <p>4.4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</p>	<p><i>Fungsi Sosial</i></p> <p>Menyatakan rencana</p> <p><i>Struktur Teks</i></p> <p>'I'd like to tell my name,' I will tell him about my job, I'm going to introduce my friend</p> <p><i>Unsur Kebahasaan</i></p> <p>Kata kerja <i>I'd like to ...</i>, <i>I will ...</i>, <i>I'm going to ...</i>; tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p>	<ul style="list-style-type: none"> Siswa mengikuti interaksi tentang pernyataan dan pertanyaan tentang menyatakan dan menanyakan tentang niat melakukan sesuatu dengan bimbingan guru Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu Dengan bimbingan dan arahan guru siswa mengidentifikasi ciri kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam konteks simulasi, role-play dan kegiatan lain yang terstruktur Siswa berusaha menyatakan dan bertanya tentang niat melakukan sesuatu <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan antara ungkapan 	<p>pertanyaan tentang niat melakukan sesuatu</p> <ul style="list-style-type: none"> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observasi)</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> Upaya menggunakan Bahasa Inggris untuk menyatakan dan menanyakan tentang niat melakukan sesuatu ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi 		<ul style="list-style-type: none"> Koran/ majalah berbahasa Inggris 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>niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain.</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris dan dalam bahasa Indonesia <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Setiap menyatakan dan menanyakan ungkapan tentang niat melakukan sesuatu dalam bahasa Inggris di dalam dan di luar kelas Siswa menuliskan permasalahan dalam jurnal belajar (<i>learning journal</i>) 			
<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 fungsional</p> <p>3.5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, sesuai dengan</p>	<p>Teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended)</p> <p><i>Fungsi Sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</p> <p><i>Struktur text</i></p> <p>Ungkapan baku dari sumber-sumber otentik.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata dan tata bahasa baku</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan beberapa pesan yang berisi ucapan selamat dari berbagai sumber (a.l. film, tape, surat kabar, majalah). Siswa membacakan contoh-contoh teks pesan berisi ucapan selamat tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri pesan yang berisi ucapan selamat (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan(questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks ucapan selamat bersayap Ketepatan unsur kebahasaan: tata bahasa, kosa kata, 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) menggunakan 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris 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>konteks penggunaannya.</p> <p>4.5. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended), dengan memperhatikan tujuan, struktur teks, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</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><i>Topik</i></p> <p>Keteladanan tentang perilaku peduli dan cinta damai.</p>	<p>perbedaan antar berbagai pesan yang berisi ucapan selamat dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri dan dalam kelompok mencari ucapan selamat yang lain dari berbagai sumber Siswa bergantian membacakan ucapan selamat dengan unsur kebahasaan yang tepat Siswa mengucapkan dan merespon ucapan selamat yang disampaikan teman dan guru. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan berbagai ucapan selamat terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa berkreasi membuat teks-teks ucapan selamat dan menyampaikannya di depan guru dan teman untuk mendapat 	<p>ungkapan berbentuk pesan berisi ucapan selamat serta responnya dalam situasi nyata</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ucapan selamat bersayap serta responnya <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi ucapan selamat Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. Kumpulan karya siswa yang mendukung proses penulisan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		feedback. <ul style="list-style-type: none"> Siswa membuat kartu ucapan selamat Siswa memperoleh feedback dari guru dan teman sejawat 	teks ucapan selamat berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.6. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang kesudahannya, sesuai	Tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya (Past Simple dan Present Perfect Tense) <i>Fungsi sosial</i> Menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya <i>Struktur teks</i> <i>I had plowed into a big green Buick. I hollered</i>	Mengamati <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat <i>Past Simple</i> dan <i>Present perfect tense</i>, dalam berbagai konteks. Siswa berinteraksi menggunakan kalimat <i>Past Simple</i> dan <i>Present perfect tense</i> selama proses pembelajaran, dengan bimbingan guru. Siswa menirukan contoh-contoh kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, (fungsi sosial, struktur teks, dan unsur kebahasaan). Mempertanyakan Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai <i>past simple</i> dan <i>present perfect</i> yang ada dalam bahasa Inggris, dan perbedaan ungkapan dalam bahasa Inggris	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kelengkapan dan keruntutan struktur teks Kesesuaian format penulisan/ penyampaian Cara Penilaian: Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian <ul style="list-style-type: none"> Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi Ketepatan dan kesesuaian 	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris 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>dengan konteks penggunaannya.</p> <p>4.6. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p><i>farewells to my friends and poured myself into the car</i></p> <p><i>My friend has prepared everything before we left</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Past Simple, Present Perfect</p> <p>(2) Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p>dengan yang ada dalam bahasa Indonesia.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur. Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris selama proses pembelajaran. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i> yang telah dipelajari dengan ungkapan-ungkapan lainnya. Siswa membandingkan antara kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i> dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau bahasa Indonesia. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang 	<p>dalam menyampaikan dan menulis teks</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>dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam jurnal belajarnya. 			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p>	<p>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p><i>Fungsi sosial</i></p> <p>Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.</p> <p><i>Struktur text</i></p> <p>(1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, tempat wisata,</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. Siswa menirukan contoh secara terbimbing. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks deskriptif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal di depan kelas / berpasangan Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan 	<p>9 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris 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>4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>dan bangunan bersejarah terkenal dan bagiannya, dan</p> <p>(3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang</p>	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari <p>Mengasosiasi</p> <ul style="list-style-type: none"> Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. Siswa mengelompokkan teks deskripsi sesuai dengan fungsinya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. 	<p>dalam membuat teks deskriptif</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif. Kumpulan karya siswa yang mendukung proses penulisan teks deskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>perilaku toleran, kewirausahaan, nasionalisme, percaya diri.</p>	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya Siswa menyunting deskripsi yang dibuat teman. Siswa menyampaikan deskripsinya didepan guru dan teman dan mempublikasikannya di mading. Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai. Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami. Siswa dapat menggunakan 'learning journal' 	<p>latihan.</p> <ul style="list-style-type: none"> Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain 		
<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</p>	<p>Teks tulis berbentuk <i>announcement</i> (pemberitahuan)</p> <p><i>Fungsi sosial</i></p> <p>Memberikan informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperlancar informasi antara guru, siswa,</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca teks <i>announcement</i> dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. Siswa mencoba menirukan pengucapannya dan menuliskan teks yang digunakan. 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks <i>announcement</i> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanengli

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>damai, dalam melaksanakan komunikasi fungsional</p> <p>3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (<i>announcement</i>), sesuai dengan konteks penggunaannya.</p> <p>4.11. Menangkap makna pemberitahuan (<i>announcement</i>).</p> <p>4.12. Menyusun teks tulis pemberitahuan (<i>announcement</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>kepala sekolah, dan staf administrasi</p> <p><i>Struktur Teks</i></p> <p>Ungkapan yang lazim digunakan dalam teks <i>announcement</i> di media massa maupun di internet, secara urut dan runtut.</p> <p><i>Unsur kebahasaan</i></p> <p>Kosa kata, tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat, dengan pengucapan yang lancar dan penulisan dengan tulisan tangan atau cetak yang jelas dan rapi</p> <p><i>Multimedia:</i></p> <p>Layout, dekorasi, yang membuat tampilan teks lebih menarik</p>	<ul style="list-style-type: none"> Siswa belajar membaca cepat untuk mendapat gambaran umum dari teks melalui proses <i>skimming</i> dan <i>scanning</i> untuk mendapatkan informasi khusus. <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks pemberitahuan dalam bahasa Inggris, perbedaan teks pemberitahuan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari teks lain untuk mendengarkan/membaca teks <i>announcement</i> dengan strategi yang digunakan dari berbagai sumber. Siswa berlatih membaca teks <i>announcement</i> dengan strategi yang digunakan bersama teman <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis teks <i>announcement</i> dengan memperhatikan format penulisannya melalui strategi yang digunakan. Siswa membandingkan teks <i>announcement</i> yang didengar/dibacakan dari guru dengan yang dipelajari dari berbagai sumber lain. Secara berkelompok siswa mendiskusikan 	<ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk pemberitahuan (<i>announcement</i>) di depan kelas Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks pemberitahuan (<i>announcement</i>) <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> kesantunan saat melakukan tindakan komunikasi perilaku tanggung jawab, peduli, kerjasama, dan cinta <p>damai, dalam melaksanakan komunikasi</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan 		<p>sh.state.gov/files/ae/resource_files</p> <ul style="list-style-type: none"> http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>teks <i>announcement</i> yang mereka temukan dari sumber lain.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat teks <i>announcement</i> dalam kerja kelompok Siswa menyampaikan pemberitahuan secara tertulis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks Membuat jurnal belajar (<i>learning journal</i>) 	<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 teks pemberitahuan Kumpulan karya siswa yang mendukung proses penulisan teks pemberitahuan berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi 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. 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</p>	<p>Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa.</p> <p><i>Fungsi sosial</i></p> <p>Meneladani, membanggakan, bertindak teratur, teliti dan disiplin,</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks <i>recount</i> tentang pengalaman/kegiatan/kejadian/peristiwa yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <i>recount</i> 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks <i>recount</i> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian 	<p>7 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>melaksanakan komunikasi fungsional</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>recount</i> sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</p> <p>4.13. Menangkap makna dalam teks <i>recount</i> lisan dan tulis sederhana.</p> <p>4.14. Menyusun teks <i>recount</i> lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks</p>	<p>melaporkan.</p> <p><i>Struktur</i></p> <ol style="list-style-type: none"> Menyebutkan tindakan/ peristiwa/kejadian secara umum Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut Jika perlu, ada kesimpulan umum. <p><i>Unsur kebahasaan</i></p> <ol style="list-style-type: none"> Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan. Penyebutan kata benda Ejaan dan tulisan tangan dan cetak yang jelas dan rapi Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan 	<p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,. Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam <i>recount</i> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari beberapa text <i>recount</i> dari berbagai sumber. Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks Siswa membacakan teks <i>recount</i> kepada teman dengan menggunakan unsur kebahasaan yang tepat Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi text <i>recount</i>. Siswa secara berkelompok menuliskan /menyalin teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut 	<p>Cara Penilaian</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk <i>recount</i> dalam kelompok / berpasangan/ didepan kelas Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks <i>recount</i> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> kesantunan saat melakukan tindakan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Kesungguhan siswa dalam proses pembelajaran di setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks 		<p>/resource files</p> <ul style="list-style-type: none"> http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.</p>	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa saling menganalisis teks <i>recount</i> tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. • Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat teks <i>recount</i> sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa mempresentasikannya di kelas • Siswa membuat kliping teks <i>recount</i> dengan menyalin dari beberapa sumber. • Siswa membuat jurnal belajar (<i>learning journal</i>) 	<p><i>recount</i>.</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mendukung proses penulisan teks <i>recount</i> berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain • Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya. 		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam</p>	<p>Teks naratif lisan dan tulis berbentuk legenda sederhana.</p> <p><i>Fungsi sosial</i></p> <p>Meneladani nilai-nilai</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks naratif • Ketepatan unsur kebahasaan: 	<p>6 x 2 JP</p>	<ul style="list-style-type: none"> • Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris

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 fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana</p>	<p>moral, cinta tanah air, menghargai budaya lain.</p> <p><i>Struktur</i></p> <ol style="list-style-type: none"> Pengenalan tokoh dan setting Komplikasi terhadap tokoh utama Solusi dan akhir cerita <p><i>Unsur kebahasaan</i></p> <ol style="list-style-type: none"> (3) Kata-kata terkait karakter, watak, dan setting dalam legenda (4) Modal auxiliary verbs. (4) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi (5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan (6) Rujukan kata <p><i>Topik</i></p> <p>Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p>	<p>dan unsur kebahasaannya</p> <ul style="list-style-type: none"> Siswa mengamati keteladanan dari cerita legenda Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca beberapa text legenda dari berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa melengkapi rumpang dari beberapa teks legenda sederhana Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut 	<p>tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi Ketepatan dan kesesuaian menggunakan strategi dalam membaca Kesungguhan siswa dalam proses pembelajaran di setiap tahapan 		<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
		<ul style="list-style-type: none"> Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa menganalisis beberapa teks legenda 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 menyampaikan informasi fungsi sosial, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks legenda. Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. Siswa membuat 'learning journal' 	<p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <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 yang diwujudkan dalam</p>	<p>Lagu sederhana <i>Fungsi sosial</i> Menghibur, mengungkapkan perasaan, mengajarkan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya Siswa menirukan pengucapan dengan menyanyikan sesuai dengan lagu yang 	<p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/VCD/DVD www.youtube SUARA GURU

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>3.11. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>4.16. Menangkap makna lagu sederhana.</p>	<p>pesan moral</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku yang menginspirasi.</p>	<p>didengar</p> <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa memperoleh pengetahuan tambahan tentang kosa kata dan pesan dalam lagu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membacakan lirik lagu yang disalin kepada teman sebangku Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat Siswa berdiskusi tentang pesan lagu yang didengar <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan menyalin <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalisis tentang pesan di dalam lagu-lagu tersebut Antarsiswa melakukan penilaian terhadap 	<p>peduli, kerjasama dan cinta damai dalam melaksanakan Komunikasi</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		<ul style="list-style-type: none"> Koran/ majalah berbahasa Inggris 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
		kumpulan lagu yang dibuat.			

APPENDIX 2

2a) LESSON PLAN IN EXPERIMENTAL CLASS

2b) LESSON PLAN IN CONTROL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(Experiment Class- 1st Meeting)

Satuan Pendidikan : SMK N Matesih
Mata pelajaran : Bahasa Inggris
Kelas/Semester : X/1
Materi Pokok : Congratulating Others
Alokasi Waktu : 2 x 45 menit

A. KOMPETENSI INTI (KI)

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

Kompetensi Dasar	Indikator
<p>3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, sesuai dengan konteks penggunaannya</p> <p>4.5 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended), dengan memperhatikan tujuan, struktur teks, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>3.5.1 Mengidentifikasi unsur kebahasaan dari suatu ungkapan selamat.</p> <p>3.5.2 Mengidentifikasi ungkapan selamat kepada orang lain dengan menggunakan bahasa Inggris.</p> <p>3.5.3 Mengucapkan atau melafalkan ungkapan selamat kepada orang lain</p> <p>4.5.1. Melakukan percakapan dengan ungkapan tersebut dalam kehidupan sehari-hari dengan percaya diri.</p>

C. TUJUAN PEMBELAJARAN

Setelah melaksanakan proses pembelajaran, siswa diharapkan dapat:

1. Siswa dapat memahami dan mengaplikasikan Teknik *Pair Taping* dalam percakapan memberikan ungkapan selamat secara lisan.
2. Siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan selamat (*Congratulating Others*)
3. Siswa dapat memahami materi tentang *Congratulating Others*
4. Siswa dapat menyusun teks lisan dan tulis untuk mengucapkan dan merespon (memberikan *feedback*) ucapan selamat.

D. MATERI PEMBELAJARAN

***Terlampir**

E. METODE PEMBELAJARAN

1. Teknik : Pair Taping

F. MEDIA / ALAT / BAHAN / SUMBER

1. Media : Laptop
2. Alat : Whiteboard and LCD
3. Sumber : Buku Bahasa Inggris Kelas X semester 1 SMK/MA/SMA

G. KEGIATAN PEMBELAJARAN

KEGIATAN PENDAHULUAN	<ul style="list-style-type: none">❖ Researcher memberi salam❖ Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi dan menyiapkan buku pelajaran.❖ Researcher menanyakan kabar siswa “How are you students?”	5’
KEGIATAN INTI	<ul style="list-style-type: none">❖ Researcher menjelaskan tentang Pair Taping technique kepada siswa.❖ Researcher mereview materi tentang <i>Congratulating Others</i>. <p>Mengamati</p> <ul style="list-style-type: none">❖ Setelah selesai menjelaskan, researcher memberikan video yang berhubungan dengan <i>Congratulating Others</i> untuk diidentifikasi siswa. <p>Menanyakan</p> <ul style="list-style-type: none">❖ Researcher bertanya kepada siswa tentang pemahaman ungkapan selamat (<i>Congratulating Others</i>) <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none">❖ Researcher meminta siswa untuk menyebutkan beberapa ungkapan selamat.❖ Researcher meminta siswa untuk mengulangi pelafalan (<i>pronunciation</i>) setelah researcher melafalkan beberapa ungkapan selamat.❖ Researcher dan siswa membahas secara bersama-sama bagaimana cara mengungkapkan selamat dengan tepat. <p>Mengasosiasikan</p> <ul style="list-style-type: none">❖ Researcher memberikan intruksi kepada siswa untuk membuat beberapa ungkapan selamat.	80’

	<ul style="list-style-type: none"> ❖ Setelah siswa selesai membuat beberapa ungkapan selamat, reseracher memberi intruksi kepada siswa untuk membuat percakapan secara lisan dengan teman sebangku. ❖ Siswa merekam percakapannya dan memilih rekaman terbaik untuk dikumpulkan kepada researcher. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> ❖ Researcher meminta siswa untuk merekam suara mereka saat melakukan percakapan tentang ungkapan selamat ❖ Beberapa pasang siswa mempraktikkan percakapan mereka di depan kelas. ❖ Researcher meminta siswa untuk mengumpulkan hasil rekaman percakapan siswa. 	
KEGIATAN PENUTUP	<ul style="list-style-type: none"> ❖ Researcher menyimpulkan apa yang dipelajari hari ini. ❖ Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya 	5'

H. PENILAIAN

1. Penilaian Hasil Belajar

a) Teknik Penilaian:

- Penilaian Sikap : Observasi/pengamatan
- Penilaian Pengetahuan : Tes Tertulis
- Penilaian Keterampilan : Unjuk Kerja/Praktik,

b) Bentuk Penilaian:

- Observasi : Jurnal Researcher
- Tes tertulis : uraian dan lembar kerja
- Unjuk kerja :Praktik/Pedoman Penskoran
- Proyek :Produk/Pedoman Penskoran

2. Rubrik Penilaian Keterampilan

No	Criteria	Rating Scores	Description
1	Pronunciation	5	Has few traces of foreign language
		4	Always intelligible, though one is conscious of a definite accent
		3	Pronunciation problem necessitates concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3	Vocabulary	5	Use of vocabulary and idioms is

			virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often forced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary

		3	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions.
		1	Cannot be said to understand even simple conversation

Karanganyar, 16 November 2018

Guru Mata Pelajaran

Peneliti

Ulumi Munawaroh, S. Pd.

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*Lampiran

1. Definisi Ungkapan Selamat (*Congratulating*)

Ungkapan selamat adalah ucapan atau ungkapan yang diberikan kepada orang lain karena adanya suatu pencapaian atau prestasi.

3. Contoh Ungkapan Congratulation

The kinds of expressions of congratulations	
Congratulating	Responding
I'd be the first to congratulate you on ...	It's very good of you to say so.
I'd like to congratulate you on ...	How nice of you to say so.
Please accept my warmest congratulations.	Thank you very much for saying so.
May I congratulate you on ...	I'm glad you think so.
I must congratulate you.	Oh, it's nothing special actually.
It was great to hear about ...	Oh, I have a lot to learn yet.
Congratulations!	Oh, not really.
Congratulations on ...!	Oh, nothing to it, actually.
Well done! Fantastic!	Oh, thank's.

4. Contoh Percakapan Congratulation

Example dialogue

- Tiffany : Congratulation, Max!
- Max : Hah? For what?
- Tiffany : You have a great grade!
- Max : Really? Oh, Thank God!
- Tiffany : Waw! I'm so proud of you.
- Max : Thank you Tiffany.



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(Experiment Class- 2nd and 3rd Meeting)

Satuan Pendidikan : SMK N Matesih

Mata pelajaran : Bahasa Inggris

Kelas/Semester : X/1

Materi Pokok : Descriptive Text

Alokasi Waktu : 4 x 45 menit

A. KOMPETENSI INTI (KI)

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN
KOMPETENSI**

Kompetensi Dasar	Indikator
3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	3.7.1 Menjelaskan tentang <i>Descriptive Text</i> 3.7.2 Mengidentifikasi unsur kebahasaan dari suatu <i>Descriptive Text</i> 3.7.3 Menganalisis suatu teks <i>descriptive</i> agar siswa mampu menyimpulkan isi dari suatu teks.
4.7. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.	4.7.1 Mencari informasi rinci tersurat dan tersirat dari teks deskriptif tentang tempat wisata.
4.8. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.7.2 Menangkap makna dalam teks deskriptif sederhana tentang tempat wisata 4.8.1 Menentukan fungsi sosial,, struktur teks, dan unsur kebahasaan beberapa teks deskriptif tentang tempat wisata
4.9. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	4.9.1 Menyusun teks deskriptif tulis sederhana tentang tempat wisata dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan secara benar

C. TUJUAN PEMBELAJARAN

Setelah melaksanakan proses pembelajaran, siswa diharapkan dapat:

1. Memahami dan mengaplikasikan Teknik Pair Taping dalam membuat teks deskriptif dan mempraktikkan secara lisan.
2. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif tentang tempat wisata dengan benar.
3. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif tentang tempat wisata dengan benar.
4. Menangkap makna dalam teks deskriptif sederhana tentang tempat wisata benar.
5. Menyusun teks deskriptif sesuai tema.

D. MATERI PEMBELAJARAN

DESCRIPTIVE TEXT

A descriptive text is description of particular thing, animal, person, or others. The purpose of descriptive text is describe and reveal a particular a person, thing, and place.

The Generic Structures:

The Generic Structure of Descriptive Text consists of Identification and Description.

- Identification :
The contains about introduction of a person, place, animal or object will be described.
- Description :
The contains a description of something such as animal, thing, place or person by describing its features, forms, color or anything to what the writer describe.

Language features: Descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, sometimes it uses Past tense if the thing to be described doesn't exist anymore.

Significant Grammatical Features: Use of Simple Present Tense, use of descriptive adjectives, use pronoun.

➤ **Simple Present Tense**

Simple present tense adalah suatu bentuk kata kerja untuk fakta, kebiasaan, atau kejadian yang terjadi pada saat ini.

Rumus:

Kalimat	Rumus	Contoh
Positif (+)	S + (V1+s/es)+ Object + Complment	Anita writes a letters every Sunday
Negatif (-)	Subject + do/does + not + V1 + Obejct + Complement	Anita does not write a letter every month
Introgatif (?)	Do/ Does + S + V1 + Object + Complement	Does Anita write a letter every month

Read the text and identification

PARIS

Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the world's most crowded cities. Lovely gardens and parks are found throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the City of Light.

Every year, millions of people visit Paris. The most popular place to visit is the Eiffel Tower. This huge structure has become the symbol of Paris. The Louvre, one of the world's largest art museums, draws many

visitors. The Cathedral of Notre Dame, a famous church, is another favourite place to visit.

E. METODE PEMBELAJARAN

Teknik : Pair Taping Technique

F. MEDIA / ALAT / BAHAN / SUMBER

1. Media : Laptop
2. Alat : Whiteboard and LCD
3. Sumber : Buku Bahasa Inggris kelas X semester 1 SMK/MA/SMA

G. KEGIATAN PEMBELAJARAN

Pertemuan I

KEGIATAN PENDAHULUAN	<ul style="list-style-type: none"> ❖ Researcher memberi salam ❖ Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi dan menyiapkan buku pelajaran. ❖ Researcher menanyakan kabar siswa “How are you students?” 	2’
KEGIATAN INTI	<p>Mengamati</p> <ul style="list-style-type: none"> ❖ Researcher memberikan gambar tempat-tempat wisata untuk ditebak siswa dengan memberi pertanyaan yang mengarah pada gambar. ❖ Researcher mengajak siswa untuk menyebutkan kosa kata yang berhubungan dengan tempat wisata <p>Menanyakan</p> <ul style="list-style-type: none"> ❖ Researcher memberi kesempatan kepada siswa untuk bertanya tentang kosa kata lain yang digunakan untuk menyusun teks deskriptif. <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> ❖ Siswa secara berkelompok untuk menemukan fungsi 	85’

	<p>sosial, struktur teks, dan unsur kebahasaan teks deskripsi tempat wisata.</p> <ul style="list-style-type: none"> ❖ Peserta didik berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang diberikan oleh researcher <p>Mengasosiasikan</p> <ul style="list-style-type: none"> ❖ Siswa melakukan sesi tanya jawab sesuai dengan teks deskriptif yang diberikan oleh researcher kepada setiap pasang siswa. ❖ Siswa merekam percakapannya menggunakan <i>audio recorder</i> dan rekaman terbaik dikumpulkan kepada researcher. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> ❖ Siswa menyimpulkan dari beberapa presentasi dengan bantuan researcher ❖ Researcher memberikan penguatan pada kesimpulan yang dibuat oleh peserta didik. 	
KEGIATAN PENUTUP	<ul style="list-style-type: none"> ❖ Researcher menyimpulkan apa yang dipelajari hari ini. ❖ Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya 	3'

Pertemuan II

KEGIATAN PENDAHULUAN	<ul style="list-style-type: none"> ❖ Researcher memberi salam ❖ Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi dan menyiapkan buku pelajaran. ❖ Researcher menanyakan kabar siswa "How are you students?" ❖ Researcher mereview materi tentang teks deskriptif. 	5'
KEGIATAN INTI	<p>Mengamati</p> <ul style="list-style-type: none"> ❖ Researcher memberikan video tempat-tempat wisata untuk ditebak siswa dengan memberi pertanyaan yang mengarah pada gambar. <p>Menanyakan</p> <ul style="list-style-type: none"> ❖ Researcher memberi kesempatan kepada siswa untuk bertanya setelah mereka mengamati video. 	80'

	<p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> ❖ Dalam kelompok peserta mengidentifikasi struktur teks dan unsur kebahasaan dari berbagai teks deskriptif. <p>Mengasosiasikan</p> <ul style="list-style-type: none"> ❖ Siswa membuat percakapan interview tentang tempat wisata bersama dengan pasangannya. ❖ Siswa menjelaskan salah satu tempat wisata dengan urut dan rinci. ❖ Siswa merekam percakapannya dan memilih rekaman terbaik untuk dikumpulkan kepada researcher. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> ❖ Peserta didik menyimpulkan dari beberapa presentasi dengan bantuan researcher ❖ Researcher memberikan penguatan pada kesimpulan yang dibuat oleh peserta didik. 	
KEGIATAN PENUTUP	<ul style="list-style-type: none"> ❖ Researcher menyimpulkan apa yang dipelajari hari ini. ❖ Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya 	5'

H. PENILAIAN

1. Penilaian Hasil Belajar

Teknik Penilaian:

- Penilaian Sikap : Observasi/pengamatan
- Penilaian Pengetahuan : Tes Tertulis
- Penilaian Keterampilan : Unjuk Kerja/Praktik,

Bentuk Penilaian:

- Observasi : Jurnal Researcher
- Tes tertulis : uraian dan lembar kerja
- Unjuk kerja :Praktik/Pedoman Penskoran
- Proyek :Produk/Pedoman Penskoran

2. Rubrik Penilaian Keterampilan

No	Criteria	Rating Scores	Description
1	Pronunciation	5	Has few traces of foreign language
		4	Always intelligible, though one is conscious of a definite accent
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3	Vocabulary	5	Use of vocabulary and idioms is

			virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often forced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary

		3	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions.
		1	Cannot be said to understand even simple conversation

Karanganyar, 23 November 2018

Guru Mata Pelajaran

Peneliti

Ulumi Munawaroh, S. Pd.

Ika Mayangsari
NIM: 143221305

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(Control Class)

Satu Pendidikan	: SMA Negeri Matesih
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/1
Materi Pokok	: Teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended)
Alokasi Waktu	:45 menit

A. KOMPETENSI INTI

5. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
6. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

- 3.5 : Menganalisis, fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, sesuai dengan konteks penggunaannya.

4.5 : Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (*extended*), dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.

C. INDIKATOR

3.5.1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap (*extended*).

4.5.1. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (*extended*).

D. TUJUAN PEMBELAJARAN

1. Siswa mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap (*extended*).
2. Siswa mampu menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (*extended*).

E. MATERI POKOK

Teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (*extended*). (*Congratulating Others*)

Fungsi Sosial

- ❖ Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.

Struktur Teks

Ungkapan baku dari sumber-sumber otentik.

- ❖ Congratulation to you!

- ❖ Congratulation!
- ❖ Congratulation on getting a scholarship!
- ❖ Congratulation on your promotion!
- ❖ Congratulation on your engagement!
- ❖ Congratulation on your success
- ❖ Etc.

Unsur kebahasaan

- ❖ Kata dan tata bahasa baku
- ❖ Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.
- ❖ Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

F. METODE PEMBELAJARAN

Multimethod/Metode Campuran Group Discussion and Presentation.

G. MEDIA, ALAT DAN SUMBER BELAJAR

- ❖ Media : Laptop
- ❖ Alat : Whiteboard, Teks Dialog, dan Buku Teks.
- ❖ Sumber : Buku Bahasa Inggris kelas X semester 1 SMK/MA/SMA

H. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

NO	Kegiatan Pembelajaran	Diskripsi	Alokasi Waktu
1	Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberi salam kepada siswa. 2. Guru menanyakan kabar siswa 3. Guru bersama siswa membaca “Basmallah” sebelum pembelajaran dimulai. 4. Menyampaikan tujuan pembelajaran yang akan dipelajari. 5. Mengecek kehadiran siswa 	5 menit

2	Kegiatan Inti	<p>1. Mengamati</p> <ul style="list-style-type: none"> ➤ Guru meminta siswa untuk memperhatikan beberapa pesan yang berisi ucapan selamat dari berbagai sumber. ➤ Guru meminta siswa untuk membacakan contoh-contoh teks pesan berisi ucapan selamat tersebut dengan ucapan, intonasi, tekanan, kata, dengan benar dan lancar. ➤ Guru meminta siswa untuk mengidentifikasi ciri-ciri pesan yang berisi ucapan selamat (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>2. Menanyakan</p> <ul style="list-style-type: none"> ➤ Guru menanyakan tentang berbagai pesan berisi ucapan selamat dalam bahasa Inggris, bahasa Indonesia. <p>3. Mengeksplorasi</p> <ul style="list-style-type: none"> ➤ Guru menjelaskan tentang teks memberi ucapan selamat beserta responnya. <p>4. Mengasosiasikan</p> <ul style="list-style-type: none"> ➤ Guru meminta siswa untuk membuat teks ucapan selamat terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. <p>5. Mengomunikasikan</p> <ul style="list-style-type: none"> ➤ Guru meminta siswa untuk menyatakan atau menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris di dalam dan di luar kelas. 	75 menit
3	Penutup	1. Guru memberi arahan dan bimbingan kepada siswa untuk menyimpulkan	10 menit

		<p>materi yang telah dipelajari.</p> <p>2. Guru memberi refleksi dan mengadakan evaluasi</p> <p>3. Guru memberi tugas terstruktur individu berupa PR dan lain-lain</p> <p>4. Guru menjelaskan rencana kegiatan pada pertemuan selanjutnya.</p>	
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I. PENILAIAN

1. Penilaian Sikap

- Siswa mampu bekerjasama dengan kelompok atau proposal.

2. Penilaian Pengetahuan

- Siswa mampu melakukan monolog yang menulis sebuah teks.

3. Penilaian Keterampilan

- Siswa mampu memberi/menunjukkan pujian kepada seseorang, tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, dan ejaan dengan benar.

4. Jenis/Teknik Penilaian

- Unjuk Kerja

5. Rubrik Instrumen Penilaian

Rubrik untuk kerja, Butir soal, Kunci Jawaban, dan Pedoman penskoran.

Karanganyar, Juli 2018

Mengetahui

Kepala Sekolah,

Guru Mata pelajaran

Drs. Rusli Mustopo, M.Pd
NIP. 19640708 198405 1 006

Ulumi Munawaroh, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN

(Control Class)

Satu Pendidikan : SMA Negeri Matesih

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/1

Materi Pokok : Descriptive Text

Alokasi Waktu : 2x45 menit

A. KOMPETENSI INTI

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

- 3.4 Membedakan fungsi sosial, struktur teks, dan unsur beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait

tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.4 .Teks Deskriptif

4.4.1 Menangkap makna secara kontekstual terkait teks, dan unsur kebahasaan teks deskriptif, dan tulis, pendek dan sederhana terkait wisata dan bangunan bersejarah terkenal.

4.4.2 Menyusun teks deskriptif lisan dan tulis dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. INDIKATOR PENCAPAIAN KOMPETENSI

3.4.1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif tentang tempat wisata

3.4.2. Mencari gambaran umum beberapa teks deskriptif tentang tempat wisata

4.4.1.1. Mencari informasi rinci tersurat dan tersirat dari teks deskriptif tentang tempat wisata

4.4.1.2. Menangkap makna dalam teks deskriptif sederhana tentang tempat wisata

4.4.2.1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif tentang tempat wisata

4.4.2.2. Menyusun teks deskriptif tulis sederhana tentang tempat wisata dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan secara benar

D. TUJUAN PEMBELAJARAN

1. Siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif tentang tempat wisata dengan benar
2. Siswa dapat mencari gambaran umum beberapa teks deskriptif tentang tempat wisata dengan tepat
3. Siswa dapat mencari informasi rinci tersurat dan tersirat dari teks deskriptif tentang tempat wisata dengan benar
4. Siswa menangkap makna dalam teks deskriptif sederhana tentang tempat wisata benar.
5. Siswa dapat menyusun teks deskriptif tulis sederhana tentang tempat wisata dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan secara benar

E. MATERI PEMBELAJARAN

- **Fungsi Sosial:**

Untuk mendeskripsikan seseorang, tempat atau suatu benda

Teks deskripsi : Niagara Falls

- **Struktur teks:**

- Identification : indentifying the phenomenon to be described
- Describing : describing the phenomenon to be described

- Unsur Kebahasaan:
 - Kata benda yang terkait dengan tempat wisata
 - *Noun Phrase dan Simple Present Review*
 - Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
 - *Capitalization and Punctuation*
 - Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

F. METODE PEMBELAJARAN

Pendekatan : Saintific Approach

Model : Discovery Based Learning

Metode : Berdiskusi

G. KEGIATAN PEMBELAJARAN

Pertemuan 1

Kegiatan	Kegiatan Pembelajaran	Alokasi waktu
A. Pendahuluan	a). Guru mengucapkan salam dan mengajak berdoa bersama b). Guru memberi motivasi belajar c). Guru memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan d). Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai	10 menit
B. Kegiatan Inti	<i>1. Stimulation (stimulasi/pemberian rangsangan)</i> <u>Mengamati</u> 1. Guru memberikan gambar tempat-tempat wisata untuk ditebak siswa dengan memberi pertanyaan yang mengarah pada gambar	70 menit



1. Do you know these places?
2. What is the name of these places?
3. What can you do there



2. Identifikasi Masalah

Menanya

- a) Guru memberi kesempatan kepada siswa untuk bertanya setelah mereka mengamati gambar.

3. Pengumpulan Data

Mengumpulkan data

- a). Peserta berdiskusi secara berkelompok untuk menemukan fungsi sosial, , struktur teks, dan unsur kebahasaan teks deskripsi tempat wisata
- b). Peserta didik berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi dari sumber lain

4. Pengolahan Data dan Pembuktian

Menalar

- a). Peserta didik mempresentasikan hasil diskusi tentang gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi dan kelompok lain menanggapi


5. Menarik Kesimpulan

Mengkomunikasikan

- a). Peserta didik menyimpulkan dari beberapa presentasi dengan bantuan guru
- b). Guru memberikan penguatan pada kesimpulan yang dibuat oleh peserta didik.

C. Penutup	<p>a). Memberikan umpan balik terhadap proses dan hasil pembelajaran.</p> <p>b). Thank You for your active participation in this class, you have done a great job. How do you feel to be in my class? Please write your feeling, your problem and your success during my class in your journal.</p> <p>c). Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya yaitu berlatih membuat paragraph menulis sebuah tempat wisata.</p>	10 menit
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Pertemuan 2

Kegiatan	Kegiatan Pembelajaran	Alokasi waktu
A. Pendahuluan	<p>a). Guru mengucapkan salam dan mengajak berdoa bersama</p> <p>b). Guru memberi motivasi belajar</p> <p>c). Guru memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan</p> <p>d). Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai</p>	10 menit
D. Kegiatan Inti	<p>1. Stimulation (stimulasi/pemberian rangsangan)</p> <p><u>Mengamati</u></p> <p>a). Guru memberikan video tempat-tempat wisata untuk ditebak siswa dengan memberi pertanyaan yang mengarah pada gambar</p> 	70 menit



b). Guru mengajak anak menyebutkan kosa kata yang berkaitan dengan tempat wisata dan melakukan mind mapping

2. Identifikasi Masalah

Menanya

a) Peserta didik menanyakan kosa kata lain yang bisa dipakai untuk menyusun teks deskriptif

3. Pengumpulan Data

Mengumpulkan data

a) Dalam kelompok peserta mengidentifikasi struktur teks dan unsur kebahasaan dari berbagai teks deskriptif

4. Pengolahan Data dan Pembuktian

Menalar

a) Siswa menyusun teks deskriptif berdasar kosa kata yang dipunyai dan membacanya di depan kelas

5. Menarik Kesimpulan

Mengkomunikasikan

a) Peserta didik membacakan hasil karangan dan peserta didik lain menelaah hasil kerja kelompok

b). Peserta didik menyampaikan hasil telaah terhadap hasil karangan temannya

c). Guru memberikan penguatan pada kesimpulan yang dibuat oleh peserta didik.

E. Penutup

a). Memberikan umpan balik terhadap proses dan hasil pembelajaran.

b). Thank You for your active participation in this class, you have done a great job. How do you feel to be in my class? Please write your feeling, your problem and your success during my class in your journal..

H. PENILAIAN

Rubrik Penilaian

Nilai 4 : jika sesuai kunci jawaban dan ada pengembangan jawaban

Nilai 3 : jika jawaban sesuai kunci jawaban

Nilai 2 : jika jawaban kurang sesuai dengan kunci jawaban

Nilai 1 : jika jawaban tidak sesuai dengan kunci jawaban

Jumlah Skor maksimal : 20

Nilai siswa : Jumlah skor perolehan x 5

= Skor Maksimal

Karanganyar, Juli 2018

Mengetahui

Kepala Sekolah,

Guru Mata pelajaran

Drs. Rusli Mustopo, M.Pd
NIP. 19640708 198405 1 006

Ulumi Munawaroh, S.Pd

APPENDIX 3

3a) LIST OF STUDENTS IN EXPERIMENTAL CLASS

3b) LIST OF STUDENTS IN CONTROL CLASS

3a) LIST OF STUDENTS IN EXPERIMENTAL CLASS

NO	NAME	L/P
1	ABIMANYU MUHAMMAD SAPUTRA	L
2	ADE ATMAJA WARASTYA	L
3	ANDIKA RIZKI FEBRIYANTO	L
4	ANGGIT BINTANG PERDANA	L
5	ANNISA ANDIN PRABAWATI	P
6	AYU MEI DWI CAHYANI	P
7	AZIZAH NUR AINI	P
8	DEWANGGA WAHYU PRASETYA	L
9	DWI DARMAWAN SEPTIAWAN	L
10	DWI UNTARI AGUSTINA	P
11	ESMAN APRILYANTO	L
12	FAJAR EKO PRASETYA	L
13	FATIMAH AZZAHRA PUTRI HARYANTO	P
14	FINA NILA SARI	P
15	FIRDA RIZKA AULIA	P
16	HAFIANA NURFAUZIAH	P
17	LISA ZIHA RADHIYAH	P
18	MARSHANDA FARIDA	P
19	MUHAMAT HANAFI	L
20	MUHAMMAD FIRMANUDDIN AL-AFIFI	L
21	MUNA ANISAH RAHAYU	P
22	MUSHLIAH	L
23	NASIRI	L
24	PUTRI HANDAYANI	P
25	PUTRI NUR HANDAYANI	P
26	RAHMAT FAJAR AWALLUDIN	L
27	SENA TONI ANGGARA	L
28	SRI SETYONINGSIH	P
29	SULISTIAWATI	P
30	SYAHRIL ZOELVA AFFANDI	L
31	VINTA APRIYANTI	P
32	WAHYU NUGROHO	L
33	YUNITA IKA HANDAYANI	P
34	ZULVIA ANGGUN ISNAINI	P

3b) LIST OF STUDENTS IN CONTROL CLASS

NO	NAME	L/P
1	AAN FAUZUL ADIM	L
2	AFRIDA FEBRIANA	P
3	AMELIA KUSNUL KHOTIMAH	P
4	ANESSA MUTIARA KHARISMA	P
5	ARIANA FAISA FEBIANTI	P
6	ARIF PAMBUDI	L
7	ASLANI QOIRUL HUDA	L
8	ASSYIFA RIZKY ALFANI MILYARD	L
9	DEPA ADITYA PUTRA	L
10	DETA RIVAL KHAMDANA	L
11	DIAN AYU PRATIWI	P
12	DIVA SEKAR SARANI	P
13	DWI PUJI LESTARI	P
14	FAJAR DWI SANTOSO	L
15	FITRI LESTARI	P
16	GALIH YOGI INSAN NASRULLOH	L
17	HAFIDZUL ISNA KHOIRUL HAKIM	P
18	HANIFAH MAYA GITA CAHYANI	P
19	INTAN NURLATIVAH	P
20	KURNIA AGAM KHALIFA	L
21	LIA ANA PRATAMA	P
22	MELIANA SUSANTI	P
23	NAJWA SHAF AROFAH BA'DIL	P
24	NIA KHAYATI SHOFIATI	P
25	NOVA CHRIS AGUNG NUGROHO	L
26	PUTRI ROHMAWI	P
27	RADYAN RIZKI AKBAR PRATAMA	L
28	RISA MULIA SARI	P
29	SEPTIANA	P
30	SYAH RINDRA SATRIAJI	L
31	UTARI NUR PERMADI	P
32	WAHYU MEI LESTARI	P
33	YUDISTIRA PUTRA PRATAMA	L
34	YUSUP RAMADHANI	L
35	ZAROH FEBIANTI	P

APPENDIX 4

4a) PRE-TEST SCORE IN EXPERIMENTAL CLASS

4b) PRE- TEST SCORE IN CONTROL CLASS

4a) PRE-TEST SCORE IN EXPERIMENTAL CLASS

No	NAME	STUDENT SCORE		
		PRE-TEST		Mean of Interater
		T Score	R Score	
1	ABIMANYU MUHAMMAD S	68	64	66
2	ADE ATMAJA WARASTYA	72	68	70
3	ANDIKA RIZKI FEBRIYANTO	72	64	68
4	ANGGIT BINTANG PERDANA	60	56	58
5	ANNISA ANDIN PRABAWATI	68	72	70
6	AYU MEI DWI CAHYANI	72	76	74
7	AZIZAH NUR AINI	76	72	74
8	DEWANGGA WAHYU P	72	72	72
9	DWI DARMAWAN SEPTIAWAN	76	68	72
10	DWI UNTARI AGUSTINA	56	52	54
11	ESMAN APRILYANTO	68	64	66
12	FAJAR EKO PRASETYA	76	72	74
13	FATIMAH AZZAHRA PUTRI H	68	64	66
14	FINA NILA SARI	72	72	72
15	FIRDA RIZKA AULIA	76	72	74
16	HAFIANA NURFAUZIAH	64	68	66
17	LISA ZIHA RADHIYAH	76	76	76
18	MARSHANDA FARIDA	80	80	80
19	MUHAMAT HANAFI	64	68	66
20	MUHAMMAD FIRMANUDDIN A	68	72	70
21	MUNA ANISAH RAHAYU	64	68	66
22	MUSHLIAH	80	76	78
23	NASIRI	72	76	74
24	PUTRI HANDAYANI	80	80	80
25	PUTRI NUR HANDAYANI	76	72	74
26	RAHMAT FAJAR AWALLUDIN	68	72	70
27	SENA TONI ANGGARA	68	68	68
28	SRI SETYONINGSIH	72	68	70
29	SULISTIAWATI	76	76	76
30	SYAHRIL ZOELVA AFFANDI	76	76	72
31	VINTA APRIYANTI	80	80	80
32	WAHYU NUGROHO	76	72	74
33	YUNITA IKA HANDAYANI	68	72	70
34	ZULVIA ANGGUN ISNAINI	64	60	62

4a) PRE-TEST SCORE IN CONTROL CLASS

No	NAME	STUDENT SCORE		
		POST-TEST		Mean of Interater
		T Score	R Score	
1	AAN FAUZUL ADIM	72	68	70
2	AFRIDA FEBRIANA	72	68	70
3	AMELIA KUSNUL KHOTIMAH	76	72	74
4	ANESSA MUTIARA KHARISMA	68	68	68
5	ARIANA FAISA FEBIANTI	80	76	78
6	ARIF PAMBUDI	68	72	70
7	ASLANI QOIRUL HUDA	72	68	70
8	ASSYIFA RIZKY ALFANI M	76	76	76
9	DEPA ADITYA PUTRA	68	72	70
10	DETA RIVAL KHAMDANA	68	68	68
11	DIAN AYU PRATIWI	64	64	64
12	DIVA SEKAR SARANI	64	68	66
13	DWI PUJI LESTARI	64	64	64
14	FAJAR DWI SANTOSO	72	76	74
15	FITRI LESTARI	64	60	62
16	GALIH YOGI INSAN N	72	72	72
17	HAFIDZUL ISNA KHOIRUL H	76	76	76
18	HANIFAH MAYA GITA C	76	72	74
19	INTAN NURLATIVAH	68	76	72
20	KURNIA AGAM KHALIFA	68	60	64
21	LIA ANA PRATAMA	72	72	72
22	MELIANA SUSANTI	72	76	74
23	NAJWA SHAF AROFAH B	80	80	80
24	NIA KHAYATI SHOFIATI	64	64	64
25	NOVA CHRIS AGUNG N	68	72	70
26	PUTRI ROHMAWI	72	72	72
27	RADYAN RIZKI AKBAR P	76	76	76
28	RISA MULIA SARI	68	76	72
29	SEPTIANA	80	80	80
30	SYAH RINDRA SATRIAJI	76	72	74
31	UTARI NUR PERMADI	80	76	78
32	WAHYU MEI LESTARI	80	80	80
33	YUDISTIRA PUTRA PRATAMA	76	72	74
34	YUSUP RAMADHANI	72	72	72
35	ZAROH FEBIANTI	68	72	70

APPENDIX 5

5a) POST-TEST SCORE IN EXPERIMENTAL CLASS

5b) POST- TEST SCORE IN CONTROL CLASS

5a) POST-TEST SCORE IN EXPERIMENTAL CLASS

No	NAME	STUDENT SCORE		
		POST-TEST		Mean of Interater
		T Score	R Score	
1	ABIMANYU MUHAMMAD S	76	72	74
2	ADE ATMAJA WARASTYA	80	76	78
3	ANDIKA RIZKI FEBRIYANTO	76	76	76
4	ANGGIT BINTANG PERDANA	72	72	72
5	ANNISA ANDIN PRABAWATI	76	80	78
6	AYU MEI DWI CAHYANI	84	84	84
7	AZIZAH NUR AINI	84	80	82
8	DEWANGGA WAHYU PRASETYA	80	76	78
9	DWI DARMAWAN SEPTIAWAN	84	84	84
10	DWI UNTARI AGUSTINA	60	64	62
11	ESMAN APRILYANTO	76	80	78
12	FAJAR EKO PRASETYA	80	84	82
13	FATIMAH AZZAHRA PUTRI H	76	76	76
14	FINA NILA SARI	84	80	82
15	FIRDA RIZKA AULIA	80	80	80
16	HAFIANA NURFAUZIAH	80	76	78
17	LISA ZIHA RADHIYAH	84	80	82
18	MARSHANDA FARIDA	88	88	88
19	MUHAMAT HANAFI	80	76	78
20	MUHAMMAD FIRMANUDDIN A	76	80	78
21	MUNA ANISAH RAHAYU	76	76	76
22	MUSHLIAH	88	84	86
23	NASIRI	84	84	84
24	PUTRI HANDAYANI	88	88	88
25	PUTRI NUR HANDAYANI	80	80	80
26	RAHMAT FAJAR AWALLUDIN	80	76	78
27	SENA TONI ANGGARA	76	76	76
28	SRI SETYONINGSIH	80	84	82
29	SULISTIAWATI	84	84	84
30	SYAHRIL ZOELVA AFFANDI	80	84	82
31	VINTA APRIYANTI	88	88	88
32	WAHYU NUGROHO	80	84	82
33	YUNITA IKA HANDAYANI	76	76	76
34	ZULVIA ANGGUN ISNAINI	76	80	78

5b) POST- TEST SCORE IN CONTROL CLASS

No	NAME	STUDENTS SCORE		
		POST-TEST		Mean of Interater
		T Score	R Score	
1	AAN FAUZUL ADIM	76	72	74
2	AFRIDA FEBRIANA	72	72	72
3	AMELIA KUSNUL KHOTIMAH	76	76	76
4	ANESSA MUTIARA KHARISMA	72	76	74
5	ARIANA FAISA FEBIANTI	80	84	82
6	ARIF PAMBUDI	76	72	74
7	ASLANI QOIRUL HUDA	76	76	76
8	ASSYIFA RIZKY ALFANI MILYARD	80	80	80
9	DEPA ADITYA PUTRA	72	80	76
10	DETA RIVAL KHAMDANA	68	76	74
11	DIAN AYU PRATIWI	68	68	68
12	DIVA SEKAR SARANI	68	72	70
13	DWI PUJI LESTARI	68	68	68
14	FAJAR DWI SANTOSO	76	80	78
15	FITRI LESTARI	72	68	70
16	GALIH YOGI INSAN NASRULLOH	76	76	76
17	HAFIDZUL ISNA KHOIRUL HAKIM	80	80	80
18	HANIFAH MAYA GITA CAHYANI	84	76	80
19	INTAN NURLATIVAH	80	76	78
20	KURNIA AGAM KHALIFA	76	68	72
21	LIA ANA PRATAMA	76	68	72
22	MELIANA SUSANTI	80	80	80
23	NAJWA SHAF AROFAH BA'DIL	88	84	86
24	NIA KHAYATI SHOFIATI	76	72	74
25	NOVA CHRIS AGUNG NUGROHO	72	72	72
26	PUTRI ROHMAWI	76	76	76
27	RADYAN RIZKI AKBAR PRATAMA	76	80	78
28	RISA MULIA SARI	80	76	78
29	SEPTIANA	84	88	86
30	SYAH RINDRA SATRIAJI	80	76	78
31	UTARI NUR PERMADI	80	76	78
32	WAHYU MEI LESTARI	84	80	82
33	YUDISTIRA PUTRA PRATAMA	80	76	78
34	YUSUP RAMADHANI	76	76	76
35	ZAROH FEBIANTI	76	72	74

APPENDIX 6
LETTER PERMISSION



**PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH KEJURUAN NEGERI
MATESIH**

Jalan Karanganyar – Matesih, Karanganyar Kode Pos 57781 Telepon 0271-4990105
Surat Elektronik smknmatesih@gmail.com

SURAT KETERANGAN

Nomor : 710/423.4-SMKN/V/2019

Yang bertanda tangan di bawah ini Kepala SMK Negeri Matesih kabupaten karanganyar :

Nama : **Drs. Rusli Mustopo, M.Pd**
NIP : **19640708 198405 1 002**
Pangkat/ Gol : **Pembina Tk I/ IV b**
Jabatan : **Kepala SMK Negeri Matesih**

Menerangkan dengan sebenarnya :

Nama : Ika Mayangsari
NIM : 143221305
Perguruan Tinggi : IAIN Surakarta

Yang bersangkutan telah melakukan penelitian dalam rangka pembuatan skripsi, dengan judul “THE EFFECTIVENNE OF USING PAIR TAPING TECHNIQUE TO TEACH SPEAKING SKILL AT THE TENTH GRADE STUDENTS OF SMK NEGERI MATESIH”. Tanggal 9 November 2018 sampai dengan 4 Januari 2019.

Demikian surat keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya.



APPENDIX 7

**7a) TRANSCRIPT OF STUDENTS PRE-TEST IN
CONTROL CLASS**

**7b) TRANSCRIPT OF STUDENTS PRE-TEST IN
EXPERIMENTAL CLASS**

7a) TRANSCRIPT OF STUDENTS PRE-TEST IN CONTROL CLASS

Assalamualaikum wr wb.

Hello my name is Aan fauzul Adim, you can call me Aan. I was born in Karanganyar 20th march 2003. I live in Gunungmojo, Tunggulrejo, Karanganyar. My hobby is pencak silat. My favorite food is meatball and my favorite color *is* black and white. Thank you very much, wassalamualaikum wr wb.

Assalamualaikum wr wb

Hello guys, i will *introduce my self*. My name is Afrida Febriana, you can call me Afrida. I was born karanganyar 12nd February 2003. I live in Matesih. My hobby is cooking, my favorite food is *sausage*. My favorite color is red. Just it.

Wassalamualaikum wr wb.

Assalamualaikum wr wb

Hello guys, i will *introduce* my self, my name is Amelia Khusnul Khotimah, you can call me Amel. *I'll was* born in Karanganyar 15th april 2003 and I *live* in Jumantono, and my hobby is traveling or playing basketball, And then my favorite food is sausage kebab, and my favorite color is maroon. Okay, just it from me, thank you. wassalamualaikum wr.wb

Assalamualaikum wr wb

Hi guys, I will introduce myself, my name is Annesa Mutiara Kharisma, you can call me Nesa. I was born in Karanganyar 27th March 2003. I live in Kwasuhan, Gantiwarno, Matesih. My hobby is singing and my favorite food is meatball. My favorite color is red and blue. Wassalamualaikum wr wb

Hi guys, I will introduce myself, my name is Ariana Faisa Febrianti, you can call me Ariana. I was born in Karanganyar 4th february 2003. I live in Tawangmangu with my family. My hobby is *listen* music and singing. My favorite food is ramyeon. My favorite color is black. And i want to be a composer in future,. Just it. Thank you. Bye.

My name is Arif Pambudi. You can call me Arif. I was born at *22nd* January 2004 in Karanganyar. I live in Gondosuli Tawangmangu. My hobby is drawing and my favorite color is blue. Just it from me, thank you.

Hello guys. I will *to* introduce myself. My name is Aslani Qoirul Huda, you can call me Aslan. I was born in Karanganyar 14th March 2003. I live in Bandardawung, Tawangmangu. My hobby is reading. My favorite food *rice*. My favorite color *white*. Thank you.

Assalamualaikum wr wb

I will *introduce* myself. My name is Assyifa Rizky Alfani Milyard. You can call me Syifa. I was born in Karanganyar, 27th October 2003 and I live in Kalisoro, Tawangmangu. My favorite food is noodle. My favorite drink is ice tea. And my hobby is anything I like. Just that. Wassalamualaikum Wr. Wb.

I will introduce myself. My name is Depa Aditya Putra. You can call me Depa. I was born in Karanganyar 22nd May 2003. I *live* in Guyon, Tengklík, Tawangmangu Indah. My hobby *is* singing, dancing, and badminton. My favorite food and drink; my favorite food is tengkleng, sate, and my favorite drink is *es teh*. Thank you very much.

Assalamualaikum wr wb

I will introduce my life, ee myself. My name is Deta Rival Khamdana. You can call me Deta. I *left* in Talesan, Dawung, Matesih. I was *to* born in Wonogiri 24th August 2003. My hobby is Automotive. My favorite food *nasi goreng, tengkleng, sate, mie ayam*. Thank you very much.

Assalamualaikum Wr. Wb

I will introduce myself. My name is Dian Ayu Pratiwi. You can call me Ayu. I was born in Karanganyar, 5th July 2003. I *left* in Tawangmangu. My favorite food is french fries and my favorite color is blue. Just it. Wassalamualaikum Wr. Wb.

Assalamualaikum Wr. Wb.

Hi guys, my name is Diva Sekar Sarani. You can call me Diva. I was born in Karanganyar 19th April 2003. I live in Blumbang, Tawangmangu. My hobby is reading. My favorite food is french fries. And my favorite color is blue. Thank you. wassalamualaikum Wr. Wb.

Hi guys.

I will introduce myself. My name is Lia Ana Pratama. You can call me Ana. I live in Kramen, Pablengan, Matesih. I was born 12th September 2003. My hobby is singing. My favorite color is red. My favorite food is fried chicken. Oke thanks.

Hello guys.

I will introduce myself. My name is Najwa Shafa Arafah Ba'dil. You can call me Najwa. I was born Karanganyar 23rd February 2003. I *left* in Tegalgede, Karanganyar. My hobby is reading novel and I like *written*. My favorite food is meatball and my favorite color is blue sky.

Hi Guys.

I want to introduce myself. My name is Nova Chris Agung Nugroho but you can call me Nova. I live in Beruk, Jatiyoso. I was born Karanganyar 28th November 2002. My hobby play football. My favorite food hot dog. And my favorite color blue. Thank you.

Hi guys.

I will introduce myself. My name is Syahrindra Satria. You can call me Satria. I was born in Karanganyar 20th March 2003. I live in Kalisoro, Tawangmangu. My hobby is badminton. My favorite food is fried chicken. My favorite color *is* blue, red. Just this from me, thank you.

Assalamualaikum Wr. Wb.

Hi guys. I will introduce myself. My name is Utari nur Permadi. You can call me Utari. I was born Karanganyar, 25th November 2002. I live in Koripan, Matesih. My hobby is cooking. My favorite food is noodle and my favorite color is white. Just it *for* me. Thank you.

Assalamualaikum Wr. Wb

Hello, my name is Yusuf Ramadhani. You can call me Dhani. *I'm born* in Karanganyar, 10 November 2002. I live in Bandardawung. My hobby is football. My favorite color is red. My favorite food is rice.

**7b) TRANSCRIPT OF STUDENTS PRE-TEST IN
EXPERIMENTAL CLASS**

I will introduce myself. My name is Abimanyu Muhammad Saputra. You can call me *is* Abi. I *live* in Banjarsari, Tawangmangu. I *was* born in Karanganyar 5th July 2003. My hobby is playing game. My favorite color is blue. Just it from me, thank you.

I will introduce myself. My name is Ade Atmaja Warastya. You can call me Ade.
Live in Plumbon, Tawangmangu. I born in Karanganyar 6th January 2003. I
dream is becoming a soldier. I'm school in Vocational High School of Matesih.

Assalamualaikum Wr. Wb

I have to introduce myself. My name is Andika Rizky Febrianto. You can call me Dika. I was born in Karanganyar, 22nd February 2003. I *left* in Ngasinan, Karangbangun, Matesih. My hobby is playing *Okelele*. Dream of becoming a soldier. Wassalamualaikum Wr. Wb.

Let me introduce myself for you all. Oke first my name is Anggit Bintang Perdana. You can call me Anggit. I was born in Karanganyar 28th November 2002. I live in Puntukrejo, Ngargoyoso. I from Junior High School of Karangpandan. Now I school in Vocational High School of Matesih.

My name is Annisa Andin Prabawati. Call me Annisa. My hobby is drawing. My live in Mranggen. My mother is Sugarsi and father Giyono. My data of birthday is 24 January 2002.

Assalamualaikum Wr. Wb.

I am here to *introduce* myself. My name is Ayu Mei Dwi Cahyaningsih. You can call me Ayu. I was *born* in Karanganyar 30th April 2004. I live in Pablengan, Matesih. My hobby is reading, my goal is teacher. Thank you, wassalamualaikum Wr. Wb.

Hi, my name is Azizah Nur Aini. You can call me Azizah. I school at Vocational High School of Matesih. I live in Norito, Wukirsawit, Jatiyoso. My hobby eading. I was born in Karanganyar 27th December 2002. Bye.

Hello guys, my name is Esman Apriliyanto. You can call me Esman. My hobby playing *music*. I live at Karangrejo, Karangbangun, Matesih. And I was born in 10th April 2002. I know school SMK Negeri Matesih. Thank you.

Hi.

Let me introduce myself. My name is Fatimah Azzahra Putri Haryanto. You can call me Zahra. I live in Kalisoro. I was born in Karanganyar, 28th March 2003. I am 15 years old. I school now at Vocational High School of Matesih. My hobby is Badminton. My father name is Budi Haryanto. My mother name is Suliyati. Thank you for *you are* attention.

Assalamualaikum Wr. Wb.

I'm here to introduce myself. My name is Fina Nila Sari. You can call me Fina. I was born in Karanganyar, 5th June 2003. I live in Jengglong, Pablengan, Matesih. My hobby is reading. My goal is *police*. Wassalamualaikum Wr. Wb.

My name is Firda Riska Aulia. You can call me Firda. I was born in Karanganyar, 5th September 2002. My hobby is drawing. I'm now attended Vocational High School of Matesih. The reason I went to school there was because I wanted to be a famous designer. Maybe it is just introduce from me. Thank you, see you next time.

Assalamualaikum Wr. Wb.

I'm from here to *introduce* myself. Hello my name is Hafiana Nur Fauziah. You can call me Ana. I live in Tawangmangu. I was born 6th June 2003. And I'm school in Vocational High School of Matesih. Thank you, Wassalamualaikum Wr. Wb.

I want to introduction *myself*. My name is Lisa Yiha Radhiyah. You can *call* me Lisa. I was born Karanganyar, 29th November 2003. I live in Jumantono. My hobby is reading, my goal is teacher.

Assalamualaikum Wr. Wb.

I'm *here* to introduce myself. My name is Marshanda Farida. I was born in Karanganyar 29th January 2003. My hobby is reading. Now I'm school in Vocational High School Matesih. I live in Bodakan, Karangbangun, Matesih.

Wassalamualaikum Wr. Wb.

Assalamualaikum Wr. Wb.

Hello my friend, my name is Muslihah. I *am* live in Gudang, Karangbangun, Matesih. I'm in Vocational High School of Matesih. I was born in Karanganyar, 26th January 2003. I'm 15 years old. My hobby is reading. Oke guys, see you next time.

My name is Nasiri. I live at Pablengan, Matesih. I was born at Karanganyar, 17th April 2002. I come from MTs Miftahul Ulum. Now I school in Vocational High School of Matesih. I'm 17 years old.

Assalamualaikum Wr. Wb.

I'm here to introduce myself. My name is Putri Handayani. You can call me Putri.

I was born Karanganyar, 19th September 2003. And I *left* in Selokajang, Wukirsawit, Jatiyoso. My hobby is watching TV. My goal is *businessman success*.

Wassalamualaikum Wr. Wb.

Hello guys,

My name is Putri Nur Handayani. You can call me Putri. I *left* in Sumberejo. I was born in Karanganyar 20th August 2002. My hobby *game*. I school in Vocational High School Matesih.

Hello guys, good afternoon.

Let me introduce myself, my name is Sri Setyoningsih. You can call me Ningsih.

I live in Sadakan Kidul, Karanglo, Tawangmangu. I was born in Karanganyar 31st August 2002. My father name is Sukar and my mother name is Sukiyem. My hobby *is* cooking and reading. My dream is teacher.

Wassalamualaikum Wr. Wb.

Assalamualikum Wr. Wb.

Hello guys, let me *introduce* myself. My name is Sulistiawati, you can call me Sulis. I live in Bacak, Pablengan, Matesih. I was born Karanganyar 23rd June 2002. I am 16 years old. I'm student. Now I school at Vocational High School of Matesih. My hobby is reading wamppad. My favorite color *are* green. My favorite food *are* fried rice. My dream become famous photographer. That's all about me, thank you very much for your attention.

Wassalamualaikum Wr. Wb.

Assalamualikum Wr. Wb.

My name is Vinta Aprilianti, you can call me Vinta. I am a student. I *left* at Banjarsari, Koripan. I was born Karanganyar, 11st April 2003. I am 15 years old.

Wassalamualaikum Wr. Wb.

Hello guys,

My name is Wahyu Nugroho. You can call me Wahyu. I live in Kenteng, Karangbangun, Matesih. I was born Karanganyar 7th May 2003. My favorite color is green. And my hobby is listening music.

Assalamualaikum Wr. Wb.

I want to introduce myself. My name is Yunita Ika Handayani. You can call me Yunita. I was born Karanganyar, 28th June 2002. I live in Dawung, Matesih. My hobby is reading. My goal is teacher. Thank you.

Hi guys,

I will introduce myself. My name is Zulvia Anggun Isnaini. Can you call me Anggun. I am born in Karanganyar, 18th July 2002. I *am* live in Dukuh, Karanglo, Tawangmangu. My hobby is sport. My father name is Sularto and my mother name is Wariyanti. And now I school in Vocational high school of Matesih. Thank you my friend.

APPENDIX 8

**8a) TRANSCRIPT OF STUDENTS POST-TEST IN
CONTROL CLASS**

**8b) TRANSCRIPT OF STUDENTS POST-TEST IN
EXPERIMENTAL CLASS**

**8a) TRANSCRIPT OF STUDENTS POST-TEST IN
CONTROL CLASS**

When I was going to carnival, I bought a beautiful golden fish. He has golden yellow color. His head and belly is round and big. I put it on my aquarium. I love him when he is swimming. He is really cute. It is really relaxing by just him swimming.

I have friend name Fina Nila Sari. Fina lives in Jengglong, Pablengan, Maesih. Fina born in Karanganyar, 5th June 2003. Fina School in Vocational High School. Fina has hobby of reading and ideals of police women.

Fina is tall. She is not too fat, brown skin. She is friendly but *jail*.

My mother is a woman who is strong and full of love. So strong in facing every problem. Sho patient with all attitudes. Every love she gave was so great and full of meaning.

There will only be longing when her starts away from me. She is all the goals of my life. She is the biggest motivation of my life.

I have a brother. His name is Aditya Aulya Rachman. We call him Adit. His age is 20 years old. He work in Kediri. He has brown skin. He has pointed nose. He is tall. First he has thin, but now he has rather fat.

**8b) TRANSCRIPT OF STUDENTS POST-TEST IN
EXPERIMENTAL CLASS**

I have classmate, her name is Fina Nila Sari. She was born in Karanganyar, 5th June 2003. She live in Jengglong, Pablengan, Matesih. She is 15 years old.

Her hobby is reading. Her body is big and tall. She has a beautiful face and she has a hijab. She has chubby cheeks. She is also kind, friendly, and smart.

I have my friend in the classmate. She is name Zulvia Anggun. She live in dukuh Karanglo. She was 16 years old. She is student Vocational High School of Matesih. She like reading a book. She born in Karanganyar, 18th July 2002.

She has a thin body and sharp nose. She is short. She has hair black. She has general height. Has skin tanned. She was kind and not arrogant.

Sulistiowati is my friend. She is my classmate. The body is short, quite fat. Sha was born in Karanganyar, June 23, 2002. She is 16 years old. She is beautiful and she has a hijab.

She is a good friend, happy to help friends who are in trouble. She hobby is sholawat. She is a syekhermania, where there is recitation she always comes.

I have a friend named Vinta Apriyanti. She lived in Banjarsari, Koripan. She was the third child of fou. She is 15 years old. She hobby is reading. Vinta school in Vocational High School of Matesih. She was born in April 11, 2003.

She is very talkative. She is tall and slim. She skin is brown. She is talkative smart.

I have friend. She is name Anisa Andin Prabawati. We can call her Anisa. Now, she school at Vocational High School of Matesih. She was born in Karanganyar, 24th January 2002.

She is very well, short, and beautiful. she also has straight and long black hair. She has brown skin. And her hobby is drawing.

I have a friend, named Marshanda. She lived in Karangbangun, Matesih. She was the first child of two brothers. Marshanda school in Vocational High School of Matesih. She was born in January, 29 2003. Marshanda is 15 years old. He is my friend who is very funny. She has a rather fat body. She is not too tall and has white skin.

I have classmate, her name is Firda Riska Aulia. She live in Dungbang, Ngadiluwih, Matesih. She is 16 years old.

Her hobby is touring CB. Her body is slim and tall. She has a beautiful face and she has a hijab. She has a beautiful eyelashes. She also kind, friendly, and smart. She is also sometimes funny.

APPENDIX 9
THE PHOTOGRAPH OF STUDENTS' ACTIVITIES





CURRICULUM VITAE

EDUCATIONS

- 2014-2019 IAIN Surakarta
2010-2013 SMA Negeri Karangpandan
2007-2010 SMP Negeri 2 Karanganyar
2001-2007 SD Negeri 1 Gayamdompo

ORGANIZATION

- 2014-2015 PMII

SKILL & HOBBY

Skills:

- Good in English
- Working in a group
- Skilled in office software

Hobbies:

- Reading
- Exercising
- Trying something new



**IKA
MAYANGSARI**



Karanganyar, 8 January 1995



Dawungan, Gayamdompo,
Karanganyar,



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SOCIAL MEDIA



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Ika Mayangsari



Ika Mayang S



Imayashaa