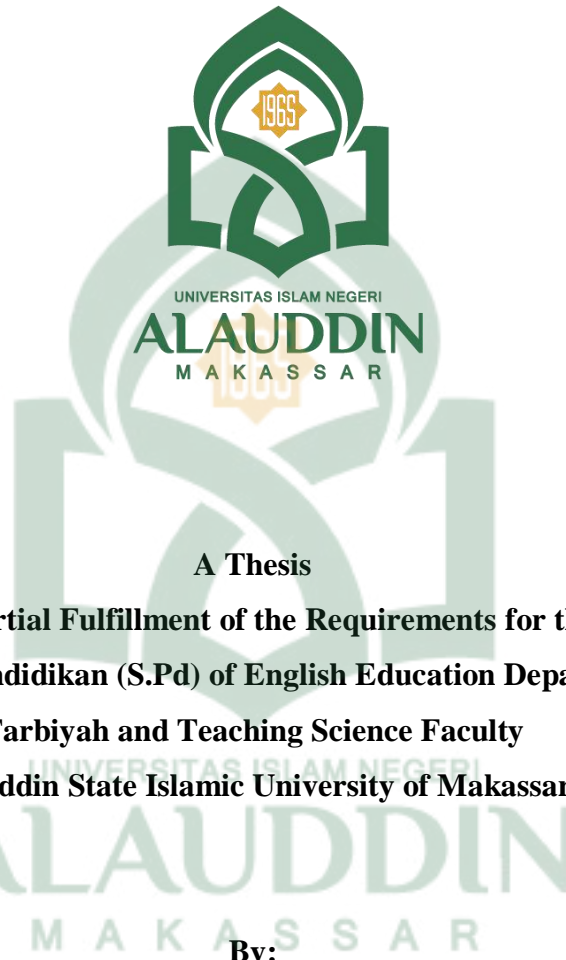


**DEVELOPING INQUIRY LEARNING MODEL-BASED ENGLISH
INSTRUCTIONAL MATERIALS FOR THE SEVENTH GRADE OF
JUNIOR HIGH SCHOOL**



A Thesis

**Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd) of English Education Department**

**Tarbiyah and Teaching Science Faculty
Alauddin State Islamic University of Makassar**

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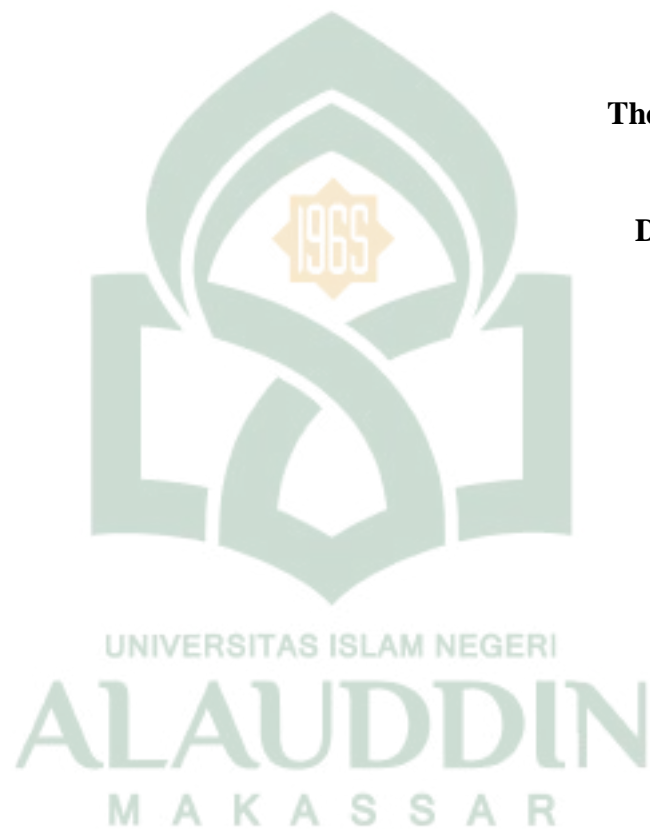
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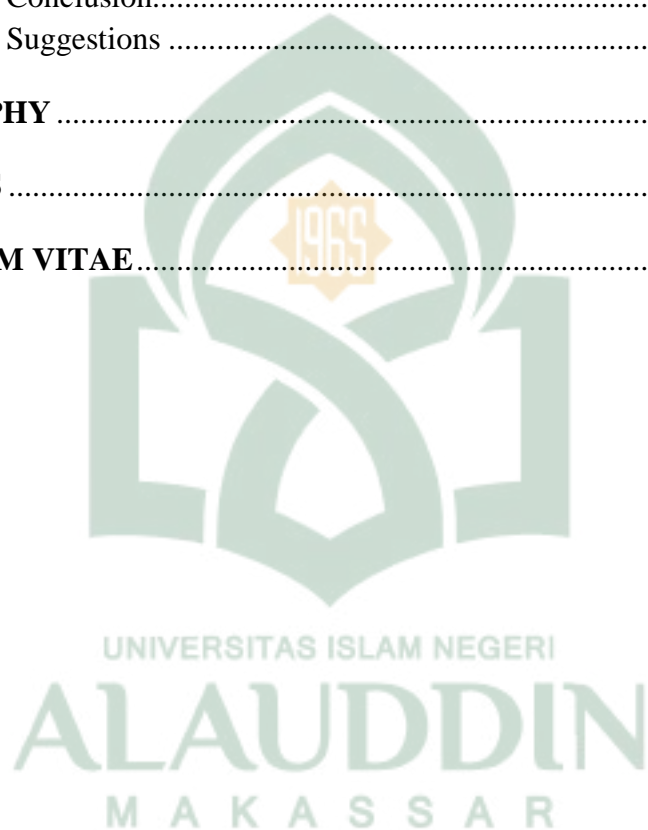
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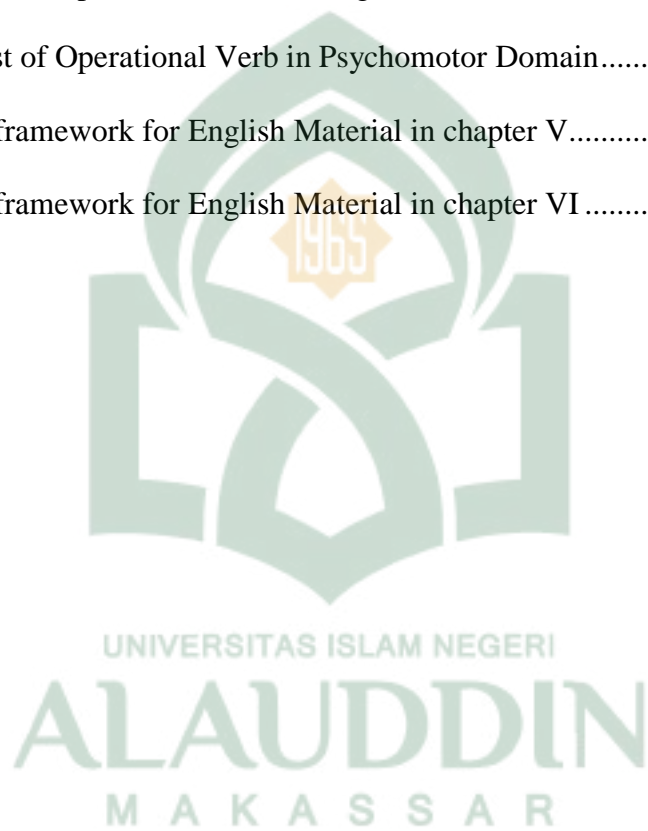
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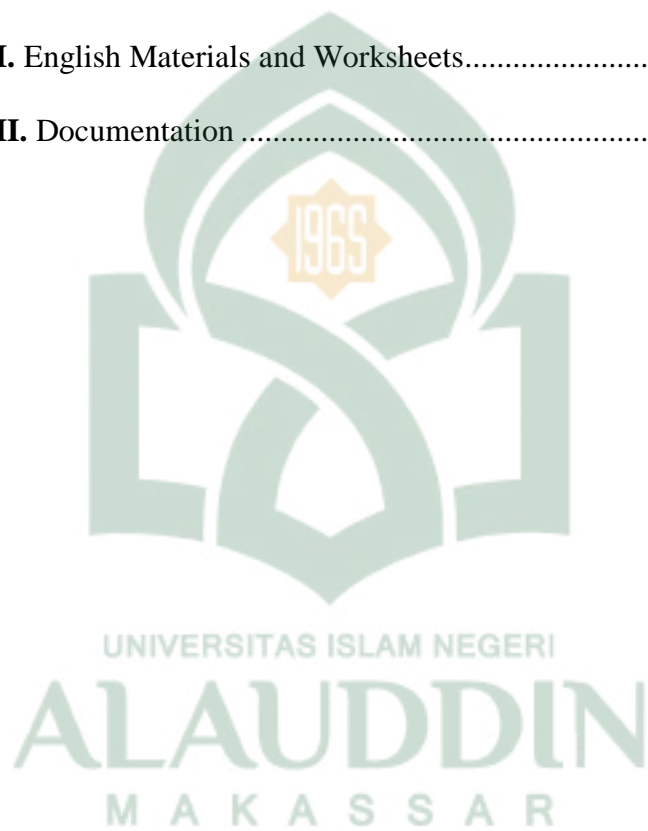
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ABSTRACT

Thesis Title : **Developing Inquiry Learning Model-Based English Instructional Materials for The Seventh Grade of Junior High School**

Year : **2019**

Researcher : **Devi Safitri**

Consultant I : **Dr. Sitti Nurpahmi S.Pd., M.Pd.**

Consultant II : **Dr. Hj. Djuwairiah Ahmad, M.Pd., M. TESOL.**

This research is aimed to developing instructional English materials for students of the seventh grade especially in basic competencies 3.5 & 4.5 and 3.6 & 4.6 at MTs Madani Pao-pao based on 2013 curriculum supported by using inquiry learning model and using HOTS characteristic in indicators achieved. Based on the preliminary study on June 2018 by analyzing the textbook which used, the researcher found several problems from the textbook such as the textbook only used an approach without learning model.

The research design used in this study was Research and Development (R&D). The development model used was ADDIE model. It consists of need analysis, design, development, implementation, and evaluation. The procedures included analyzing materials needed by spreading questionnaire to the students and analyzing the basic competencies used, designing a blueprint of materials which include indicators, HOTS characteristic and inquiry learning model, developing the English materials through ADDIE model.

The development of English materials for students of the seventh grade at MTs Madani Pao-pao includes conceptual map, goals, materials sequence, English material and worksheet. Types of data obtained in this study are quantitative and qualitative data. The instruments used in this research were the documents, questionnaire, and validation checklist.

In this research, the expert was involved in order to validate the product. There were three systematic aspects that they validated of the product: Materials Systematic Organization, Systematic English Teaching and Systematic Content of English. Therefore, the result indicated that based on experts judgment as well as product development result, the developed basic competency 3.5 & 4.5 and basic competency 3.6 & 4.6 were applicable to be taught at the seventh grade students of Junior High School as topics in English for them.

CHAPTER I INTRODUCTION

A. Background

The world of education in Indonesia has undergone several changes in learning methods adapted to the times. At the moment the current curriculum is the 2013 curriculum or better known as K-13. The curriculum according to Law Number 20 of 2003 article 1 paragraph 19 is a set of plans and arrangements regarding the purpose, content and material of the lesson as well as the method used as the organizer of learning activities to achieve certain educational goals.

The product of the 2013 curriculum is a book which is compiled by the government that contains the material which taught to the students by the teachers, then disseminated throughout Indonesia so that the quality distribution of education can be the same in all regions of Indonesia. Material is an important part of the teaching and learning process. Good and right material will have a positive influence on the student learning process. Many research offer instructional materials developed for teaching. Material includes print, audio, visual, multimedia, internet, etc. Therefore the researcher wants to produce a work in the form of a book in order to facilitate the transfer of knowledge from teacher to student.

Those activities will give an impact to their and our futures as Allah Swt. says in QS. Al-Mujadilah verse 11:

... يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ

“.... Allah will raise those who have believed among you and those who were given knowledge, by degrees....”

English textbook takes a very important role in learning process. It has been more crucial when English is learnt as foreign language like in Indonesia. As a language being learnt beside mother tongue, English is likely to be learned by Indonesian learners only in the classroom. Consequently, English textbook will potentially be the only one of student access to language in the classroom. Most teachers often use textbook as a primary learning resource for ideas and instructional activities as well as giving guides for what they do.

Garinger (2002) points out, “A textbook can serve different purposes for teachers: as a core resource, as a source of supplemental material, as an inspiration for classroom activities, even as the curriculum itself”. In brief, as the main English instructional material, English textbook in English as foreign language (EFL) are very important roles to facilitate language acquisition in the classroom. An English textbook entitled “Bahasa Inggris: When English Rings the Bell” is a new English textbook prepared by the Ministry of Education and Culture of Indonesia (MECI) in line with the implementation of new designed curriculum, 2013 curriculum. This book is distributed for free to all schools in Indonesia that have already applied 2013 curriculum and also available in the website of Ministry of Education and Culture for free download. Additionally, all schools in Indonesia are starting to implement the 2013 curriculum in the new academic year (2014/2015) so this book will be used by all junior high school in Indonesia. Because of these facts, the use of this English textbook is automatically widespread,

so that the English teachers need to see inside the material on textbook in order to take more control over its use.

Based on the explanation above, the book that already exist is currently used by some schools that implement K-13 which is compiled based on the scientific approach without any learning model that follows it. As for the scientific approach that underlies this book, it has been well developed and has been implemented in Indonesia, but it would be better if there is learning model that followed this book so that teachers will be easier to deliver materials. This is accordance to Suprijono (2011: 46) textbook that is equipped with a learning model through teacher learning strategies can help students get information, ideas, skills, ways of thinking and expressing ideas. The learning model functions as a guide for learning designers and teachers in planning teaching and learning activities. Based on the state, the researcher will develop the textbook which has not only an approach but also a learning model.

According to Joice & Weil (1972) the learning model is a pattern or plan that has been planned in such a way and used to compile the curriculum, organize the subject matter, and instruct instructors in its class. The book based on the learning model will have more functions for students and teachers, then the research took the initiative to modify and develop the previous book by developing materials that would later be compiled based on scientific approaches and learning models. As for other objectives, researcher will compile material based on factual material, so this makes research choose the right model to support the achievement of its objectives. The learning model recommended by the government in K-13 are project based

learning, problem based learning and inquiry learning. With a variety of considerations, inquiry learning model has chosen by the researcher because it based on problem solving and discussion. The stages that exist in the inquiry learning model also lead to factual concepts because in each material the teacher is directed to provide problems related to the surrounding environment in students so that students more easily understand the material.

The aim of national education in Law Number 20 of 2003, article 3 is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic citizens and to be responsible (kelembagaan ristekdikti: 2016). In line with the directives of the law, the vision of education in 2025 has also been established, namely to create intelligent and competitive Indonesian students. Smart means here is intelligent comprehension, which is intelligent spiritual and intelligent social/emotional in the realm of attitude, intelligent intellectual in the realm of knowledge, and intelligent kinesthetic in the realm of skills.

Thus the 2013 curriculum is designed with the aim of preparing Indonesian students to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of the world, nation, state and civilization of the world. The curriculum is an educational instrument to be able to bring Indonesian students to have competencies in attitudes, knowledge and skills so that they can be productive, creative, innovative and affective individuals and citizens.

If it is associated with the concept of education, then the objectives of the curriculum for students themselves can be represented through HOTS (Higher Order Thinking Skill) concept. High-level thinking skills introduced early in the school will have a positive impact later on. Intelligence in analyzing the environment, intelligence in analyzing reading, intelligence in associating, intelligence in understand the existence of others and even intelligence in solving personal problems. The concept of HOTS can be attributed to the Theory of taxonomy Bloom introduced by Benjamin S Bloom which includes three aspects of learning itself; cognitive domain that contains behaviors that emphasize intellectual aspects, such as knowledge, understanding and ability to think; affective domain that contains behaviors that emphasize feelings and emotions, such as interests, attitudes, appreciation and ways of adjusting; psychomotor domain that contains behaviors that emphasize aspects of motor skills, such as handwriting, typing and operating machinery.

If it is associated with K-13, the whole theory of Bloom's taxonomy is used in each core competency, K.I. 1 and K.I. 2 apply an affective domain, K.I. 3 applies cognitive domain and K.I. 4 applies the psychomotor domain.

Alice Thomas and Glenda Thorne (2009) define the term HOTS as a way of thinking in a higher level than memorizing, or retelling something that others tell. Making perfect concepts in classical education of theory Bloom's Taxonomy is divided into several levels, ranging from the lowest to the highest. Begin from the knowledge, understanding, application, analysis, synthesis, to evaluation.

As addition, According to Lorin Anderson and David Krathwohl (2001), the level of thinking ability starts from (1) remembering; (2) understanding; (3) applying; (4) analyzing; (5) evaluating up to (6) creating. Levels of thinking ability (1), (2), and (3) are categorized as Lower Order Thinking Skills (LOTS) or low-level thinking abilities. While the level of thinking ability (4), (5), and (6) are categorized as HOTS or high-level thinking skills.

The explanation above is a consideration for researcher to apply HOTS to the 2013 curriculum through an inquiry learning model. From the stages in HOTS, inquiry learning model is the most suitable learning model to complete the previous book that will help students to be more active and finding a solution of problem by high level thinking through problem solving concept.

Based on the condition and explanation above, the researcher will develop learning material, especially English, in the seventh grade of junior high school base on the inquiry model.

B. Research Problem

Based on the background, there are two research problems should be formulated as follows:

1. How is the development of English material of basic competencies 3.5 & 4.5 and 3.6 & 4.6 for the seventh grade of junior high school based on inquiry learning model?
2. How is the level validity of English material of basic competencies 3.5 & 4.5 and 3.6 & 4.6 for the seventh grade of junior high school based on inquiry learning model?

C. Research Objectives

Related to the problem statements above, this study aims to develop English material for the seventh grade of junior high school based on inquiry learning. The specific objectives of this research are:

1. To produce the English material of basic competencies 3.5 & 4.5 and 3.6 & 4.6 for the seventh grade of junior high school based on inquiry learning model.
2. To describe the level validity of English material of basic competencies 3.5 & 4.5 and 3.6 & 4.6 for the seventh grade of junior high school based on inquiry learning model.

D. Research Significance

The product of the research to be carried out for the students, teachers, junior high school, and the government. First, for the students; this product arranged to improve students' English language skills to face the demands of the times. This product can be used as a guide that provides a different model than the previous material so that the learning guide used varies. Besides students will also be sharpened their reasoning in the learning process uses the inquiry learning model because the basis of the inquiry model itself is learning which is associated with scientific as well as factual learning. This can facilitate students to be responsive to each material because it is presented in the form of factual material.

Second, for the teacher; it is expected that the teacher can use the product of this research as another guideline or reference material for the use of the learning models in determining the method or technique of the teaching and learning

process, especially English. In addition, Teachers can also enrich learning strategies that can help teachers to explain to students about the material to be taught and this product also helps teachers improve their ability to innovate the development of English instructional materials.

Third, for the Junior High School, this English material is provided as an alternative English instructional material that schools can use to facilitate and to support educators at schools in enhancing creativity when teaching and learning in the classroom, other than that provided by the government the preparation of the material is only fixed to the scientific approach.

Fourth, for the government; it is expected that this new English instructional material can later help the government to invite educators to be able to create the pattern or steps of the teacher in delivering the materials in this case the government can use this inquiry learning model as an additional new guide or alternative in education.

E. Research Scope

This research was focused on developing English instructional materials of basic competencies 3.5 & 4.5 and 3.6 & 4.6 for seventh grade of Junior High School students based on inquiry learning model. In supporting this research, researcher used the ADDIE model which consists of five phases that the researcher did to obtain the desired results. The five phases in the model used are; analysis, design, development, implementation and evaluation.

There are 8 basic competencies of the seventh grade student based on K-13. This research consisted of five researchers, so the basic competencies were decided into five parts. In this research, the research focused on developing new English instructional materials found in basic competence of 3.5 & 4.5 and 3.6 & 4.6. Where the basic competencies system settings have been regulated in Permendikbud Number 24 of 2016 appendix 37 concerning Basic Competencies and Curriculum Structure of SMP/MTs which have regulated the division of basic competencies in each material that is used as a reference in choosing the basic competencies that researcher has been developed supporting by the HOTS characteristic in basic competency achieved.

In this research, the learning model that used was Inquiry Learning. This model was focused on the activity of students in the classroom. Active students in the learning process aim to improve the thinking skills of students. Heru Kusmaryono & Rokhis Setiawati (2013) stated that the Inquiry Learning models that aim to obtain information. Obtain information by observing or experimenting to find answers or solve problems with problems or formulations by using critical and logical thinking skills. Inquiry learning steps according to Nurholish Arifin Handoyono & ZainalArifin (2016) include problem orientation, formulating problems, formulating hypotheses, collecting data, testing hypotheses, and concluding.

F. Operational Definition of Term

1. Developing

In this research, the development that the researcher did is developing an English instructional material, by updating the materials that previously based on scientific approach to be the materials based on scientific approach by using an inquiry learning models based on the syllabus of 2013 curriculum (K13).

2. Inquiry Learning

Inquiry learning is an instructional model in teaching and learning that places students' questions, ideas and observations at the center of the learning experience. Teaching based on the inquiry learning model is a student-centered strategy where groups of students are faced with a problem or looking for answers to questions in a procedure and group structure that is clearly outlined by Oemar Hamalik (2012: 63). Centered in this case means that students are directed to be more active in the learning process, looking for answers or solutions to a problem by using all existing learning media, both individually and in groups. Where is the sequence of learning steps using the inquiry approach according to Sanjaya (in Sitiatava Rizema Putra, 2013: p. 101-104) there are 6 steps, namely orientation, formulating problems, formulating hypotheses, collecting data, testing hypotheses, and formulating conclusions.

3. English material

English material in this study is material developed based on Minister of Education and Culture (*Permendikbud*) No. 24 of 2016 concerning the establishment of K.I (*Kompetensi Inti*) and K.D (*Kompetensi Dasar*) of lessons

in the 2013 curriculum of primary school and high school in appendix 37 concerning stipulations for the seventh grade English subjects in SMP/MTs.

4. Basic Competence

The regulation of Education and Culture Number 24 of 2016 in Indonesia stated that Basic Competence is the ability and minimal learning material that must be achieved by students for a subject in each educational unit that refers to core competencies. Basic Competence is a more specific description of competency standards. Competence as a goal in a complex curriculum, which is to develop knowledge, understanding the skills, values, attitudes, and interests of students so that they are able to do something in the form of skills accompanied by responsibility. Thus, competence not only achieves the goal to understand the material, but from understanding and mastering the material can affect the way of acting and the behavior of students in every day.

CHAPTER II

REVIEW OF RELATED LITERATURE

This part centers around the study of some previous research findings on the related topics to the developing English instructional materials based on inquiry learning model for the seventh grade of Junior High School.

A. Review of Related Research Findings

Various researches had conducted a research related to English material about developing material. As a references from the previous research, the researcher present in this section. First is Djuwairiah Ahmad (2014). In her research, she points out that there are several obstacles that occur in the application of K-13 in the ELT. The application of K-13 in ELT is partial, biased, and tends to be traditional from planning for the assessment process. The obstacles are rooted in the mindset of the teachers and its implementation.

The second is Miftahul Khair Nur Ali Mubar. Miftahul (2015) conducted R&D to create English learning material for young learner. The conclusion from his research is designed English speaking material for students to be able to accommodate students' needs in learning speaking related to students' daily activity that can improve student speaking ability. Moreover, it is suitable to government rules.

The Third is from Ilmiah & Nur (2018). They conducted research on the development of teaching materials for students of eighth grade. The results of their research were that they found that students preferred English instructional materials accompanied by pictures and examples relating to the daily lives of students.

Product from the development of English language English instructional material can be used in school that is the location of the study as an additional reference for English teachers, because English instructional material is developed based on the analysis of students' needs. Then that the teaching and learning process is more enjoyable.

The fourth is from Gary Nottis at. al. (2018). Gary researched about the impact of inquiry learning activities on students' conceptual understanding of four critical heat transfer concepts. The result of the study indicates that the understanding of students' concepts in general has increased. Through this understanding, students are then able to solve problems with the same concept. Although there have been a decline after a few weeks due to several factors, including the level of difficulty in the concept.

The fifth research comes from Yuni Ananingsih (2012). In her research, she found a problem regarding the effectiveness of inquiry learning in increasing learning motivation and student achievement in the learning process of reduction-oxidation material. From the results of research on the problem, it was found that the application of the inquiry learning model in learning the reduction-oxidation material was less effective in increasing the learning motivation of students. While the learning achievement of students has increased, because there is an interaction process during learning, both interactions between students and students, as well as students with teachers. From these interactions, students gain various kinds of understanding or explanation, so that the understanding of the students will be increase.

The sixth is research conducted by Bimerdin Daely, Atmazaki (2010). Their research is about developing an inquiry model for learning to edit essay. To determine whether the module is suitable for use, research use a questionnaire given to teachers and students. The results of the questionnaire analysis showed that the module model entitled Let's Learn Editing for Class IX Junior High School had been valid, practical, and effective, and could be used in learning Indonesian language, especially in editing material for grade IX students of Junior High School.

Based on some previous finding researches, the writer concludes several things. Through the development of English instructional materials adapted to the inquiry learning model, can improve students' learning achievement. The next conclusion is the instructional material developed must be in accordance with the target that will study the material. To find out the English instructional material is suitable for use, validation is needed through experts who can assess the research product.

B. Theoretical Foundation

Theoretical foundation is some theories which supporting this and relevant with our research.

1. Developing Material

The development process is a process that can make the previous potential more effective. While the material is a concept that has been prepared both in writing and unwritten that can form a concept of complete competence in the learning process that will be mastered by students. Thus it can be understood that the developing material is a step taken in improving the quality of the learning

process, such as in terms of concept, material, method, or method of application.

The basic principle of developing English instructional materials according to Tomlinson (2012) which presents the basic principles those are relevant to the development of material. The English instructional materials that are prepared should be has a positive impact that can be learned, make the students feel comfortable to develop their confidence in the learning process, using language features that can attract students' attention which can facilitate their understanding, not forgetting that there are differences in learning styles of each student, consider the possibility of occurrence of a period of silence (students may not be forced to speak) at the beginning of the learning period, and maximizing various potentials of students by involving intellectual, aesthetic, and emotional intelligence.

In addition to the principles put forward by Tomlinson, as for other principles that must be considered in the development of material that is the relevance between the material and the achievement of competency standards, the consistency of learning material taught, and the principle of adequacy that can help students in mastering the basic competencies taught. There are also types of development of learning material that must be known, such as the type of preparation, adaptation, adoption, translation, and revision that can help teachers or research in determining the type of development that they will do.

2. The Concept of the 2013 Curriculum

a. Definition of Curriculum

Pratt (1980:4) defined that a curriculum as an organized set of formal educational and or training intention. The curriculum was the number of experiences potentially which could be given to the children and teenagers, so they could think and did as appropriate as the citizen.

Richards, et.al (1985:70) cited Triyanuarsih (2011) said that curriculum was an educational program in which it was: (a) the educational purpose of the program (the ends); (b) the content, teaching procedures and learning experiences which were necessary to achieve this purpose (the means); (c) some means for assessing whether or not the educational ends had been achieved.

Then, Haryati (2008:1) viewed that curriculum was a set of plans and arrangements regarding to the purpose, content and English instructional materials and also methods used as a guidance of organization in learning activities to achieve the objective of certain education. Further, Nation (2011:197) explained that curriculum design became a process with a variety of starting points and with continual opportunity to return to parts of the curriculum design model to revise, reconsider, and re-evaluate.

b. The 2013 Curriculum

On July 2013, the Education and Cultural Ministry of Indonesia established the 2013 curriculum as an initiative better for the previous curriculum. Mulyasa, (2013:65) says that the 2013 curriculum had the crucial objective to encourage the learners' ability to conduct observing, asking, reasoning, and communicating or

presenting of what they learned or they knew after receiving subject matter. In addition, the implementation in developing of the 2013 curriculum was a part of the continued development of competency-based curriculum in Bahasa, *Kurikulum Berbasis Kompetensi* (KBK) which was initiated in 2004.

In *Modul Pelatihan Implementasi Kurikulum* (2014:4), the 2013 curriculum was the development of curriculum with base competence from the previous curriculum in KBK 2004 and KTSP 2006 which had attitude, knowledge, and skill. There were four competences for the 2013 curriculum; *Kompetensi inti-1* (KI-1) for religious competence; *Kompetensi inti-2* (KI-2) for social competence; *Kompetensi inti-3* (KI-3) for cognitive competence; *Kompetensi inti-4* (KI-4) for skill competence.

c. Component of Curriculum

Poerwati (2013:35) pointed out the components of curriculum; goal, there was a goal in learning process; 2) the content of curriculum, the students could obtain experiences from school. Those experiences had designed and organized before for student; 3) learning process method, the way students obtain new learning experience for better learning process and the students' goal; 4) evaluation, to measure the process successfully or no.

3. The Concept of HOTS (High Order Thinking Skill)

HOTS (High Order Thinking Skills) was originally known from the concept of Benjamin S. Bloom et al. in a book entitled *Taxonomy of Educational Objectives: The Classification of Educational Goals* (1956) which categorizes various levels of thought called Bloom Taxonomy, from the lowest to the highest. This concept is

learning goals which are divided into three domains, namely Cognitive domain is mental skills around knowledge, Affective domain is emotional side around attitudes and feelings, and psychomotor domain is physical abilities such as skills.

The concept of taxonomy for determining learning goals can be called the ultimate goal of a learning process. So, after a certain learning process, students are expected to be able to adopt new skills, knowledge, and attitudes.

HOTS itself is part of the cognitive realm in Bloom's Taxonomy and aims to hone mental skills around knowledge. The cognitive version of the Bloom version was later revised by Lorin Anderson, David Karthwohl, et al. (2001). The order was changed to six, namely: Remembering; Understanding; Applying; Analyzing; Evaluating; and creating. Levels 1 to 3 are categorized as low-order thinking skills (LOTS), while levels 4 to 6 are categorized as high-order thinking skills (HOTS).

4. Inquiry Learning

Educator is required with challenge and great responsibility to involve students in the learning process. The involvement of students can develop the knowledge and skills they need to deal with the times. To carry out activities that can involve students directly in the learning process, a pedagogical approach is needed. One of them is the application of inquiry learning model (Literacy and Numeracy Secretariat, 2013).

The inquiry learning model is one of the learning models that inviting students to actively participate during the learning process. Inquiry as a general process is carried out to find or understand information. Educational Development Center(2016) states that Inquiry learning is a teaching method that provides

opportunity for students to find out their own knowledge that they don't know.

According to Triandy (2017), through the implementation of the model students are able to actively improve their knowledge, skills and attitudes. This is because in the process, students can restate information using their own sentences by linking each other facts or ideas they find. In addition, students are invited to think actively and critically in learning.

Inquiry learning model was pioneered by John Dewey, who was a former science teacher. Dewey discovered the fact that in science learning, the emphasis for students to think and be active in the learning process is still insufficient. Dewey then encouraged the science instructor to use the inquiry at K-13 which at that time the steps were still stiff. There are 6 steps, namely sensing perplexing situations, clarifying the problem, formulating a tentative hypothesis, testing the hypothesis, revising with rigorous tests, and acting on the solution.

In 1916, Dewey had encouraged students to study so that they could add to their personal knowledge of science. To achieve that, students must overcome problems they want to know and apply them to observable phenomena. The Dewey Model is the basis for the Junior High School Curriculum Commission in 1937 entitled Science in Secondary Education. Subsequently in 1944, Dewey modified the previous inquiry steps in order to achieve his objectives, namely reflective thinking: presentation of the problem, formation of a hypothesis, collecting data during the experiment, and formulation of conclusion. John Dewey argues that learning, development, and growth of a human being will be optimal when they are faced with real and substantive problems to be solved. He believes that the

curriculum and instruction should be based on integrative community-based tasks and activities and involve learners in pragmatic social actions that bring real benefits to the world (Barrow, 2006).

Based on the inquiry model, schools play the best role to facilitate self-development. Therefore, inquiry is centered on students, so that students participate actively in the learning process. The learning process is seen as an important outcome such as the product, for example what is learned. While the teacher in the Inquiry Learning model acts as a facilitator who presents challenges to students by helping them identify questions and problems, and guide the course of inquiry learning. Thus, the inquiry approach views students as thinkers who actively seek, examine, process data from their environment towards a variety of objectives that best suit their mental characteristics (Heru Kusmaryono, 2013).

Based on this explanation, Inquiry Learning is a learning model based on John Dewey's thinking. This learning model is a model that is oriented to the activeness of students in finding problem and finding problem solving through direct observation. This is to improve students' understanding through their own methods.

a. Characteristic

This inquiry model departs from the assumption that since humans were born into the world, humans have the urge to find their own knowledge. Curiosity about the natural conditions around them is human nature from birth to the world. Since childhood, humans have a desire to know everything through the senses of taste, hearing, sight and other senses.

There are several things that are the main characteristics of inquiry learning models according to Roni Saputra (2014), namely emphasizes the maximum students' activity (students as subjects of learning), the teacher as a facilitator and motivator of students, and the purpose of using inquiry learning strategy is to develop the ability to think systematically, logically and critically.

While the characteristics of Inquiry Learning according to Neil Postman and Charles Weingartner (in Amalia, 2016) are confident in learning ability, happy when trying to solve a problem, believe in self-assessment and not just rely on the judgment of others or the environment, not afraid to be wrong, no doubt in answering, flexibility of views, appreciate the facts and be able to distinguish between facts and opinions, and do not feel the need to get a final answer for all questions and feel more comfortable when not knowing the answer to a difficult question rather than just receiving an overly simplified answer.

From the two opinions of the experts above, the author can conclude the characteristics of inquiry learning. Characteristics of the Inquiry Learning Model are students as active and independent learners who can find and solve problems with confidence. In addition, learning activities carried out can increase students' critical thinking.

b. Steps of Inquiry Learning Model

1) Orientation

At this phase the teacher takes steps to foster a conducive atmosphere or learning climate. The things that are done in this orientation phase are: 1) Describing the topic, objectives, and learning outcomes that are expected to be achieved by students. 2) Explain the main activities that must be carried out by students to achieve their goals. At this phase the steps of inquiry are explained as well as the steps of each step, starting from the steps of formulating the problem to formulating a conclusion. 3) Explain the importance of learning topics and activities. This is done in order to provide student learning motivation (Ridwan Abdullah Sani: 2010).

2) Formulating Problem

Formulating a problem is a step to bring students to a problem that contains a puzzle. The problem presented is a problem that challenges students to solve the puzzle. Puzzles in the formulation of the problem certainly have the answer, and students are encouraged to look for the right answer. The process of finding answers is very important in inquiry learning, therefore through this process students will gain valuable experience as an effort to develop mentally through the thinking process (Educational Development Center, 2016).\

3) Formulating hypothesis

The hypothesis is a temporary answer to a problem that is examined. As a temporary answer, the hypothesis needs to be tested. One of the ways that the teacher can do to develop the ability to guess (hypothesize) on each child is to ask

various questions that can encourage students to be able to formulate a temporary answer or can formulate various estimates of possible answers to a problem under study (Nurcholish Arifin Handoyono, 2016).

4) Collecting Data

Collecting data is the activity of capturing the information needed to test the proposed hypothesis. In inquiry learning, collecting data is a mental process that is very important in intellectual development. The process of collecting data not only requires strong motivation in learning, but also requires perseverance and ability to use the potential for thinking (Triandy, 2017).

5) Testing Hypothesis

Testing the hypothesis is determining the answers that are considered acceptable according to the data or information obtained based on data collection. Testing hypotheses also means developing the ability to think rationally. That is, the truth of the answers given is not only based on argumentation, but must be supported by data that is found and can be accounted for (Amalia, 2016)

6) Formulating Conclusion

Formulating conclusions is the process of describing findings obtained based on the results of testing hypotheses. To reach an accurate conclusion the teacher should be able to show students which data is relevant (Sunardi and Imam Sujadi: 2017).

C. Theoretical Framework

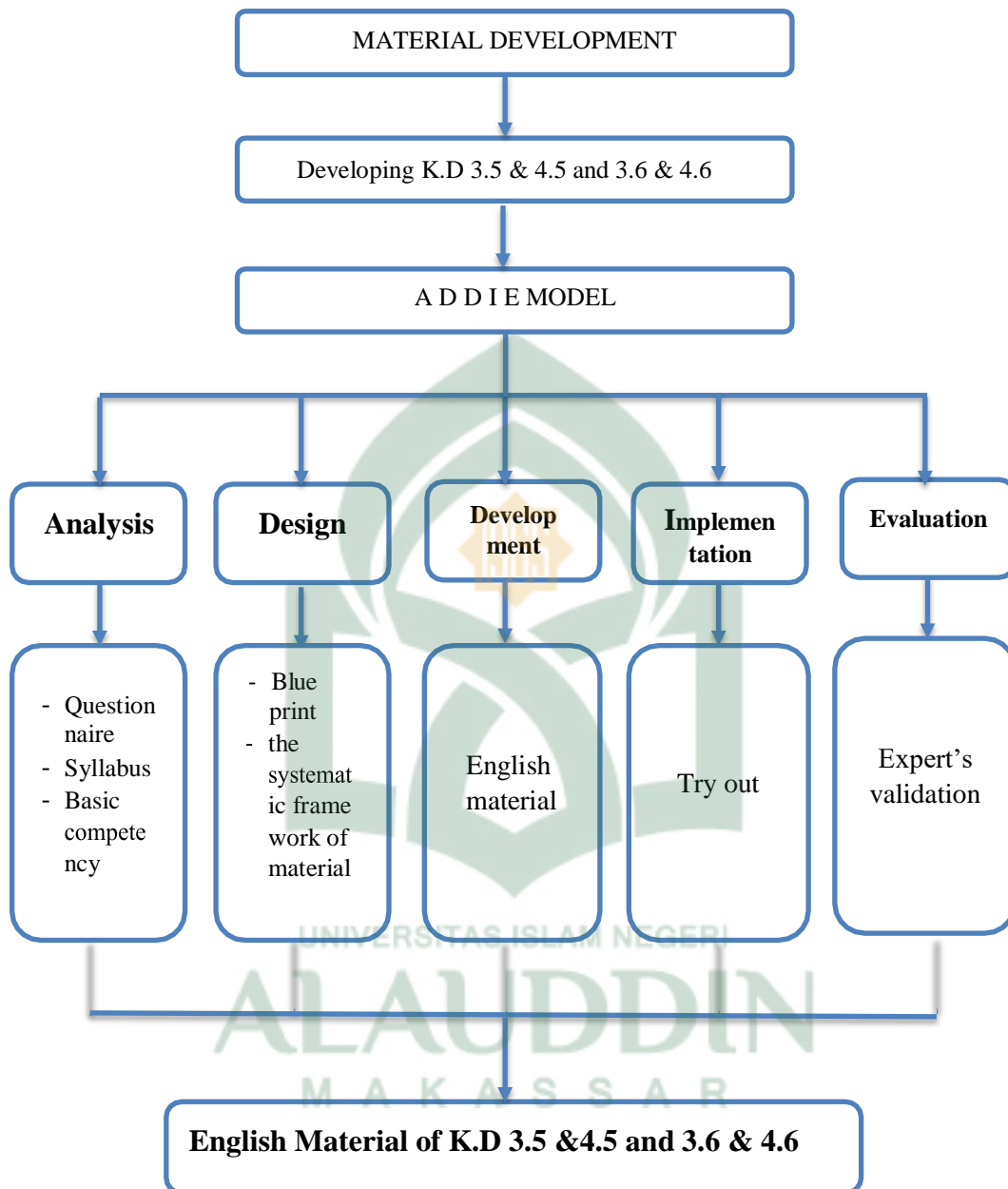


Figure 1. Theoretical framework of developing material process

In learning models there are several kinds of scientific approaches. In the scientific approach, there are three known learning models, namely inquiry learning, problem-based learning, and project-based learning. Inquiry learning

emphasizes the process of finding. Problem-based learning is a learning approach that presents contextual problems so as to stimulate students to learn. Project-based learning is a learning model that uses projects or activities as learning media.

However, the availability of the 2013 curriculum English instructional materials from the government only uses the scientific approach. The scientific approach is an approach that includes steps to observe, to ask, to collect data, to associate, and to communicate. The guide material prepared by the government in supporting education improvement only contains the overall scientific approach that is monotonous and repetitive so that there is no variation in the teaching and learning process.

Therefore, researcher developed existing materials by using other teaching methods; in this case the research chose to use inquiry learning model, because inquiry learning itself can invite students to hone their creativity in thinking and also the researcher chose this, so that the guideline materials that students and teachers used can be varied and not monotonous.

Because of that, in this research, the researcher tried to offer a new way by designing English material for junior high school students in the first grade by developing a new English material by using inquiry learning and ADDIE model to achieve the objective of learning. In this research, the researcher developed English material for Junior High School in the seventh grade with topics of Basic Competence. The researcher used ADDIE model in this research. Model ADDIE was developed by Reiser and Molendain in 1990s.

ADDIE model is one of the most common models used in the instructional design field a guide to producing an effective design. This model is an approach that helps instructional designers, any content's developer, or even teachers to create an efficient, effective teaching design by applying the processes of the ADDIE model on any instructional product. In addition, according to Reyzal Ibrahim (2011) this systematic process is represented in the acronym ADDIE, which stands for the important components in the process of creating the instructional design, which are Analysis, Design, Development, Implementation, and Evaluation. Each phase in ADDIE model is related to and interacts with each other.

The result from this research was an English material especially in basic competence of 3.5 & 4.5 and 3.6 & 4.6 using inquiry learning as an instructional model for students at the seventh grade of Junior High School.

CHAPTER III

METHOD OF THE RESEARCH

This chapter discusses research and development method of this study. It includes research method, development model, research subject, types of data, research instrument, data collecting procedure, try-out of product, and data analyzing technique.

A. Research and Development Model

The research design used by researcher was Research and Development (R&D). Borg and Gall in their material Educational research an introduction stated that educational research and development (R&D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R&D cycle, which consists of studying research findings pertinent to the product to be developed, developing the product based on the finding, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field testing phase. In indicate that product meets its behaviorally defined objectives.

As a conclusion, R&D is a research method which emphasized to developing, produce a certain product and get then the product examined with an expert to know the effectiveness of product before the product used.

The ADDIE model developed by Florida State University initially to explain, "...the processes involved in the formulation of an Instructional Systems Development (ISD) program for military inter service training that adequately trained individuals to do a particular job and which could also be applied to any

inter service curriculum development activity.” The model originally contained several steps under its five original phases (analyze, design, develop, implement, and evaluate). The idea was to complete each phase before moving to the next. Over the years, practitioners revised the steps, and eventually the model became more dynamic and interactive than the original hierarchical version. By the mid- 1980s, the version familiar today appeared.

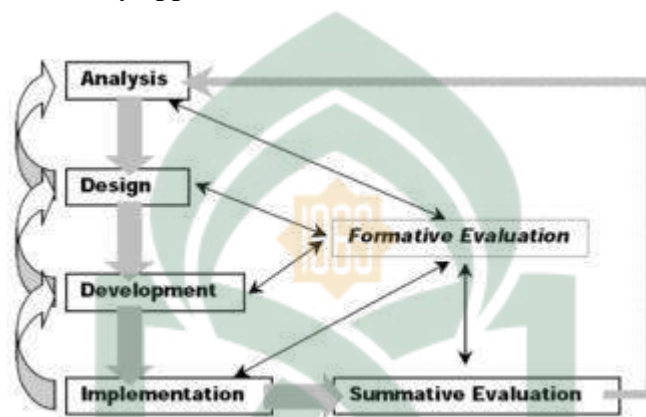


Figure 2. The ADDIE’s Model (McGriff, 2000)

“ADDIE” that stands for Analyze, Design, Develop, Implement, and Evaluate was designed to ensure that the learners achieved the goals and objectives of the learning purposes. It also provided simple procedure to design and develop materials. In addition, it was an iterative evaluation of each phase might lead the instructional designer back to any previous phase.

The ADDIE model was designed to ensure that the learners achieved the goals and objectives of the learning purposes. It also allowed the evaluation of students’ needs and provided simple procedure to design and develop materials.

B. Research and Development Procedures

The procedures in developing basic competences 3.5, 4.5, 3.6 and 4.6 for the seventh grade of junior high school based on inquiry learning model dealing with 2013 curriculum based on ADDIE model which provided five phases in terms of analysis, design, development, implementation, and evaluation.

1. Analysis Phase

In analysis phase, identifying and developing clear understanding of students' needs by questionnaire and analyzing each basic competency to get the indicators on the existing syllabus of 2013 curriculum used at the school. Then, considering timeline and budget needed in this research. Actually, this phase was similar to need analysis where need analysis is a set of procedures used to collect information about learners' needs (Richards, 2003:51 as cited in Sukirman 2012).

2. Design Phase

In this phase, designing the material for the seventh grade considering the students' need and indicators, then designing blue print supported by the instructional model used as the structure of arranging the material.

3. Development phase

This phase depends on the first two phases, which are the analysis and the design phase. In this third phase, the instructional designer develops the materials of the course.

4. Implementation

This phase is about transforming the plan into action. In order to go through this phase, the researcher considers three major steps, which are training the instructors, preparing the learners, and organizing the learning environment. With these three steps, the researcher displays our course in very active and authentic ways to achieve the implementation phase.

5. Evaluation

The final process in ADDIE model is Evaluation phase. The researcher evaluates each step in order to make sure that achieve the goals using the instructional design and materials to meet the learner needs. Additionally, there are two types of evaluation, which are formative evaluation and summative evaluation. First, formative evaluation is a continuing process that the researcher will do as we are working on our instructional materials in each phase on ADDIE model. There are three basic processes of formative evaluation, which are one to one, small evaluation group, and trial in the field.

C. Research Subject

The subject of this research were the students of the seventh grade of junior high school at MTs Madani Pao-Pao class VII batch 2018-2019 consisted of 146 students.

D. Types of Data

The types of data in this research were qualitative and quantitative data. The qualitative data was gathered from the analyzing basic competence of 3.5 & 4.5 and 3.6 & 4.6 of the *Permendikbud* Number 24 year 2016 in appendix 37.

The quantitative data were obtained from the result of questioners and the validation of the expert in evaluating product that has been made by researcher, whether they were feasible or not feasible to be used as references by students, teachers and the government to be used in the learning process.

The other source type of data was research consisted of five phases of ADDIE Model. The result from those phases was validated by the researcher in formative assessment and expert in summative assessment to know the expert's validation and the acceptability about the English material which was developed by the researcher.

E. Research Instrument

In this research, the researcher used three instruments. The first is documents containing the syllabus of 2013 curriculum revised edition which was published in 2017 by the government, basic competence analysis, and the blueprint of materials. The second is questionnaire adapted by Andi Kaharuddin (2015: p.75-78) for the students. The third is the validation checklist adapted from Ghobrani (2011: p.517-520) and Widyatmoko (2011) cited by Sukirman (2013) and filled out by the experts. The instrument used as a source for research in supporting this research process, so that the planned process can be carried out and achieved well. These instruments were interrelated with each other.

The syllabus was used as the foundation to design a blueprint for the material, supporting by the result of spreading the questionnaire and analyzing basic competency. Questionnaire used to know students' need, analysis basic competence analysis displayed in table used by researcher to get the indicators would be achieved and categorized the HOTS indicators, whereas validation checklist used

as a tool by experts in assessing and evaluating products that produced/developed by the researcher.

F. Data Collecting Procedure

This data collection carried out through a literature review of an English material of the 2013 revised 2013 curriculum which was provided by the government in the learning model used was scientific. Then after reviewing each existing basic competence here are 3.5 & 4.5 and 3.6 & 4.6, the researcher updated the English instructional materials by observing the existing learning model. The model used by this study was the inquiry model. Then, organizing the five phases of ADDIE Model; there are five phases of this development model, they are:

1. Analysis

The first phase namely analysis, the researcher spread the questioners adapting by Brown's (1995) and also analyzed each basic competence in *K-13* syllabus and how to present the material contained in the book. At this phase, the researcher analyzed the students' need by the questionnaire and analyzed basic competences of 2013 curriculum. Then the output of this phase was the result of students' need and the indicators in each basic competence which categorized as the HOTS indicators.

2. Design

The second phase namely design, here the results of the questionnaire collected as one of the references in making the materials this then the research began to compile the material that has been selected according to the model to be used. The researcher presented the filtered material in the previous phase. The researcher

started to design the materials by gathering information by the result of analyzed the students' need and analyzed basic competences. After analyzing those, the researcher started to design a blueprint which supported by the syllabus of 2013 curriculum. The output of this phase was a blueprint of the material which was contained basic competence, some indicators, subject matter, English instructional material, and materials' structure designed by inquiry learning model.

3. Developing

The third phase namely developing material, the researcher collected all the materials that have been compiled then developed the blueprint. The materials' structure were developed based on inquiry learning model that consisted of six steps: orientation; formulating problem; formulating hypothesis; collecting information; testing hypothesis; and formulating conclusion. In this phase, the researcher developed the material of the blueprint supporting by the indicators which include HOTS category. Then, the output of this phase is material or product of English instructional material.

4. Implementation

The fourth phase namely implementation. This phase, the researcher should try out the product to the students, but there were some problems that researcher found. The first problem was the researcher did not have enough time for applying the product to the subject, the second was the subject of this research were getting school holiday when the research finished her product.

5. Evaluation

The last phase was evaluation. According to Jan van den Akker (1999:p.10-11) there were three kinds of it, they are validity, effectiveness and practicality. The evaluation was evaluated by some components; validity can adequately be evaluated by expert, practicality via micro-evaluation and try-out, and effectiveness in field test Because of the previous phase could not be held by the researcher the evaluation that used in this research was only the validity of product that validated by the expert (validator). The formative evaluation was evaluated in each phase by the researcher and consultants and the summative evaluation was evaluated by two experts.

G. Data Analyzing Technique

In this research, the researcher used qualitative and quantitative data analysis technique to analyze the data.

1. Qualitative Analysis

The technique followed several steps by Miles and Huberman. They suggest that in analyzing the data qualitatively consists of three procedures. First was data reduction. Second was data display. Third was conclusion draw.

The data analysis technique in qualitative by Miles and Huberman presented in the following diagram:



Figure 3. Procedures of Data Analysis Technique in Qualitative by Miles and Huberman

In the implementation of data reduction, data display, and conclusion/verification, it was a very flexible step, in the sense that it is not bound by chronological limitations. Overall these steps are interconnected during and after data collection, so the model of Miles and Huberman is also called the Interactive Model. Based on the explanations that have been developed by Agus Salim (2006:p.22-23), can be explained briefly as follows:

a. Data Reduction

In this phase, the researcher referred to obtain the mass of qualitative data which was obtained through analyzing the materials in each basic competence. In other word, this phase updated the indicators to be HOTS indicators.

b. Data Display

This phase contained of the conclusions from the mass of data which draw in the form of tables, charts, networks and table. This was a continual process, rather than just one to be carried out at the end of the data collection.

c. Verification and Conclusion Drawing

In this phase, the researcher got a conclusion after going through the two phases that have been passed before. The initial conclusion verified first by the researchers themselves and then validated by experts.

2. Quantitative Analysis

Firstly, in gathering information from students and experts the researcher used the need analysis questionnaires and validation checklist. Types of questions are linguistic needs and learning needs used for assessing whole needs of the target. Because of the subject of this research was the first grade of junior high school, so

the researcher used yes/no question in getting students' needs.

Secondly, the quantitative data analysis technique used to find the result of the questionnaire displayed below:

$$\Sigma = (VII-A) + (VII-B) + (VII-C) + (VII-D) + (VII-E)$$

Where: Σ = total number of students

fx = number of students in each class

The researcher used the formula below to analyze the data from the questionnaire:

- Formula for *yes* answer

$$\Sigma_{yes} = yes(VII-A) + yes(VII-B) + yes(VII-C) + yes(VII-D) + yes(VII-E)$$

- Formula for *no* answer

$$\Sigma_{no} = no(VII-A) + no(VII-B) + no(VII-C) + no(VII-D) + no(VII-E)$$

After getting the data for *yes* and *no*, the researcher compared the *yes* answer and the *no* answer, which data is bigger than other is taken as the final result.

The overall data are then analyzed to recognize the needs inventory of the target group in language learning which is then used as the basis for formulating aims and objectives of learning and designing material.

Data analysis technique used to find the result of the validity level of the product developed displayed below:

$$\bar{x} = \frac{y1+y2}{n}$$

Where: \bar{x} = the average of rating scale

y = the expert

n = total number of expert

The scale of validity level of the product developed displayed below:

0-1 = very inappropriate

1,1-2 = inappropriate

2,1-3 = appropriate

3,1-4 = very appropriate



CHAPTER IV

FINDING AND DISCUSSION

A. The Process of Developing English Material for the Seventh Grade of Junior High School Based on Inquiry Learning Model by Using ADDIE Model

1. Making Decision about the Needs Analysis

At this stage the researcher determined the type of information needed, the participant to be investigated, and the instrument used. The information needed through the stage of need analysis include to find out the learning styles of students, the experience of students in learning English in class VII, and the learning media that students like. There were two participants involved, namely 146 students from MTs Madani Paop-Pao at the seventh grade of 2018-2019 school year who were studying the materials and people working in the teaching department. The instrument used to carry out this stage was a questionnaire containing several questions related to information previously explained and a questionnaire as a benchmark for validate the instructional materials that had been designed.

2. Gathering Information

In this phase, researcher gathered information through two ways, namely analysis of students' needs and analysis of basic competencies. Here are the descriptions of the result from both analyses.

a. The Result of Product Design through Students' Needs

The researcher gave a questionnaire to respondent in order to know what the students need in English materials for the seventh grade of junior high school. The researcher gave a questionnaire to the respondent which consists of 26 questions.

The questionnaire was formulated by yes/no question, so the students only need to choose yes or no in every question. After analyzing the questionnaire, the researcher informed the result by the tables below:

1) Linguistic Needs

Identifying linguistic needs is carried out by analyzing the students' learning ability and learning priorities. The result of the analysis are used for prioritizing the components of English materials in each basic competence and selecting appropriate English instructional materials which are required to design the syllabus of English materials in each basic competence.

a) Learning Ability

Table 1. The Result of the 1st Question

Question	Can you introduce yourself by using English?						
Class	VII-A	VII-B	VII-C	VII-D	VII-E	Total	Percentage (%)
YES	24	24	26	32	12	118	81%
NO	2	3	7	4	12	28	19%

Table 1 shows that there were 81% of students of the seventh grade of junior high school can introduce themselves by using English, while 19% cannot. It means that almost all students of the seventh grade of junior high school can introduce themselves by using English, but some of them cannot. Therefore, the material is still presented to strengthen the students' skill.

Table 2. The Result of the 2nd Question

Question	Can you write your daily activity by using English?						
Class	VII-A	VII-B	VII-C	VII-D	VII-E	Total	Percentage (%)
YES	19	16	12	20	3	70	48%
NO	7	11	21	16	21	76	52%

Table 2 presented that 48% of the students answered YES and 52% answered NO to the question. From the percentage, we can conclude that some of the students cannot write their daily activity by using English. Therefore, English materials that have been designed based on activities that were closely related to daily life.

Table 3. The Result of the 3rd Question

Question	Can you read an English short story fluently?						
Class	VII-A	VII-B	VII-C	VII-D	VII-E	Total	Percentage (%)
YES	7	11	8	16	4	46	32%
NO	19	16	25	20	20	100	68%

Table 3 presented that 32% of the students answered YES and 68% answered NO to the question. It means that almost all students cannot read an English short story fluently. Because of that, English material that has been prepared presents several examples of short stories in order to be able to practice the students' ability to read.

b) Learning Priority

Table 4. The Result of the 4th Question

Question	Do you like learning English subject?						
Class	VII-A	VII-B	VII-C	VII-D	VII-E	Total	Percentage (%)
YES	22	23	24	32	21	122	84%
NO	4	4	9	4	3	24	16%

Table 4 shows that 84% of the students like to learn English subject and 16% don't like. It represents that almost all students like learning English subject. Therefore, English materials that were compiled contain a variety of colorful illustrated pictures and forms of practice so that students enjoy learning English subject.

Table 5. The Result of the 5th Question

Question	In learning English subject, are you interested in reading the material?						
Class	VII-A	VII-B	VII-C	VII-D	VII-E	Total	Percentage (%)
YES	21	14	16	27	19	87	60%
NO	5	14	17	9	5	59	40%

Table 5 adduces that 60% of the students answered YES and 40% answered NO to the questions. It shows that some of the students interested in reading the material. Therefore, English materials that were prepared provide various forms of activities that invite students to read.

Table 6. The Result of the 6th Question

Question	In learning English subject, are you interested in listening to teacher in understanding the material?						
Class	VII-A	VII-B	VII-C	VII-D	VII-E	Total	Percentage (%)
YES	24	23	25	35	24	131	90%
NO	2	4	8	1	0	15	10%

Table 6 adduces that 90% of the students answered YES and 10% answered NO to the question. It represents that almost all students interested in listening to teacher in understanding the material. However, the activities organized in English materials focus on students who play an active role in the learning process assisted and guided by the teacher.

Table 7. The Result of the 7th Question

Question	In learning English subject, are you interested in doing the tasks?						
Class	VII-A	VII-B	VII-C	VII-D	VII-E	Total	Percentage (%)
YES	22	21	18	27	15	103	71%
NO	4	6	15	9	9	43	29%

Table 7 shows that 71% of the students chose YES and 29% chose NO. It informs that almost all students interested in doing the task. English materials that has been compiled contains various forms of tasks.

Table 8. The Result of the 8th Question

Question	Do you like material example with dialog?						
Class	VII-A	VII-B	VII-C	VII-D	VII-E	Total	Percentage (%)
YES	21	23	29	36	19	128	88%
NO	5	4	4	0	5	18	12%

Table 8 shows that 88% of the students chose YES and 12% chose NO. It represents that almost all students of the seventh grade of junior high school like material example with dialogue. Thus, giving examples in the form of dialogue arranged into English materials that were according to the topic and form of activities.

Table 9. The Result of the 9th Question

Question	Do you like material example with text/description?						
Class	VII-A	VII-B	VII-C	VII-D	VII-E	Total	Percentage (%)
YES	21	21	18	32	18	110	75%
NO	5	6	15	4	6	36	25%

Table 8 shows that 75% of the students chose YES and 25% chose NO. It represents that almost all students of the seventh grade of junior high school like material example with text/description. Thus, giving examples in the form of

text/description arranged into English instructional materials that were according to the topic and form of activities.

Table 10. The Result of the 10th Question

Question	Do you like material presentation with colorful picture?						
Class	VII-A	VII-B	VII-C	VII-D	VII-E	Total	Percentage (%)
YES	29	25	29	31	22	117	80%
NO	6	2	4	5	2	29	20%

Table 10 shows that 80% of the students chose YES and 20% chose NO. It means that most of the students like material presentation with colorful picture. Therefore, English instructional materials were compiled using a variety of colorful illustrated images, in order to be able to attract students' attention to the spirit of learning.

2) Learning Needs

The students learning needs in this study were identified by analyzing the students learning problems and learning attitudes. The students' learning problems were described based on the analysis of the respondents' perceptions on the understanding the material content and material example. While to explain the students' attitude, the researcher analyzed the students' learning preferences and learning styles based on the respondents' perceptions.

a) Learning Problems

Table 11. The Result of the 11th Question

Question	I don't understand the teacher's explanation. Is it your problem in understanding the material content?						
Class	VII-A	VII-B	VII-C	VII-D	VII-E	Total	Percentage (%)
YES	11	17	21	19	14	82	56%

NO	15	10	11	17	8	64	44%
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This table shows that there were 56% of students do not understand the teacher's explanation while 44% answered yes. So that they can not understand the materials well. It means that the material displayed mostly by working on problems with a little teacher explanations.

Table 12. The Result of the 12th Question

Question	I don't understand the explanation in the book. Is it your problem in understanding the material content?						
Class	VII-A	VII-B	VII-C	VII-D	VII-E	Total	Percentage (%)
YES	19	16	23	23	13	94	64%
NO	7	11	10	13	11	52	36%

This table shows that there were 64% of students do not understand the the meaning of the text in the book while 36% yes. It means that there is material that contains some vocabularies that is interpreted into the native language of students. So as, the students will be easier to understand the material.

Table 13. The Result of the 13th Question

Question	I don't understand the meaning of the teacher's explanation. Is it your problem in understanding the material example?						
Class	VII-A	VII-B	VII-C	VII-D	VII-E	Total	Percentage (%)
YES	24	16	18	23	11	92	63%
NO	2	11	15	13	13	54	37%

This table shows that there were 63% of students do not understand the meaning of the teacher's explanation while 37% YES. Thus there is a session for asking peers and teacher.

Table 14. The Result of the 14th Question

Question	I don't understand the meaning of the text in the book. Is it your problem in understanding the material example?						
Class	VII-A	VII-B	VII-C	VII-D	VII-E	Total	Percentage (%)
YES	19	12	20	25	16	92	63%
NO	7	15	13	11	8	54	37%

This table shows that there were 63% of students do not understand understand the meaning of the text in the book while 37% yes. It means that the material displayed dialog as one of the material that can be easily understood.

Students learning problem in each basic competency included material content and material example, they got problems if they did not understand the teacher's explanation and the meaning of the textbook. Because of the problem above, the researcher displayed in all the material with the clear instruction for teacher and students. In each part of the material, teacher should give the clearest explanation about the material displayed in the textbook.

b) Learning Attitude

It has already been stated that learning attitudes are analyzed to discover what the students like to learn. For the reason, the focus of this discussion deals with identification of the learning preferences and styles in learning English materials.

– Learning Preference

Table 15. The Result of the 15th Question

Question	Do you prefer using an audio as the media in learning process?						
Class	VII-A	VII-B	VII-C	VII-D	VII-E	Total	Percentage (%)
YES	7	16	16	25	15	79	54%
NO	19	11	17	11	9	67	46%

This table shows that there were 54% of students prefer using an audio as the media in learning process while 46% no. It means that there is a material presented an audio as the media in learning process.

Table 16. The Result of the 16th Question

Question	Do you prefer using a picture as the media in learning process?						
Class	VII-A	VII-B	VII-C	VII-D	VII-E	Total	Percentage (%)
YES	26	24	31	35	17	133	91%
NO	0	3	2	1	7	13	9%

This table shows that there were 91% of students prefer using a picture as the media in learning process while 9% no. Therefore, the material is presented using pictures to fulfill the students' need.

Table 17. The Result of the 17th Question

Question	Do you prefer using a video as the media in learning process?						
Class	VII-A	VII-B	VII-C	VII-D	VII-E	Total	Percentage (%)
YES	22	21	28	28	18	117	80%
NO	4	6	5	8	6	29	20%

This table shows that there were 80% of students prefer using a video as the media in learning process while 20% no. Thus, there is material presented using video to fulfill the students' need.

Table 18. The Result of the 18th Question

Question	Do you prefer asking for teacher in learning process if you are in difficulties?						
Class	VII-A	VII-B	VII-C	VII-D	VII-E	Total	Percentage (%)
YES	25	21	30	31	19	126	86%
NO	1	6	3	5	5	20	14%

This table shows that there were 86% of students prefer asking for teacher in learning process while 14% no. It means that in every learning process of this material, the students can ask the teacher for helping.

Table 19. The Result of the 19th Question

Question	Do you prefer asking for friend in learning process if you are in difficulties?						
Class	VII-A	VII-B	VII-C	VII-D	VII-E	Total	Percentage (%)
YES	12	19	21	30	16	98	67%
NO	4	8	12	6	8	48	33%

This table shows that there were 67% of students prefer asking for friend in learning while 33% no. Therefore, in every learning process of this material, the students can ask their friends for helping.

Table 20. The Result of the 20th Question

Question	Do you prefer reading material repeatedly in learning process if you are in difficulties?						
Class	VII-A	VII-B	VII-C	VII-D	VII-E	Total	Percentage (%)
YES	21	19	19	27	16	102	70%
NO	5	8	14	9	8	44	30%

This table shows that there were 70% of students prefer reading material repeatedly in learning process while 30% no. It means that in presenting the material, students are asked to read the material repeatedly to strengthen their understanding.

In learning process, every student has their style. There were three learning style of students found; learning by listening to the teacher's explanation learning by game, and learning by using media/tools. Based on the result, the researcher formulated the material which contained the three learning style of students. It can

be seen in each part of the material there always the instruction delivered by teacher to fulfill learning by listening to the teacher's explanation, in the group discussion there were displayed some games, and there were visual-based media and audio-visual media that has explained in explanation of questions number 16 and 17.

– **Learning Style**

Table 21. The Result of the 21st Question

Question	Do you prefer listening to the teacher's explanation in learning process?						
Class	VII-A	VII-B	VII-C	VII-D	VII-E	Total	Percentage (%)
YES	24	23	27	35	21	130	89%
NO	2	4	6	1	3	16	11%

This table shows that there were 89% of students prefer listening to the teacher's explanation in learning process while 11% no. From these data, it can be concluded that the activities in the material were first explained by the teacher before students work on tasks or carry out learning activities.

Table 22. The Result of the 22nd Question

Question	Do you prefer learning by game in learning process?						
Class	VII-A	VII-B	VII-C	VII-D	VII-E	Total	Percentage (%)
YES	24	22	27	32	19	124	85%
NO	2	5	6	4	5	22	15%

This table shows that there were 85% of students prefer learning by game in learning process while 15% no. From these data it can be concluded that the activities in giving tasks to students used more games.

Table 23. The Result of the 23rd Question

Question	Do you prefer learning by media/tools in learning process?						
Class	VII-A	VII-B	VII-C	VII-D	VII-E	Total	Percentage (%)

YES	19	22	22	31	14	108	74%
NO	7	5	11	5	10	38	26%

This table shows that there were 74% of students prefer learning by media/tools in learning process while 26% no. From these data it can be concluded that in order to convey the material, English instructional materials are compiled using a variety of media, such as pictorial media, audio for listening to song, and playing the roles using dialogue that exists in material.

Table 24. The Result of the 24th Question

Question	Do you prefer working in a group in doing your tasks?						
Class	VII-A	VII-B	VII-C	VII-D	VII-E	Total	Percentage (%)
YES	7	24	29	33	18	111	76%
NO	19	3	4	3	6	35	24%

Table 25. The Result of the 25th Question

Question	Do you prefer working in pair in doing your tasks?						
Class	VII-A	VII-B	VII-C	VII-D	VII-E	Total	Percentage (%)
YES	25	25	27	31	18	126	86%
NO	1	2	6	5	6	20	14%

Table 26. The Result of the 26th Question

Question	Do you prefer working alone in doing your tasks?						
Class	VII-A	VII-B	VII-C	VII-D	VII-E	Total	Percentage (%)
YES	19	17	8	19	12	75	51%
NO	7	10	25	17	12	71	49%

Form the table 24 shows that 76% of students prefer working in a group in doing task, then the table 25 shows that 86% of students prefer working in a pair, while table the 26 shows that 51% of students prefer working alone. From these data it can be concluded that, learning activities specifically assigning tasks, give

more tasks in groups, but there were also some tasks that were done in pairs and by own-self.

Detailed information on the students' linguistic needs can be seen in the following table:

Table 27. *The overall needs inventory from linguistic needs*

Linguistic needs	
The learning abilities	The learning priorities
<ul style="list-style-type: none"> - Can introduce their self by using English - Cannot write their daily activity by using English - Cannot read an English short story fluently 	<ul style="list-style-type: none"> - The students like learning English subject - Reading the material - Listening to the teacher in understanding the material - Doing the task - Material example with dialogue - Material example with text/description - Material presentation with colorful picture

Based on the results of the need inventory, many students like English lessons, such as reading, writing, listening, and speaking. However, some of them have not been able to understand the material properly due to several factors, both internal and external factors. In the learning abilities, students have been able to introduce themselves by using English, but not all can. Therefore, the researcher present the material about introducing. So that in the future, all students are able to introduce themselves.

Besides introducing themselves in English can improve speaking skills, the researcher also want to improve students' abilities in writing and reading because some of students do not yet have these abilities. Therefore, the researcher has presented many writing and reading activities related to daily life that are designed

to be interesting so that students do not feel bored. In addition, the researcher also presents a lot of assignments for students, both individually, pairs, and in groups so that students' abilities can be further improved.

Detailed information on the students' learning needs can be seen in the following table:

Table 28. *The overall needs inventory from learning needs*

Learning needs	
The learning problems	The learning attitudes
<ul style="list-style-type: none"> - Don't understand the teacher's explanation - Don't understand the explanation in the book - Don't understand the meaning of the teacher's explanation - Don't understand the meaning of the text in the book 	<p>Learning preferences:</p> <ul style="list-style-type: none"> - Using an audio as the media in learning process - Using a picture as the media in learning process - Using a video as the media in learning process - Asking for teacher in learning process if students are in difficulties - Asking for friend in learning process if students are in difficulties - Reading material repeatedly in learning process if students are in difficulties <p>Learning styles:</p> <ul style="list-style-type: none"> - Listening to the teacher's explanation in learning process - Learning by game in learning process - Learning by media/tools in learning process - Working in group - Working in pair - Working alone

Students learning preference based on media was divided into three; using audio-based media, visual-based media, and audio-visual-based media in learning process. The visual-based media (image or parable) can be representational images (images, paintings, or photographs), diagrams (describing the relationships of concepts, organization, and structure of material content), maps (showing space relationships), graphs (tables, graphs, charts (charts) that present data / trend tendencies or between relationships of a set of images or numbers), audio-based media are media that contain messages in the form of auditive (only can be heard) that can stimulate thoughts, feelings, attention, and the ability of students to learn English instructional materials, and audio-visual based media is combining the use of sound with a pictorial display commonly called video (Azhar Arsyad:2007). The result showed if the three media are in the material. The visual media can be seen in each part of the material which displayed with full colorful picture and audio-visual media can be seen in each material example which displayed another students doing a role play as the speakers in each dialog.

In learning process, usually students get problem in understanding the material, to cover the problem students do three things; asking to the teacher, asking to friends, and reading material repeatedly. The appropriate of three things above can be seen in the material which displayed in each step of inquiry, where the material guides the students to do individual activities, work in pairs, and make a group discussion to do the activities. In individual activities, students can learn independently, whereas work in pairs and group discussion, the three things of the way students covered their problems were used. The students can ask their teacher,

their friends or reading the material repeatedly.

b. Description of Analyzing Basic Competence

In analyzing basic competencies, researcher created indicators of competencies achievement in each basic competency to facilitate researcher in designing materials according to indicators. The first thing researcher recognized the operational verb in the basic competency description, and then reviewed the operational verb.

There are 3 types of indicators that are created in analyzing a basic competency, here is the division. If the operational verb was in points 1, the researcher made the main indicator and enrichment indicator, if the operational verb was in points 2, 3, 4 or 5 the researcher made supporting indicators, main indicators, and enrichment indicators, and if the operational verb was in points 6 the researcher made supporting indicators and main indicators. The operational verb list can be seen in the following picture:



Mengingat (C1)	Memahami (C2)	Mengaplikasikan (C3)	Menganalisis (C4)	Mengevaluasi (C5)	Mencipta/Membuat (C6)
Mengutip Menyebutkan Menjelaskan Menjelaskan Menggambar Membilang Mengidentifikasi Mendaftar Menunjukkan Memberi label Memberi indeks Memasangkan Membaca Menamai Menandai Menghafal Meniru Mencatat Mengulang Mereproduksi Meninjau Memilih Mentabulasi Memberi kode Menulis Menyatakan Menelusuri	Memperkirakan Menjelaskan Mencirikan Mengkatagorikan Mencirikan Merinci Mengasosiasikan Membandingkan Menghitung Mengkontraskan Menjalin Mendiskusikan Mencontohkan Mengemukakan Memolakan Memperluas Menyimpulkan Meramalkan Merangkum Menjabarkan Mengali Mengubah Mempertahankan Menarangkan Menafsirkan Memprediksi Melaporkan Membedakan	Menugaskan Mengurutkan Mentahkan Menerapkan Mengkalifikasi Memodifikasi Menghitung Membangun Mencegah Menentukan Menggambar Menggunakan Menilai Melatih Mengali Mengemukakan Mengadaptasi Menyelidiki Mempersiapkan Mengkonsepkan Melaksanakan Memproduksi Memproses Mengeliten Menyusun Mencapai Melakukan Mensimulasikan Mentabulasi Memproses Membiasakan Mengklasifikasi Menyesuaikan Mengoperasikan Meramalkan	Mengaudit Mengatur Menganalisis Mengumpulkan Memecahkan Menegakkan Menganalisis Menyeleksi Merinci Menominasikan Mengolagramkan Mengkonstruksikan Menguji Mencerahkan Membagikan Menyimpulkan Menjelajah Memaksimalkan Memerintahkan Mengalikan Mentransfer Melatih Mengecit Menemukan Menyalsasi Mengoreksi Mendeteksi Menelaah Mengukur Membengunkan Merasionalkan Mendiagnosis Memfokuskan Memadukan	Membandingkan Menyimpulkan Menilai Mengarahkan Memprediksi Memperjelas Menugaskan Menafsirkan Mempertahankan Merinci Mengukur Merangkum Membuktikan Memvalidasi Mengetes Mendukung Memilih Memproyeksikan Mengkritik Mengarahkan Memutuskan Memisahkan menimbang	Mengumpulkan Mengabstraksi Mengatur Menganalisis Mengkategorikan Membangun Mengkreasikan Mengoreksi Merencanakan Memadukan Mendikte Membentuk Meningkatkan Menanggulangi Menggeneralisasi Menggabungkan Merancang Membatas Memparasi Menyapkan Mereproduksi Memperjelas Merangkum Merekonstruksi Mengarang Menyusun Mengkode Mengkombinasikan Memfasilitasi Mengkonstruksi Menentukan Menghubungkan Menciptakan Menampilkan

Figure 4. Operational verb of cognitive domain (Buku Pegangan Pembelajaran Berorientasi pada Keterampilan Tingkat Tinggi). 2018

Meniru (P1)	Manipulasi (P2)	Presisi (P3)	Artikulasi (P4)	Naturalisasi (P5)
Menyalin Mengikuti Mereplikasi Mengulangi Mematuhi Mengaktifkan Menyesuaikan Menggabungkan Mengatur Mengumpulkan Menimbang Memperkecil Mengubah	Kembali membuat Membangun Melakukan Melaksanakan Menerapkan Mengoreksi Mendemonstrasikan Merancang Melatih Memperbaiki Memanipulasi Mereparasi	Menunjukkan Melengkapi Menyempurnakan Mengkalibrasi Mengendalikan Mengalihkan Menggantikan Memutar Mengirim Memproduksi Mencampur Mengemas Menyajikan	Membangun Mengatasi Menggabungkan-koordinat Mengintegrasikan Beradaptasi Mengembangkan Merumuskan Memodifikasi master Mensketsa	Mendesain Menentukan Mengelola Menciptakan

Figure 5. Operational verb of psychomotor domain (Buku Pegangan Pembelajaran Berorientasi pada Keterampilan Tingkat Tinggi). 2018

1) The result of analyzing basic competence

3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya (C1).

After analyzing Basic competency 3.5, it is in the point 1 and has main indicator and enrichment indicator. Each indicator consisted of 18 sub-indicators.

In basic competency 3.5 have 2 indicators and 36 sub-indicators.

Main Indicator (C1)	Enrichment indicator (C4)
1. Identifying the social function of oral transactional interaction texts that involve the act of giving and asking for information related to the nature of things according to the context of its use.	1. Analyzing the social function of oral transactional interaction texts that involve the act of giving and asking for information related to the nature of things according to the context of its use.
2. Identifying the social function of oral text transactional interactions that involve the act of giving and asking for information related to the nature of people according to the context of its use.	2. Analyzing the social function of oral text transactional interactions that involve the act of giving and asking for information related to the nature of people according to the context of its use.
3. Identifying the social function of oral text transactional interactions that involves the act of giving and asking for information related to the nature of the animals according to the context of its use.	3. Analyzing the social function of oral text transactional interactions that involves the act of giving and asking for information related to the nature of the animals according to the context of its use.

<p>4. Identifying the social function of transactional written interactions that involve the act of giving and asking for information related to the nature of things according to the context of its use.</p>	<p>4. Analyzing the social function of transactional written interactions that involve the act of giving and asking for information related to the nature of things according to the context of its use.</p>
<p>5. Identifying the social function of transactional written interactions that involve the act of giving and asking for information related to the nature of people according to the context of its use.</p>	<p>5. Analyzing the social function of transactional written interactions that involve the act of giving and asking for information related to the nature of people according to the context of its use.</p>
<p>6. Identifying the social function of transactional written interactions that involves the act of giving and asking for information related to the nature of the animals according to the context of its use.</p>	<p>6. Analyzing the social function of transactional written interactions that involves the act of giving and asking for information related to the nature of the animals according to the context of its use.</p>
<p>7. Identifying the text structure of oral transactional interaction texts that involve the act of giving and asking for information related to the nature of things according to the context of its use.</p>	<p>7. Analyzing the text structure of oral transactional interaction texts that involve the act of giving and asking for information related to the nature of things according to the context of its use.</p>
<p>8. Identifying the text structure of oral text transactional interactions that involve the act of giving and asking for information related to the nature of people according to the context of its use.</p>	<p>8. Analyzing the text structure of oral text transactional interactions that involve the act of giving and asking for information related to the nature of people according to the context of its use.</p>
<p>9. Identifying the text structure of oral text transactional</p>	<p>9. Analyzing the text structure of oral text transactional</p>

<p>interactions that involves the act of giving and asking for information related to the nature of the animals according to the context of its use.</p>	<p>interactions that involves the act of giving and asking for information related to the nature of the animals according to the context of its use.</p>
<p>10. Identifying the text structure of transactional written interactions that involve the act of giving and asking for information related to the nature of things according to the context of its use.</p>	<p>10. Analyzing the text structure of transactional written interactions that involve the act of giving and asking for information related to the nature of things according to the context of its use.</p>
<p>11. Identifying the text structure of transactional written interactions that involve the act of giving and asking for information related to the nature of people according to the context of its use.</p>	<p>11. Analyzing the text structure of transactional written interactions that involve the act of giving and asking for information related to the nature of people according to the context of its use.</p>
<p>12. Identifying the text structure of transactional written interactions that involves the act of giving and asking for information related to the nature of the animals according to the context of its use.</p>	<p>12. Analyzing the text structure of transactional written interactions that involves the act of giving and asking for information related to the nature of the animals according to the context of its use.</p>
<p>13. Identifying the linguistic element of oral transactional interaction texts that involve the act of giving and asking for information related to the nature of things according to the context of its use.</p>	<p>13. Analyzing the linguistic element of oral transactional interaction texts that involve the act of giving and asking for information related to the nature of things according to the context of its use.</p>
<p>14. Identifying the linguistic element of oral text transactional interactions that involve the act of giving and</p>	<p>14. Analyzing the linguistic element of oral text transactional interactions that involve the act of giving and</p>

asking for information related to the nature of people according to the context of its use.	asking for information related to the nature of people according to the context of its use.
15. Identifying the linguistic element of oral text transactional interactions that involves the act of giving and asking for information related to the nature of the animals according to the context of its use.	15. Analyzing the linguistic element of oral text transactional interactions that involves the act of giving and asking for information related to the nature of the animals according to the context of its use.
16. Identifying the linguistic element of transactional written interactions that involve the act of giving and asking for information related to the nature of things according to the context of its use.	16. Analyzing the linguistic element of transactional written interactions that involve the act of giving and asking for information related to the nature of things according to the context of its use.
17. Identifying the linguistic element of transactional written interactions that involve the act of giving and asking for information related to the nature of people according to the context of its use.	17. Analyzing the linguistic element of transactional written interactions that involve the act of giving and asking for information related to the nature of people according to the context of its use.
18. Identifying the linguistic element of transactional written interactions that involves the act of giving and asking for information related to the nature of the animals according to the context of its use.	18. Analyzing the linguistic element of transactional written interactions that involves the act of giving and asking for information related to the nature of the animals according to the context of its use.

Tabel 29. The indicators of basic competency 3.5.

K.D 4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan

unsur kebahasaan yang benar dan sesuai konteks (P1).

After analyzing Basic competency 4.5, it is in the point 1 and has main indicator and enrichment indicator. Each indicator consisted of 18 sub-indicators.

In basic competency 4.5 have 2 indicators and 36 sub-indicators.

Main Indicator (P1)	Enrichment indicator (P3)
1. Composing oral transactional interaction text is very short and simple which involves the act of giving and asking for information related to the nature of people by paying attention to social functions in context.	1. Completing oral transactional interaction text is very short and simple which involves the act of giving and asking for information related to the nature of people by paying attention to social functions in context.
2. Composing oral transactional interaction text is very short and simple which involves the act of giving and asking for information related to the nature of animals by paying attention to social functions in context.	2. Completing oral transactional interaction text is very short and simple which involves the act of giving and asking for information related to the nature of animals by paying attention to social functions in context.
3. Composing oral transactional interaction text is very short and simple which involves the act of giving and asking for information related to the nature of things by paying attention to social functions in context.	3. Completing oral transactional interaction text is very short and simple which involves the act of giving and asking for information related to the nature of things by paying attention to social functions in context.
4. Composing transactional written text is very short and simple which involves the act of giving and asking for information related to the nature of people by paying attention to social functions in context.	4. Completing transactional written text is very short and simple which involves the act of giving and asking for information related to the nature of people by paying attention to social functions in context.
5. Composing transactional written	5. Completing transactional written

text is very short and simple which involves the act of giving and asking for information related to the nature of animals by paying attention to social functions in context.	text is very short and simple which involves the act of giving and asking for information related to the nature of animals by paying attention to social functions in context.
6. Composing transactional written text is very short and simple which involves the act of giving and asking for information related to the nature of things by paying attention to social functions in context.	6. Completing transactional written text is very short and simple which involves the act of giving and asking for information related to the nature of things by paying attention to social functions in context.
7. Composing oral transactional interaction text is very short and simple which involves the act of giving and asking for information related to the nature of people by paying attention to text structure in context.	7. Completing oral transactional interaction text is very short and simple which involves the act of giving and asking for information related to the nature of people by paying attention to text structure in context.
8. Composing oral transactional interaction text is very short and simple which involves the act of giving and asking for information related to the nature of animals by paying attention to text structure in context.	8. Completing oral transactional interaction text is very short and simple which involves the act of giving and asking for information related to the nature of animals by paying attention to text structure in context.
9. Composing oral transactional interaction text is very short and simple which involves the act of giving and asking for information related to the nature of things by paying attention to text structure in context.	9. Completing oral transactional interaction text is very short and simple which involves the act of giving and asking for information related to the nature of things by paying attention to text structure in context.
10. Composing transactional written text is very short and simple which involves the act of giving	10. Completing transactional written text is very short and simple which involves the act of giving

<p>and asking for information related to the nature of people by paying attention to text structure in context.</p>	<p>and asking for information related to the nature of people by paying attention to text structure in context.</p>
<p>11. Composing transactional written text is very short and simple which involves the act of giving and asking for information related to the nature of animals by paying attention to text structure in context.</p>	<p>11. Completing transactional written text is very short and simple which involves the act of giving and asking for information related to the nature of animals by paying attention to text structure in context.</p>
<p>12. Composing transactional written text is very short and simple which involves the act of giving and asking for information related to the nature of things by paying attention to text structure in context.</p>	<p>12. Completing transactional written text is very short and simple which involves the act of giving and asking for information related to the nature of things by paying attention to text structure in context.</p>
<p>13. Composing oral transactional interaction text is very short and simple which involves the act of giving and asking for information related to the nature of people by paying attention to linguistic element in context.</p>	<p>13. Completing oral transactional interaction text is very short and simple which involves the act of giving and asking for information related to the nature of people by paying attention to linguistic element in context.</p>
<p>14. Composing oral transactional interaction text is very short and simple which involves the act of giving and asking for information related to the nature of animals by paying attention to linguistic element in context.</p>	<p>14. Completing oral transactional interaction text is very short and simple which involves the act of giving and asking for information related to the nature of animals by paying attention to linguistic element in context.</p>
<p>15. Composing oral transactional interaction text is very short and simple which involves the act of giving and asking for information related to the nature of things by</p>	<p>15. Completing oral transactional interaction text is very short and simple which involves the act of giving and asking for information related to the nature of things by</p>

paying attention to linguistic element in context.	paying attention to linguistic element in context.
16. Composing transactional written text is very short and simple which involves the act of giving and asking for information related to the nature of people by paying attention to linguistic element in context.	16. Completing transactional written text is very short and simple which involves the act of giving and asking for information related to the nature of people by paying attention to linguistic element in context.
17. Composing transactional written text is very short and simple which involves the act of giving and asking for information related to the nature of animals by paying attention to linguistic element in context.	17. Completing transactional written text is very short and simple which involves the act of giving and asking for information related to the nature of animals by paying attention to linguistic element in context.
18. Composing transactional written text is very short and simple which involves the act of giving and asking for information related to the nature of things by paying attention to linguistic element in context.	18. Completing transactional written text is very short and simple which involves the act of giving and asking for information related to the nature of things by paying attention to linguistic element in context.

Table 30. The indicators of basic competency 4.5.

K.D. 3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense) (C1).

After analyzing Basic competency 3.6, it is in the point 1 and has supporting indicator and main indicator. Each indicator consisted of 18 sub- indicators. In basic competency 3.6 have 2 indicators and 36 sub-indicators.

Main Indicator (C1)	Enrichment indicator (C4)
1. Identifying the social function of oral transactional interaction texts that involve the act of giving and asking for information related to the behavior / actions / functions of people according to the context of their use.	1. Analyzing the social function of oral transactional interaction texts that involve the act of giving and asking for information related to the behavior / actions / functions of people according to the context of their use.
2. Identifying the social function of oral transactional interaction texts that involve the act of giving and asking for information related to the behavior / actions / functions of animals in accordance with the context of its use.	2. Analyzing the social function of oral transactional interaction texts that involve the act of giving and asking for information related to the behavior / actions / functions of animals in accordance with the context of its use.
3. Identifying the social function of oral text transactional interactions that involve the act of giving and asking for information related to the behavior / actions / functions of things according to the context of its use.	3. Analyzing the social function of oral text transactional interactions that involve the act of giving and asking for information related to the behavior / actions / functions of things according to the context of its use.
4. Identifying the social function of transactional written text interactions that involve the act of giving and asking for information related to the behavior / actions / functions of people according to the context of their use.	4. Analyzing the social function of transactional written text interactions that involve the act of giving and asking for information related to the behavior / actions / functions of people according to the context of their use.
5. Identifying the social function of transactional written text interactions that involve the act of giving and asking for information related to the behavior / actions / functions of animals in accordance with the context of its use.	5. Analyzing the social function of transactional written text interactions that involve the act of giving and asking for information related to the behavior / actions / functions of animals in accordance with the context of its use.

<p>6. Identifying the social function of transactional written text interactions that involve the act of giving and asking for information related to the behavior / actions / functions of things according to the context of its use.</p>	<p>6. Analyzing the social function of transactional written text interactions that involve the act of giving and asking for information related to the behavior / actions / functions of things according to the context of its use.</p>
<p>7. Identifying the text structure of oral transactional interaction texts that involve the act of giving and asking for information related to the behavior / actions / functions of people according to the context of their use.</p>	<p>7. Analyzing the text structure of oral transactional interaction texts that involve the act of giving and asking for information related to the behavior / actions / functions of people according to the context of their use.</p>
<p>8. Identifying the text structure of oral transactional interaction texts that involve the act of giving and asking for information related to the behavior / actions / functions of animals in accordance with the context of its use.</p>	<p>8. Analyzing the text structure of oral transactional interaction texts that involve the act of giving and asking for information related to the behavior / actions / functions of animals in accordance with the context of its use.</p>
<p>9. Identifying the text structure of oral text transactional interactions that involve the act of giving and asking for information related to the behavior / actions / functions of things according to the context of its use.</p>	<p>9. Analyzing the text structure of oral text transactional interactions that involve the act of giving and asking for information related to the behavior / actions / functions of things according to the context of its use.</p>
<p>10. Identifying the text structure of transactional written text interactions that involve the act of giving and asking for information related to the behavior / actions / functions of people according to the context of their use.</p>	<p>10. Analyzing the text structure of transactional written text interactions that involve the act of giving and asking for information related to the behavior / actions / functions of people according to the context of their use.</p>
<p>11. Identifying the text structure of transactional written text</p>	<p>11. Analyzing the text structure of transactional written text</p>

interactions that involve the act of giving and asking for information related to the behavior / actions / functions of animals in accordance with the context of its use.	interactions that involve the act of giving and asking for information related to the behavior / actions / functions of animals in accordance with the context of its use.
12. Identifying the text structure of transactional written text interactions that involve the act of giving and asking for information related to the behavior / actions / functions of things according to the context of its use.	12. Analyzing the text structure of transactional written text interactions that involve the act of giving and asking for information related to the behavior / actions / functions of things according to the context of its use.
13. Identifying the linguistic element of oral transactional interaction texts that involve the act of giving and asking for information related to the behavior / actions / functions of people according to the context of their use.	13. Analyzing the linguistic element of oral transactional interaction texts that involve the act of giving and asking for information related to the behavior / actions / functions of people according to the context of their use.
14. Identifying the linguistic element of oral transactional interaction texts that involve the act of giving and asking for information related to the behavior / actions / functions of animals in accordance with the context of its use.	14. Analyzing the linguistic element of oral transactional interaction texts that involve the act of giving and asking for information related to the behavior / actions / functions of animals in accordance with the context of its use.
15. Identifying the linguistic element of oral text transactional interactions that involve the act of giving and asking for information related to the behavior / actions / functions of things according to the context of its use.	15. Analyzing the linguistic element of oral text transactional interactions that involve the act of giving and asking for information related to the behavior / actions / functions of things according to the context of its use.
16. Identifying the linguistic element of transactional written text	16. Analyzing the linguistic element of transactional written text

interactions that involve the act of giving and asking for information related to the behavior / actions / functions of people according to the context of their use.	interactions that involve the act of giving and asking for information related to the behavior / actions / functions of people according to the context of their use.
17. Identifying the linguistic element of transactional written text interactions that involve the act of giving and asking for information related to the behavior / actions / functions of animals in accordance with the context of its use.	17. Analyzing the linguistic element of transactional written text interactions that involve the act of giving and asking for information related to the behavior / actions / functions of animals in accordance with the context of its use.
18. Identifying the linguistic element of transactional written text interactions that involve the act of giving and asking for information related to the behavior / actions / functions of things according to the context of its use.	18. Analyzing the linguistic element of transactional written text interactions that involve the act of giving and asking for information related to the behavior / actions / functions of things according to the context of its use.

Table 31. *The indicators of basic competency 3.6*

K.D. 4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks (P1).

After analyzing Basic competency 4.6, it is in the point 1 and has main indicator and enrichment indicator. Each indicator consisted of 18 sub-indicators. In basic competency 4.6 have 2 indicators and 36 sub-indicators.

Main Indicator (P1)	Enrichment indicator (P4)
1. Composing oral transactional interaction text very short and	1. Completing oral transactional interaction text very short and

<p>simple that involve the act of giving and asking for information related to the behavior / action / function of people with the social function correctly and in context.</p>	<p>simple that involve the act of giving and asking for information related to the behavior / action / function of people with the social function correctly and in context.</p>
<p>2. Composing oral transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of animals with the social function correctly and in context.</p>	<p>2. Completing oral transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of animals with the social function correctly and in context.</p>
<p>3. Composing oral transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of things with the social function correctly and in context.</p>	<p>3. Completing oral transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of things with the social function correctly and in context.</p>
<p>4. Composing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of people with the social function correctly and in context.</p>	<p>4. Completing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of people with the social function correctly and in context.</p>
<p>5. Composing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of animals with the social function correctly and in context.</p>	<p>5. Completing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of animals with the social function correctly and in context.</p>
<p>6. Composing written transactional interaction text very short and simple that involve the act of giving and asking for information</p>	<p>6. Completing written transactional interaction text very short and simple that involve the act of giving and asking for information</p>

related to the behavior / action / function of things with the social function correctly and in context.	related to the behavior / action / function of things with the social function correctly and in context.
7. Composing oral transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of people with the text structure correctly and in context.	7. Completing oral transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of people with the text structure correctly and in context.
8. Composing oral transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of animals with the text structure correctly and in context.	8. Completing oral transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of animals with the text structure correctly and in context.
9. Composing oral transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of things with the text structure correctly and in context.	9. Completing oral transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of things with the text structure correctly and in context.
10. Composing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of people with the text structure correctly and in context.	10. Completing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of people with the text structure correctly and in context.
11. Composing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of animals with the text	11. Completing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of animals with the text

structure correctly and in context	structure correctly and in context.
12. Composing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of things with the text structure correctly and in context.	12. Completing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of things with the text structure correctly and in context.
13. Composing oral transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of people with the linguistic element correctly and in context.	13. Completing oral transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of people with the linguistic element correctly and in context.
14. Composing oral transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of animals with the linguistic element correctly and in context.	14. Completing oral transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of animals with the linguistic element correctly and in context.
15. Composing oral transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of things with the linguistic element correctly and in context.	15. Completing oral transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of things with the linguistic element correctly and in context.
16. Composing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action /	16. Completing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action /

function of people with the linguistic element correctly and in context.	function of people with the linguistic element correctly and in context.
17. Composing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of animals with the linguistic element correctly and in context.	17. Completing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of animals with the linguistic element correctly and in context.
18. Composing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of things with the linguistic element correctly and in context.	18. Completing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of things with the linguistic element correctly and in context.

Table 32. The indicators of basic competency 4.6.

2) The result of analyzing HOTS indicator

Cognitive level

Cognitive level of the material is presented as K.I 3, in this research the cognitive level is presented as K.D 3.5 and K.D 3.6. Here there is the following description of each cognitive level displayed in the material:

- **K.D. 3.5/enrichment indicator:** on the enrichment indicator the operational verb used is analyzing, where this indicator contains all the indicators displayed on the material. Material that represents indicators of enrichment is material that has HOTS criteria because the material has been compiled based on operational verbs (C4). The material which is representative of this category can be seen in the appearance of the material which first describes the example

of the work step of an activity that is adjusted to the indicators used. It can be seen in the activities contained in the material that invites students to be able to analyze the qualities people, animals, and things through social functions, text structures and linguistic elements. Where in these activities, students will analyze these three aspects through several ways that exist in inquiry learning models.

- **K.D. 3.6/enrichment indicator:** on the enrichment indicator the operational verb used is analyzing, where this indicator contains all the indicators displayed on the material. Material that represents indicators of enrichment is material that has HOTS criteria because the material has been compiled based on operational verbs (C4). The material which is representative of this category can be seen in the appearance of the material which first describes the example of the work step of an activity that is adjusted to the indicators used. It can be seen in the activities contained in the material that invites students to be able to analyze actions or functions of people, animals, and things through social functions, text structures and linguistic elements. Where in these activities, students will analyze these three aspects through several ways that exist in inquiry learning models.

Psychomotor level

Psychomotor level of the material is presented as K.I. 4, in this research the cognitive level is presented as K.D. 4.5 and 4.6. Here there is the following description of each cognitive level displayed in the material:

- **K.D 4.5/enrichment indicator:** on the enrichment indicator the operational

verbs used is managing, where this indicator contains all the indicators displayed on the material. Materials that represent enrichment indicators are materials that have HOTS criteria because they have been prepared based on operational verbs (P3). Representative material from this category can be seen in the appearance of the material that first illustrates the example of the work step of an activity that is adjusted to the indicators used. It can be seen in activities contained in the material that invite students to be able to manage the qualities people, animals, and things through social functions, text structures and linguistic elements. Where in these activities, students will analyze these three aspects through several ways that exist in inquiry learning models.

- **K.D 4.6/enrichment indicator:** on the main indicator the operational verbs used is developing, where this indicator contains all the indicators displayed on the material. Materials that represent enrichment indicators are materials that have HOTS criteria because they have been prepared based on operational verbs (P4). Representative material from this category can be seen in the appearance of the material that first illustrates the example of the work step of an activity that is adjusted to the indicators used. It can be seen in the activities contained in the material that invites students to be able to develop actions or functions of people, animals, and things through social functions, text structures and linguistic elements. Where in these activities, students will analyze these three aspects through several ways that exist in inquiry learning models.

3) The result of product design through indicators

The researcher explained which part of the material represented the indicator. The display described in formula: basic competency/indicator/sub-indicator.

Basic Competency 3.5 and 4.5

- In formulating problem (1) phase displayed material about conversation of the qualities of things in the park which represent the K.D. 3.5/main/point 1 and point 7.
- In formulating hypothesis (1) phase displayed activity to give a sign to the correct answer based on the statements of the speaker in the conversation which represent the K.D 3.5/main/point 10.
- In collecting information (1) phase displayed activity to complete the crossword puzzle and make a new sentence from the word that has been found in the crossword puzzle which represent the K.D 3.5/enrichment/point 4, 10, and 16, and K.D 4.5/enrichment/point 12 and 18.
- In testing hypothesis (1) phase displayed activity to complete the table about determining the statement is true or not according to the conversation which represent the K.D 3.5/main/point 1, 4 and 10, K.D 3.5/enrichment/point 4, 10, and 16. K.D 4.5/enrichment/point 6, 12, and 18.
- In formulating conclusion (1) phase displayed activity to conclude and discuss what the students have learned which represent the K.D.

- 4.5/main/point 9, 12, 15, and 18.
- In formulating problem (2) phase displayed material about conversation of the qualities of things in the school which represent the K.D. 3.5/main/point 1 and point 7.
 - In formulating hypothesis (2) phase displayed activity to pair the picture with the word based on the statements of the speaker in the conversation which represent the K.D. 3.5/main/point 10 and 16.
 - In collecting information (2) phase displayed activity to analyze the purpose of each piece of conversation related to the statements on things around the school using sentences that the students composed themselves which represent the K.D. 3.5/enrichment/point 10 & 16 and K.D. 4.5/enrichment/point 12 and 18.
 - In testing hypothesis (2) phase displayed activity to answer the questions related to statements about things around the school according to the statements in the dialogue which represent the K.D. 3.5/enrichment/point 4, 10, and 16, and K.D. 4.5/main/point 6, 12, and 18.
 - In formulating conclusion (2) phase displayed activity to conclude and discuss what the students have learned which represent the K.D. 4.5/main/point 9, 12, 15, and 18.
 - In formulating problem (3) phase displayed material about reading text of the qualities of animals in the zoo which represent the K.D. 3.5/main/point 3, 9, and 15.
 - In formulating hypothesis (3) phase displayed activity to answer the

questions related to the text by giving a check mark on the correct answer which represent the K.D. 3.5/main/point 6 and 12.

- In collecting information (3) phase displayed activity to arrange the pictures according to the text, then give a statement about each animal which represent the K.D. 3.5/enrichment/point 6, 12, and 18 and K.D. 4.5/main/point 5, 11, and 17.
- In testing hypothesis (3) phase displayed activity to complete the sentence by using the words that have been provided in the box which represent the K.D 3.5/main/point 18.
- In formulating conclusion (3) phase displayed activity to conclude and discuss what the students have learned which represent the K.D. 4.5/main/point 9, 12, 15, and 18.
- In formulating problem (4) phase displayed material about statements of closest friends which represent the K.D. 3.5/main/point 3 and 9.
- In formulating hypothesis (4) phase displayed activity to make negative sentences and add new sentences to match the statements expressed in the dialogue which represent the K.D. 3.5/enrichment/point 5, 11, and 17 and K.D. 4.5/enrichment/point 4, 10, and 16.
- In collecting information (4) phase displayed activity to look for several words in the table that used in the dialog which represent the K.D. 3.5/main/point 11 and 17 and K.D. 4.5/enrichment/point 10 and 16.
- In testing hypothesis (4) phase displayed activity to answer questions and connect two sentences using the word "and" related to dialogue which

represent the K.D. 3.5/main/point 5, 11, and 17 and K.D. 4.5/main/4, 10, and 16.

- In formulating conclusion (4) phase displayed activity to conclude and discuss what the students have learned which represent the K.D. 4.5/main/point 9, 12, 15, and 18.
- In formulating problem (5) phase displayed material about dialogue of work or profession of parents which represent the K.D. 3.6/main/point 3 and 9.
- In formulating hypothesis (5) phase displayed activity to write a job or profession and activities carried out from the work, according to the picture which represent the K.D. 3.6/main/point 16.
- In collecting information (5) phase displayed activity to ask students' classmates about their parents' job or profession which represent the K.D. 3.6/enrichment/point 1,7, and 13 and K.D. 4.6/enrichment/point 1, 7, and 13.
- In testing hypothesis (5) phase displayed activity to fill in crosswords related to job or profession which represent the K.D. 3.6/main/point 10 and 16 and K.D. 4.6/enrichment/point 10 and 16.
- In formulating conclusion (5) phase displayed activity to conclude and discuss what the students have learned which represent the K.D. 4.5/main/point 9, 12, 15, and 18.
- In formulating problem (6) phase displayed material about activities that pets can do which represent the K.D. 3.6/main/point 3 and 9.

- In formulating hypothesis (6) phase displayed activity to write the name of the animal according to the picture and also the activities that the animal can do which represent the K.D. 3.6/enrichment/point 5, 11, and 17 and K.D. 4.6/enrichment/point 5, 11, and 17.
- In collecting information (6) phase displayed activity to write down the names of animals and activities that animals can do around the students which represent the K.D. 3.6/main/point 17.
- In testing hypothesis (6) phase displayed activity to analyze the sentence related to the statement of activities that the animal can do which represent the K.D. 3.6/main/point 11 and 17.
- In formulating conclusion (6) phase displayed activity to conclude and discuss what the students have learned which represent the K.D. 4.5/main/point 9, 12, 15, and 18.
- In formulating problem (7) phase displayed material about the functions of things in the house which represent the K.D. 3.6/main/point 3 and 9.
- In formulating hypothesis (7) phase displayed activity to pair the usefulness with the right things using line which represent the K.D. 3.6/main/point 17.
- In collecting information (7) phase displayed activity to write the name of the things along with the usefulness of the things in students' house which represent the K.D. 3.6/enrichment/point 5, 11, and 17 and K.D. 4.6/enrichment/point 5, 11, and 17.
- In testing hypothesis (7) phase displayed activity to complete the

sentence that is missing using word that have been provided in the box which represent the K.D. 3.5/main/point 11 and 17.

- In formulating conclusion (7) phase displayed activity to conclude and discuss what the students have learned which represent the K.D. 4.5/main/point 9, 12, 15, and 18.

3. Using the Information

After gathering information that explained above, the researcher started to design the blueprint of the material as a material framework which details several aspects which would be made in the form of intact material. The aspects that explained in the blueprint are:

a. The blueprint content

- Basic competency which displayed is basic competencies 3.5, 3.6, 4.5 and 4.6 then were explained each basic competency to the indicators that it has.
- Subject matter is the main reference that elaborated through material arranged in the form of material, activities, and exercise. Based on the description of the basic competency, the subject matter contains three main aspects, namely social function, text structure, and linguistic elements.
- Learning material is a set of material that compiled based on the results of basic competency analysis that produced new indicators and then new material
- Indicator of competence achievement contained three types of indicators, namely, supporting indicator, main indicator, and enrichment indicator describing the subject matter.

- Learning activities consisted of two aspects, students' activities and teacher's activities that designed based on inquiry learning model which consisted of orientation, formulating problem, formulating hypothesis, collecting information, testing hypothesis, and conclusion.

Table 33. Blueprint

BASIC COMPETENCE	SUBJECT MATTER	INDICATOR	ENGLISH INSTRUCTIONAL MATERIAL	LEARNING ACTIVITY	
				STUDENTS' ACTIVITY	TEACHERS' ACTIVITY
3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.	<p>Social function Identify, introduce, praise, criticize, admire.</p> <p>Text structure (memorization expression, no grammar is needed)</p> <p>a. The baby is cute. I'm tired. Her sister is friendly. The children are very strong and healthy. What is he like?, etc.</p> <p>b. Fire is hot. Ice is cold. My school is very clean. The classrooms are big. The school yard is wide and green. How is your school?, etc.</p> <p>c. The horse is very strong. Cows are big. Chicks are cute. A cockroach is brown., etc.</p> <p>Linguistic elements</p> <p>(1) Adjectives related to physical, mental, psychological</p> <p>(2) Question mark What ... look like? How?</p>	<p>Main Indicator (C1)</p> <p>1. Identifying the social function of oral transactional interaction texts that involve the act of giving and asking for information related to the nature of things according to the context of its use.</p> <p>2. Identifying the social function of oral text transactional interactions that involve the act of giving and asking for information related to the nature of people according to the context of its use.</p> <p>3. Identifying the social function of oral text transactional interactions that involves the act of giving and asking for information related to the nature of the animals according to the context of its use.</p>	<p>Dialogue containing opinions on things in the park, in the school environment, and at home.</p> <p>Conversation pieces related to opinions towards school friends.</p> <p>Dialogue related to opinions on pets and animals at the zoo.</p>	<p>Orientation 1: Students listen to the teacher's explanation about the material they will learn, the activities they will carry out, and the purpose of the material to be learned.</p> <p>Formulating Problem 1: Students listen and repeat the dialogue of conversations read by the teacher about statements on things in the park, then play roles using the dialogue in front of the class.</p> <p>Formulating hypothesis 1: Students work on task by giving a mark on the correct answer related to the right opinion for the thing in accordance with the dialogue of the</p>	<p>Orientation 1: The teacher gives explanation to students about the material that students will learn, the activities they will carry out, and the purpose of the material to be learned.</p> <p>Formulating Problem 1: The teacher explains and reads the conversation dialogue followed by students, about statements on things in the park, then the teacher asks students to play roles using the dialogue in front of the class.</p> <p>Formulating hypothesis 1: The teacher asks students to do the task by giving a mark on the correct answer related to the right opinion for the thing according to the dialogue of the</p>

	<p>(3) Names of objects and animals that are very prevalent in the home, class, school, and surrounding areas.</p> <p>(4) Adverbia: very.</p> <p>(5) Pronoun it, they, this, that, those, these.</p> <p>(6) Verbs in simple present tense: be, have.</p> <p>(7) Speech, word pressure, intonation,</p> <p>(8) Spelling and punctuation</p> <p>(9) Handwriting.</p> <p>Topic People, animals, objects around and relevant to students' lives, by giving examples of disciplinary behavior, self-confidence, responsibility, peace, and cooperation.</p>	<p>4. Identifying the social function of transactional written interactions that involve the act of giving and asking for information related to the nature of things according to the context of its use.</p> <p>5. Identifying the social function of transactional written interactions that involve the act of giving and asking for information related to the nature of people according to the context of its use.</p> <p>6. Identifying the social function of transactional written interactions that involves the act of giving and asking for information related to the nature of the animals according to the context of its use.</p> <p>7. Identifying the text structure of oral transactional interaction texts that involve the act of giving and asking for information related to the nature of things according to the context of its use.</p> <p>8. Identifying the text structure of oral text transactional interactions that involve the act</p>	<p>Dialogue containing opinions on things in the park, in the school environment, and at home.</p> <p>Conversation pieces related to opinions towards school friends.</p> <p>Dialogue related to opinions on pets and animals at the zoo.</p> <p>Dialogue containing opinions on things in the park, in the school environment, and at home.</p> <p>Conversation pieces related to opinions towards school friends.</p>	<p>conversation.</p> <p>Collecting information 1: Students fill in crossword using the words in the conversation dialog, then make a sentence from each word..</p> <p>Testing hypothesis 1: Students are asked to complete the table related to the statement is true or false, according to the dialogue, then give reasons for answers written by students.</p> <p>Formulating conclusion 1: Students discuss with classmates about the material they have learned. Then make a journal about the material they understand and the material they don't understand.</p> <p>Orientation 2: Students listen to the teacher's explanation about the material they will learn, the activities they</p>	<p>conversation.</p> <p>Collecting information 1: The teacher asks students to fill in the crossword using the words in the conversation dialog, then make a sentence from each word.</p> <p>Testing hypothesis 1: The teacher asks students to complete the table related to the statement is true or false, according to the dialogue, then teacher asks students to give reasons for the answers written by students.</p> <p>Formulating conclusion 1: The teacher guides students in discussion with their group regarding the material they have learned. Then the teacher asks students to make a journal about the material they understand and the material they don't understand.</p> <p>Orientation 2: The teacher gives explanation to students about the material that students will learn, the activities they</p>
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		<p>of giving and asking for information related to the nature of people according to the context of its use.</p> <p>9. Identifying the text structure of oral text transactional interactions that involves the act of giving and asking for information related to the nature of the animals according to the context of its use.</p> <p>10. Identifying the social function of transactional written interactions that involve the act of giving and asking for information related to the nature of things according to the context of its use.</p> <p>11. Identifying the text structure of transactional written interactions that involve the act of giving and asking for information related to the nature of people according to the context of its use.</p> <p>12. Identifying the text structure of transactional written interactions that involves the act of giving and asking for information related to the nature of the</p>	<p>Dialogue related to opinions on pets and animals at the zoo.</p> <p>Dialogue containing opinions on things in the park, in the school environment, and at home.</p> <p>Conversation pieces related to opinions towards school friends.</p> <p>Dialogue related to opinions on pets and animals at the zoo.</p>	<p>will carry out, and the purpose of the material to be learned.</p> <p>Formulating problem 2: Students listen and repeat dialogue that read by the teacher about statements about things around the school, then play the roles using the dialogue in front of the class.</p> <p>Formulating hypothesis 2: Students pair several statements about the condition of a thing with a picture that matches the statement in the dialogue related to things around the school.</p> <p>Collecting information 2: Students are asked to analyze the purpose of each piece of conversation related to their statements on things around the school using sentences they composed themselves.</p> <p>Testing hypothesis 2: Students are asked to</p>	<p>will carry out, and the purpose of the material to be learned.</p> <p>Formulating problem 2: The teacher explains and reads the dialogue followed by students, regarding statements about things around the school, then the teacher asks students to play the roles using the dialogue in front of the class.</p> <p>Formulating hypothesis 2: The teacher asks students to pair a several statements about the condition of a thing with a picture that matches the statement in the dialogue related to things around the school.</p> <p>Collecting information 2: The teacher asks students to analyze the purpose of each piece of conversation related to their statements on things around the school using sentences they composed themselves.</p> <p>Testing hypothesis 2: The teacher asks students</p>
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		<p>animals according to the context of its use.</p> <p>13. Identifying the linguistic element of oral transactional interaction texts that involve the act of giving and asking for information related to the nature of things according to the context of its use.</p> <p>14. Identifying the linguistic element of oral text transactional interactions that involve the act of giving and asking for information related to the nature of people according to the context of its use.</p> <p>15. Identifying the linguistic element of oral text transactional interactions that involve the act of giving and asking for information related to the nature of the animals according to the context of its use.</p> <p>16. Identifying the linguistic element of transactional written interactions that involve the act of giving and asking for information related to the nature of things according to the</p>	<p>Dialogue containing opinions on things in the park, in the school environment, and at home.</p> <p>Conversation pieces related to opinions towards school friends.</p> <p>Dialogue related to opinions on pets and animals at the zoo.</p> <p>Dialogue containing opinions on things in the park, in the school environment, and at home.</p>	<p>answer questions related to statements about things around the school according to the statements in the dialogue.</p> <p>Formulating conclusion 2: Students discuss with classmates about the material they have learned. Then make a journal about the material they understand and the material they don't understand.</p> <p>Orientation 3: Students listen to the teacher's explanation about the material they will learn, the activities they will carry out, and the purpose of the material to be learned.</p> <p>Formulating problem 3: Students listen and repeat the text read by the teacher about animals in the zoo. Then make a list of some words used in the text.</p>	<p>to answer questions related to statements about things around the school according to the statements in the dialogue.</p> <p>Formulating conclusion 2: The teacher guides students in discussion with their group regarding the material they have learned. Then the teacher asks students to make a journal about the material they understand and the material they don't understand.</p> <p>Orientation 3: The teacher gives explanation to students about the material that students will learn, the activities they will carry out, and the purpose of the material to be learned.</p> <p>Formulating problem 3: The teacher explains and reads the reading text followed by students, about the animals in the zoo. Then the teacher asks students to make a list of some words used in the text.</p>
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		<p>context of its use.</p> <p>17. Identifying the linguistic element of transactional written interactions that involve the act of giving and asking for information related to the nature of people according to the context of its use.</p> <p>18. Identifying the linguistic element of transactional written interactions that involves the act of giving and asking for information related to the nature of the animals according to the context of its use.</p> <p>Enrichment Indicator (C4)</p> <p>1. Analyzing the social function of oral transactional interaction texts that involve the act of giving and asking for information related to the nature of things according to the context of its use.</p> <p>2. Analyzing the social function of oral text transactional interactions that involve the act of giving and asking for information related to the nature of people</p>	<p>Conversation pieces related to opinions towards school friends.</p> <p>Dialogue related to opinions on pets and animals at the zoo.</p> <p>Dialogue containing opinions on things in the park and in the school environment.</p> <p>Dialogue regarding opinions of closest friends.</p>	<p>Formulating Hypothesis 3: Students answer the questions related to the text by putting a check mark on the correct answer.</p> <p>Collecting Information 3: Students are asked to arrange the pictures in the order they are in the text, then give a statement about each animal.</p> <p>Testing Hypothesis 3: Students complete the sentence that is overlapping using the words that have been provided in the box.</p> <p>Formulating Conclusion 3: Students discuss with classmates about the material they have learned. Then make a journal about the material they understand and the material they don't understand.</p> <p>Orientation 4: Students</p>	<p>Formulating Hypothesis 3: The teacher asks students to answer questions related to the text by putting a check mark on the correct answer.</p> <p>Collecting Information 3: The teacher asks students to arrange the pictures in the order they are in the text, then give a statement about each animal.</p> <p>Testing Hypothesis 3: The asks students to complete the sentence that is overlapping using the words that have been provided in the box.</p> <p>Formulating Conclusion 3: The teacher guides students in discussion with their group regarding the material they have learned. Then the teacher asks students to make a journal about the material they understand and the material they don't understand.</p> <p>Orientation 4: The teacher</p>
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		<p>according to the context of its use.</p> <p>3. Analyzing the social function of oral text transactional interactions that involves the act of giving and asking for information related to the nature of the animals according to the context of its use.</p> <p>4. Analyzing the social function of transactional written interactions that involve the act of giving and asking for information related to the nature of things according to the context of its use.</p> <p>5. Analyzing the social function of transactional written interactions that involve the act of giving and asking for information related to the nature of people according to the context of its use.</p> <p>6. Analyzing the social function of transactional written interactions that involves the act of giving and asking for information related to the nature of the animals according to the context of its use.</p> <p>7. Analyzing the text structure of</p>	<p>Short text that contains opinions about animals at the zoo.</p> <p>Dialogue containing opinions on things in the park and in the school environment.</p> <p>Dialogue regarding opinions of closest friends.</p> <p>Short text that contains opinions about animals at the zoo.</p> <p>Dialogue containing</p>	<p>listen to the teacher's explanation about the material they will learn, the activities they will carry out, and the purpose of the material to be learned.</p> <p>Formulating problem 4: Students listen and repeat the dialogue read by the teacher about statements of closest friends, then make a list of some words used in the dialogue.</p> <p>Formulating hypothesis 4: Students are asked to make negative sentences and add new sentences to match the statements expressed in the dialogue.</p> <p>Collecting information 4: Students are asked to look for several words in the table used in the dialog. Then, students are asked to make sentences from every word they find.</p> <p>Testing hypothesis 4: Students are</p>	<p>gives explanation to students about the material that students will learn, the activities they will carry out, and the purpose of the material to be learned.</p> <p>Formulating problem 4: The teacher explains and reads the dialogue followed by students, about statements of closest friends, then the teacher asks students to make a list of some words used in the dialogue.</p> <p>Formulating hypothesis 4: The teacher asks students to make negative sentences and add new sentences to match the statements expressed in the dialogue.</p> <p>Collecting information 4: The teacher asks students to look for several words in the table used in the dialog. Then, the teacher asks students to make sentences from every word they find.</p> <p>Testing hypothesis 4: The teacher</p>
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		<p>oral transactional interaction texts that involve the act of giving and asking for information related to the nature of things according to the context of its use.</p> <p>8. Analyzing the text structure of oral text transactional interactions that involve the act of giving and asking for information related to the nature of people according to the context of its use.</p> <p>9. Analyzing the text structure of oral text transactional interactions that involves the act of giving and asking for information related to the nature of the animals according to the context of its use.</p> <p>10. Analyzing the social function of transactional written interactions that involve the act of giving and asking for information related to the nature of things according to the context of its use.</p> <p>11. Analyzing the text structure of transactional written interactions that involve the act of giving and asking for</p>	<p>opinions on things in the park and in the school environment.</p> <p>Dialogue regarding opinions of closest friends.</p> <p>Short text that contains opinions about animals at the zoo.</p> <p>Dialogue containing opinions on things in the park and in the school environment.</p> <p>Dialogue regarding opinions of closest friends.</p>	<p>asked to answer questions and connect two sentences using the word "and" related to dialogue about statements about closest friends.</p> <p>Formulating conclusion 4: Students discuss with classmates about the material they have learned. Then make a journal about the material they understand and the material they don't understand.</p>	<p>asks students to answer questions and connect two sentences using the word "and" related to dialogue about statements about closest friends.</p> <p>Formulating Conclusion 3: The teacher guides students in discussion with their group regarding the material they have learned. Then the teacher asks students to make a journal about the material they understand and the material they don't understand.</p>
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		<p>information related to the nature of people according to the context of its use.</p> <p>12. Analyzing the text structure of transactional written interactions that involves the act of giving and asking for information related to the nature of the animals according to the context of its use.</p> <p>13. Analyzing the linguistic element of oral transactional interaction texts that involve the act of giving and asking for information related to the nature of things according to the context of its use.</p> <p>14. Analyzing the linguistic element of oral text transactional interactions that involve the act of giving and asking for information related to the nature of people according to the context of its use.</p> <p>15. Analyzing the linguistic element of oral text transactional interactions that involves the act of giving and asking for information related to the nature of the</p>	<p>Short text that contains opinions about animals at the zoo.</p> <p>Dialogue containing opinions on things in the park and in the school environment.</p> <p>Dialogue regarding opinions of closest friends.</p> <p>Short text that contains opinions about animals at the zoo.</p>		
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		<p>animals according to the context of its use.</p> <p>16. Analyzing the linguistic element of transactional written interactions that involve the act of giving and asking for information related to the nature of things according to the context of its use.</p> <p>17. Analyzing the linguistic element of transactional written interactions that involve the act of giving and asking for information related to the nature of people according to the context of its use.</p> <p>18. Analyzing the linguistic element of transactional written interactions that involves the act of giving and asking for information related to the nature of the animals according to the context of its use.</p>	<p>Dialogue containing opinions on things in the park and in the school environment.</p> <p>Dialogue regarding opinions of closest friends.</p> <p>Short text that contains opinions about animals at the zoo.</p>		
<p>4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan</p>	<p>Social function Identify, introduce, praise, criticize, admire.</p> <p>Text structure (memorization expression, no grammar is needed) d. The baby is cute. I'm tired. Her sister is friendly. The</p>	<p>Main Indicator (P1)</p> <p>1. Composing oral transactional interaction text is very short and simple which involves the act of giving and asking for information</p>	<p>Dialogue containing opinions on things in the park, in the school environment, and at home.</p>		

<p>fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>children are very strong and healthy. What is he like?, etc.</p> <p>e. Fire is hot. Ice is cold. My school is very clean. The classrooms are big. The school yard is wide and green. How is your school?, etc.</p> <p>f. The horse is very strong. Cows are big. Chicks are cute. A cockroach is brown., etc.</p> <p>Linguistic elements</p> <p>(10) Adjectives related to physical, mental, psychological</p> <p>(11) Question mark What ... look like? How?</p> <p>(12) Names of objects and animals that are very prevalent in the home, class, school, and surrounding areas.</p> <p>(13) Adverbia: very.</p> <p>(14) Pronoun it, they, this, that, those, these.</p> <p>(15) Verbs in simple present tense: be, have.</p> <p>(16) Speech, word pressure, intonation,</p> <p>(17) Spelling and punctuation</p> <p>(18) Handwriting.</p> <p>Topic People, animals, objects around and relevant to students' lives, by giving</p>	<p>related to the nature of people by paying attention to social functions in context.</p> <p>2. Composing oral transactional interaction text is very short and simple which involves the act of giving and asking for information related to the nature of animals by paying attention to social functions in context.</p> <p>3. Composing oral transactional interaction text is very short and simple which involves the act of giving and asking for information related to the nature of things by paying attention to social functions in context.</p> <p>4. Composing transactional written text is very short and simple which involves the act of giving and asking for information related to the nature of people by paying attention to social functions in context.</p> <p>5. Composing transactional written text is very short and simple which involves the act of giving and asking for</p>	<p>Conversation pieces related to opinions towards school friends.</p> <p>Dialogue related to opinions on pets and animals at the zoo.</p> <p>Dialogue containing opinions on things in the park, in the school environment, and at home.</p> <p>Conversation pieces related to opinions towards school friends.</p>		
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	<p>examples of disciplinary behavior, self-confidence, responsibility, peace, and cooperation.</p>	<p>information related to the nature of animals by paying attention to social functions in context.</p> <p>6. Composing transactional written text is very short and simple which involves the act of giving and asking for information related to the nature of things by paying attention to social functions in context.</p> <p>7. Composing oral transactional interaction text is very short and simple which involves the act of giving and asking for information related to the nature of people by paying attention to text structure in context.</p> <p>8. Composing oral transactional interaction text is very short and simple which involves the act of giving and asking for information related to the nature of animals by paying attention to text structure in context.</p> <p>9. Composing oral transactional interaction text is very short and simple which involves the act of</p>	<p>Dialogue related to opinions on pets and animals at the zoo.</p> <p>Dialogue containing opinions on things in the park, in the school environment, and at home.</p> <p>Conversation pieces related to opinions towards school friends.</p> <p>Dialogue related to opinions on pets and animals at the zoo.</p>		
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		<p>giving and asking for information related to the nature of things by paying attention to text structure in context.</p> <p>10. Composing transactional written text is very short and simple which involves the act of giving and asking for information related to the nature of people by paying attention to text structure in context.</p> <p>11. Composing transactional written text is very short and simple which involves the act of giving and asking for information related to the nature of animals by paying attention to text structure in context.</p> <p>12. Composing transactional written text is very short and simple which involves the act of giving and asking for information related to the nature of things by paying attention to text structure in context.</p> <p>13. Composing oral transactional interaction text is very short and simple which involves the act of giving and</p>	<p>Dialogue containing opinions on things in the park, in the school environment, and at home.</p> <p>Conversation pieces related to opinions towards school friends.</p> <p>Dialogue related to opinions on pets and animals at the zoo.</p> <p>Dialogue containing opinions on things in the park, in the school environment, and at home.</p>		
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		<p>asking for information related to the nature of people by paying attention to linguistic element in context.</p> <p>14. Composing oral transactional interaction text is very short and simple which involves the act of giving and asking for information related to the nature of animals by paying attention to linguistic element in context.</p> <p>15. Composing oral transactional interaction text is very short and simple which involves the act of giving and asking for information related to the nature of things by paying attention to linguistic element in context.</p> <p>16. Composing transactional written text is very short and simple which involves the act of giving and asking for information related to the nature of people by paying attention to linguistic element in context.</p> <p>17. Composing transactional</p>	<p>Conversation pieces related to opinions towards school friends.</p> <p>Dialogue related to opinions on pets and animals at the zoo.</p> <p>Dialogue containing opinions on things in the park, in the school environment, and at home.</p> <p>Conversation pieces related to</p>		
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		<p>written text is very short and simple which involves the act of giving and asking for information related to the nature of animals by paying attention to linguistic element in context.</p> <p>18. Composing transactional written text is very short and simple which involves the act of giving and asking for information related to the nature of things by paying attention to linguistic element in context.</p> <p>Enrichment Indicator (P3)</p> <p>1. Managing oral transactional interaction text is very short and simple which involves the act of giving and asking for information related to the nature of people by paying attention to social functions in context.</p> <p>2. Managing oral transactional interaction text is very short and simple which involves the act of giving and asking for information related to the nature of animals by</p>	<p>opinions towards school friends.</p> <p>Dialogue related to opinions on pets and animals at the zoo.</p> <p>Dialogue containing opinions on things in the park and in the school environment.</p> <p>Dialogue regarding opinions of closest friends.</p>		
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		<p>paying attention to social functions in context.</p> <p>3. Managing oral transactional interaction text is very short and simple which involves the act of giving and asking for information related to the nature of things by paying attention to social functions in context.</p> <p>4. Managing transactional written text is very short and simple which involves the act of giving and asking for information related to the nature of people by paying attention to social functions in context.</p> <p>5. Managing transactional written text is very short and simple which involves the act of giving and asking for information related to the nature of animals by paying attention to social functions in context.</p> <p>6. Managing transactional written text is very short and simple which involves the act of giving and asking for information related to the nature of things by paying</p>	<p>Short text that contains opinions about animals at the zoo.</p> <p>Dialogue containing opinions on things in the park and in the school environment.</p> <p>Dialogue regarding opinions of closest friends.</p> <p>Short text that contains opinions about animals at the zoo.</p>		
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		<p>attention to social functions in context.</p> <p>7. Managing oral transactional interaction text is very short and simple which involves the act of giving and asking for information related to the nature of people by paying attention to text structure in context.</p> <p>8. Managing oral transactional interaction text is very short and simple which involves the act of giving and asking for information related to the nature of animals by paying attention to text structure in context.</p> <p>9. Managing oral transactional interaction text is very short and simple which involves the act of giving and asking for information related to the nature of things by paying attention to text structure in context.</p> <p>10. Managing transactional written text is very short and simple which involves the act of giving and asking for information related to the nature of</p>	<p>Dialogue containing opinions on things in the park and in the school environment.</p> <p>Dialogue regarding opinions of closest friends.</p> <p>Short text that contains opinions about animals at the zoo.</p> <p>Dialogue containing opinions on things in the park and in the school environment.</p>		
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		<p>people by paying attention to text structure in context.</p> <p>11. Managing transactional written text is very short and simple which involves the act of giving and asking for information related to the nature of animals by paying attention to text structure in context.</p> <p>12. Managing transactional written text is very short and simple which involves the act of giving and asking for information related to the nature of things by paying attention to text structure in context.</p> <p>13. Managing oral transactional interaction text is very short and simple which involves the act of giving and asking for information related to the nature of people by paying attention to linguistic element in context.</p> <p>14. Managing oral transactional interaction text is very short and simple which involves the act of giving and asking for information</p>	<p>Dialogue regarding opinions of closest friends.</p> <p>Short text that contains opinions about animals at the zoo.</p> <p>Dialogue containing opinions on things in the park and in the school environment.</p> <p>Dialogue regarding opinions of closest friends.</p>		
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		<p>related to the nature of animals by paying attention to linguistic element in context.</p> <p>15. Managing oral transactional interaction text is very short and simple which involves the act of giving and asking for information related to the nature of things by paying attention to linguistic element in context.</p> <p>16. Managing transactional written text is very short and simple which involves the act of giving and asking for information related to the nature of people by paying attention to linguistic element in context.</p> <p>17. Managing transactional written text is very short and simple which involves the act of giving and asking for information related to the nature of animals by paying attention to linguistic element in context.</p> <p>18. Managing transactional written text is very short and simple which</p>	<p>Short text that contains opinions about animals at the zoo.</p> <p>Dialogue containing opinions on things in the park and in the school environment.</p> <p>Dialogue regarding opinions of closest friends.</p> <p>Short text that contains opinions about animals at the zoo.</p>		
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		involves the act of giving and asking for information related to the nature of things by paying attention to linguistic element in context.			
3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense).	<p>Social function Identify, introduce, praise, criticize, admire.</p> <p>Text structure (memorization expression, no grammar is needed)</p> <p>a. <i>We exercise in the morning. We don't say bad words. He doesn't like noodles. What do you do in the afternoon?</i> etc.</p> <p>b. <i>Where does the dog poo? My cat sleeps on the sofa. Tigers don't sleep at night. Monkeys live on trees., etc.</i></p> <p>c. <i>This story makes her cry. His toy train moves on the track. My TV doesn't work. The movie plays at 4 pm., etc.</i></p> <p>Linguistic element (1) Question words and negative statements <i>What do ...? Do you ...? Does he ...? He doesn't ... They don't ...</i> (2) The very common and related mention of verbs in simple present tense is to express</p>	<p>Main Indicator (C1)</p> <ol style="list-style-type: none"> Identifying the social function of oral transactional interaction texts that involve the act of giving and asking for information related to the behavior / actions / functions of people according to the context of their use. Identifying the social function of oral transactional interaction texts that involve the act of giving and asking for information related to the behavior / actions / functions of animals in accordance with the context of its use. Identifying the social function of oral text transactional interactions that involve the act of giving and asking for information related to the behavior / actions / functions of things according to the context of its use. 	<p>Dialogue related to asking for and giving information on parents' job and habits that are often done.</p> <p>Statement dialogue regarding the activities that animals can do around us.</p> <p>Statement dialog related to the usefulness of things around us.</p>	<p>Orientation 5: Students listen to the teacher's explanation about the material they will learn, the activities they will carry out, and the purpose of the material to be learned.</p> <p>Formulating Problem 5: Students listen and repeat the dialogue read by the teacher about the work or profession of parents, then students play the roles using the dialogue in front of the class.</p> <p>Formulating hypothesis 5: Students are asked to write a job or profession and activities carried out from the work, according to the picture.</p> <p>Collecting information 5: Students are asked to ask their classmates about their parents' job or</p>	<p>Orientation 5: The teacher gives explanation to students about the material that students will learn, the activities they will carry out, and the purpose of the material to be learned.</p> <p>Formulating Problem 1: The teacher explains and reads the dialogue followed by students, about the work or profession of parents, then the teacher asks students play the roles using the dialogue in front of the class.</p> <p>Formulating hypothesis 5: The teacher asks students to write a job or profession and activities carried out from the work, according to the picture.</p> <p>Collecting information 5: The teacher asks students to ask their classmates about their parents' job or</p>

	<p>habit, without and with <i>-s</i>.</p> <p>(3) Preposition: <i>in, at, on</i> to show the place</p> <p>(4) Preposition <i>in, at, on</i> to show the time.</p> <p>(5) Speech, word pressure, intonation,</p> <p>(6) Spelling and punctuation</p> <p>(7) Handwriting.</p> <p>Topic People, animals, things around and relevant to students' lives, by giving examples of disciplinary behavior, self-confidence, responsibility, peace, and cooperation.</p>	<p>4. Identifying the social function of transactional written text interactions that involve the act of giving and asking for information related to the behavior / actions / functions of people according to the context of their use.</p> <p>5. Identifying the social function of transactional written text interactions that involve the act of giving and asking for information related to the behavior / actions / functions of animals in accordance with the context of its use.</p> <p>6. Identifying the social function of transactional written text interactions that involve the act of giving and asking for information related to the behavior / actions / functions of things according to the context of its use.</p> <p>7. Identifying the text structure of oral transactional interaction texts that involve the act of giving and asking for information related to the behavior / actions / functions of</p>	<p>Dialogue related to asking for and giving information on parents' job and habits that are often done.</p> <p>Statement dialogue regarding the activities that animals can do around us.</p> <p>Statement dialog related to the usefulness of things around us.</p> <p>Dialogue related to asking for and giving information on parents' job and habits that are often done.</p>	<p>profession, then write down the questions and answers on the table.</p> <p>Testing Hypothesis 5: Students are asked to fill in crosswords related to job or profession, then students make sentences from the words they have obtained from crosswords.</p> <p>Formulating Conclusion 5: Students discuss with classmates about the material they have learned. Then make a journal about the material they understand and the material they don't understand.</p> <p>Orientation 6: Students listen to the teacher's explanation about the material they will learn, the activities they will carry out, and the purpose of the material to be learned.</p> <p>Formulating Problem 6: Students listen and</p>	<p>profession, then write down the questions and answers on the table.</p> <p>Testing Hypothesis 5: The teacher asks students to fill in crosswords related to job or profession, then the teacher asks students to make sentences from words they have obtained from crosswords.</p> <p>Formulating Conclusion 5: The teacher guides students in discussion with their group regarding the material they have learned. Then the teacher asks students to make a journal about the material they understand and the material they don't understand.</p> <p>Orientation 6: The teacher gives explanation to students about the material that students will learn, the activities they will carry out, and the purpose of the material to be learned.</p> <p>Formulating Problem 6: The teacher explains and</p>
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		<p>people according to the context of their use.</p> <p>8. Identifying the text structure of oral transactional interaction texts that involve the act of giving and asking for information related to the behavior / actions / functions of animals in accordance with the context of its use.</p> <p>9. Identifying the text structure of oral text transactional interactions that involve the act of giving and asking for information related to the behavior / actions / functions of things according to the context of its use.</p> <p>10. Identifying the text structure of transactional written text interactions that involve the act of giving and asking for information related to the behavior / actions / functions of people according to the context of their use.</p> <p>11. Identifying the text structure of transactional written text interactions that involve the act of giving and asking for information</p>	<p>Statement dialogue regarding the activities that animals can do around us.</p> <p>Statement dialog related to the usefulness of things around us.</p> <p>Dialogue related to asking for and giving information on parents' job and habits that are often done.</p> <p>Statement dialogue regarding the activities that animals can do around us.</p>	<p>repeat the dialogue statements read by the teacher about activities that pets can do, then students play the roles using the dialogue in front of the class.</p> <p>Formulating Hypothesis 6: Students are asked to write the name of the animal according to the picture and also the activities that the animal can do.</p> <p>Collecting Information 6: Students are asked to write down the names of animals and activities that animals can do around them.</p> <p>Testing Hypothesis 6: Students are asked to analyze the sentence related to the statement of activities that the animal can do, then students determine whether the statement is true or not.</p> <p>Formulating Conclusion 6: Students discuss with classmates</p>	<p>reads the dialogue statements followed by students, regarding activities that pets can do, then the teacher asks students to play the roles using the dialogue in front of the class.</p> <p>Formulating Hypothesis 6: The teacher asks students to write the name of the animal according to the picture and also the activities that the animal can do.</p> <p>Collecting Information 6: The teacher asks students to write down the names of animals and activities that animals can do around them.</p> <p>Testing Hypothesis 6: The teacher asks students to analyze the sentence related to the statement of activities that the animal can do, then students determine whether the statement is true or not.</p> <p>Formulating Conclusion 6: The teacher guides students in discussion</p>
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		<p>related to the behavior / actions / functions of animals in accordance with the context of its use.</p> <p>12. Identifying the text structure of transactional written text interactions that involve the act of giving and asking for information related to the behavior / actions / functions of things according to the context of its use.</p> <p>13. Identifying the linguistic element of oral transactional interaction texts that involve the act of giving and asking for information related to the behavior / actions / functions of people according to the context of their use.</p> <p>14. Identifying the linguistic element of oral transactional interaction texts that involve the act of giving and asking for information related to the behavior / actions / functions of animals in accordance with the context of its use.</p> <p>15. Identifying the linguistic element of oral text transactional</p>	<p>Statement dialog related to the usefulness of things around us.</p> <p>Dialogue related to asking for and giving information on parents' job and habits that are often done.</p> <p>Statement dialogue regarding the activities that animals can do around us.</p> <p>Statement dialog related to the usefulness of</p>	<p>about the material they have learned. Then make a journal about the material they understand and the material they don't understand.</p> <p>Orientation 7: Students listen to the teacher's explanation about the material they will learn, the activities they will carry out, and the purpose of the material to be learned.</p> <p>Formulating Problem 7: Students listen and repeat the dialogue statements read by the teacher about the functions of things in the house, then students play the roles using the dialogue in front of the class.</p> <p>Formulating Hypothesis 7: Students are asked to pair the usefulness with the right things using line.</p> <p>Collecting Information 7: Students are asked to write the name of</p>	<p>with their group regarding the material they have learned. Then the teacher asks students to make a journal about the material they understand and the material they don't understand.</p> <p>Orientation 7: The teacher gives explanation to students about the material that students will learn, the activities they will carry out, and the purpose of the material to be learned.</p> <p>Formulating Problem 7: The teacher explains and reads the dialogue statements followed by students, about the functions of things in the house, then the teacher asks students to play the roles using the dialogue in front of the class.</p> <p>Formulating Hypothesis 7: The teacher asks students to pair the usefulness with the right things using line.</p> <p>Collecting Information 7: The teacher asks students to write the</p>
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		<p>interactions that involve the act of giving and asking for information related to the behavior / actions / functions of things according to the context of its use.</p> <p>16. Identifying the linguistic element of transactional written text interactions that involve the act of giving and asking for information related to the behavior / actions / functions of people according to the context of their use.</p> <p>17. Identifying the linguistic element of transactional written text interactions that involve the act of giving and asking for information related to the behavior / actions / functions of animals in accordance with the context of its use.</p> <p>18. Identifying the linguistic element of transactional written text interactions that involve the act of giving and asking for information related to the behavior / actions / functions of things</p>	<p>things around us.</p> <p>Dialogue related to asking for and giving information on parents' job and habits that are often done.</p> <p>Statement dialogue regarding the activities that animals can do around us.</p> <p>Statement dialog related to the usefulness of things around us.</p>	<p>the things along with the usefulness of the things in their house.</p> <p>Testing Hypothesis 7: Students are asked to complete the sentence that is missing using word that have been provided in the box.</p> <p>Formulating Conclusion 7: Students discuss with classmates about the material they have learned. Then make a journal about the material they understand and the material they don't understand.</p>	<p>name of the things along with the usefulness of the things in their house.</p> <p>Testing Hypothesis 7: The teacher asks students to complete the sentence that is missing using word that have been provided in the box.</p> <p>Formulating Conclusion 7: The teacher guides students in discussion with their group regarding the material they have learned. Then the teacher asks students to make a journal about the material they understand and the material they don't understand.</p>
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		<p>according to the context of its use.</p> <p>Enrichment Indicator (C4)</p> <ol style="list-style-type: none"> 1. Analyzing the social function of oral transactional interaction texts that involve the act of giving and asking for information related to the behavior / actions / functions of people according to the context of their use. 2. Analyzing the social function of oral transactional interaction texts that involve the act of giving and asking for information related to the behavior / actions / functions of animals in accordance with the context of its use. 3. Analyzing the social function of oral text transactional interactions that involve the act of giving and asking for information related to the behavior / actions / functions of things according to the context of its use. 4. Analyzing the social function of transactional written text interactions that involve the act of giving and 	<p>Dialogue related to asking for and giving information about parents' job or profession.</p> <p>Statement dialogue regarding to the activities that animals can do around us.</p> <p>Statement dialog related to the usefulness of things in the house.</p> <p>Dialogue related to asking for and giving information about parents' job or profession.</p>		
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		<p>asking for information related to the behavior / actions / functions of people according to the context of their use.</p> <p>5. Analyzing the social function of transactional written text interactions that involve the act of giving and asking for information related to the behavior / actions / functions of animals in accordance with the context of its use.</p> <p>6. Analyzing the social function of transactional written text interactions that involve the act of giving and asking for information related to the behavior / actions / functions of things according to the context of its use.</p> <p>7. Analyzing the text structure of oral transactional interaction texts that involve the act of giving and asking for information related to the behavior / actions / functions of people according to the context of their use.</p> <p>8. Analyzing the text structure of oral</p>	<p>Statement dialogue regarding to the activities that animals can do around us.</p> <p>Statement dialog related to the usefulness of things in the house.</p> <p>Dialogue related to asking for and giving information about parents' job or profession.</p>		
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		<p>transactional interaction texts that involve the act of giving and asking for information related to the behavior / actions / functions of animals in accordance with the context of its use.</p> <p>9. Analyzing the text structure of oral text transactional interactions that involve the act of giving and asking for information related to the behavior / actions / functions of things according to the context of its use.</p> <p>10. Analyzing the text structure of transactional written text interactions that involve the act of giving and asking for information related to the behavior / actions / functions of people according to the context of their use.</p> <p>11. Analyzing the text structure of transactional written text interactions that involve the act of giving and asking for information related to the behavior / actions / functions of animals in accordance</p>	<p>Statement dialogue regarding to the activities that animals can do around us.</p> <p>Statement dialog related to the usefulness of things in the house.</p> <p>Dialogue related to asking for and giving information about parents' job or profession.</p> <p>Statement dialogue regarding to the activities that animals can do around us.</p>	
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		<p>with the context of its use.</p> <p>12. Analyzing the text structure of transactional written text interactions that involve the act of giving and asking for information related to the behavior / actions / functions of things according to the context of its use.</p> <p>13. Analyzing the linguistic element of oral transactional interaction texts that involve the act of giving and asking for information related to the behavior / actions / functions of people according to the context of their use.</p> <p>14. Analyzing the linguistic element of oral transactional interaction texts that involve the act of giving and asking for information related to the behavior / actions / functions of animals in accordance with the context of its use.</p> <p>15. Analyzing the linguistic element of oral text transactional interactions that involve the act of giving and asking for information related to the</p>	<p>Statement dialog related to the usefulness of things in the house.</p> <p>Dialogue related to asking for and giving information about parents' job or profession.</p> <p>Statement dialogue regarding to the activities that animals can do around us.</p> <p>Statement dialog related to the usefulness of things in the house.</p>		
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		<p>behavior / actions / functions of things according to the context of its use.</p> <p>16. Analyzing the linguistic element of transactional written text interactions that involve the act of giving and asking for information related to the behavior / actions / functions of people according to the context of their use.</p> <p>17. Analyzing the linguistic element of transactional written text interactions that involve the act of giving and asking for information related to the behavior / actions / functions of animals in accordance with the context of its use.</p> <p>18. Analyzing the linguistic element of transactional written text interactions that involve the act of giving and asking for information related to the behavior / actions / functions of things according to the context of its use.</p>	<p>Dialogue related to asking for and giving information about parents' job or profession.</p> <p>Statement dialogue regarding to the activities that animals can do around us.</p> <p>Statement dialog related to the usefulness of things in the house.</p>		
4.6 Menyusun teks interaksi	Social function Identify, introduce,	Main Indicator (P1)			

<p>transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>praise, criticize, admire.</p> <p>Text structure (memorization expression, no grammar is needed)</p> <p>d. <i>We exercise in the morning.</i> <i>We don't say bad words. He doesn't like noodles. What do you do in the afternoon?</i> Etc.</p> <p>e. <i>Where does the dog poo?</i> <i>My cat sleeps on the sofa.</i> <i>Tigers don't sleep at night.</i> <i>Monkeys live on trees., etc.</i></p> <p>f. <i>This story makes her cry.</i> <i>His toy train moves on the track. My TV doesn't work.</i> <i>The movie plays at 4 pm., etc.</i></p> <p>Linguistic element</p> <p>(8) Question words and negative statements <i>What do ...?</i> <i>Do you ...?</i> <i>Does he ...?</i> <i>He doesn't ...</i> <i>They don't ...</i></p> <p>(9) The very common and related mention of verbs in simple present tense is to express habit, without and with <i>-s</i>.</p> <p>(10)Preposiion: <i>in, at, on</i> to show the place</p> <p>(11)Preposition <i>in, at, on</i> to show the time.</p> <p>(12)Speech, word pressure, intonation,</p> <p>(13)Spelling and punctuation</p> <p>(14)Handwriting.</p>	<ol style="list-style-type: none"> 1. Composing oral transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of people with the social function correctly and in context. 2. Composing oral transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of animals with the social function correctly and in context. 3. Composing oral transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of things with the social function correctly and in context. 4. Composing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / 	<p>Dialogue related to asking for and giving information on parents' job and habits that are often done.</p> <p>Statement dialogue regarding the activities that animals can do around us.</p> <p>Statement dialog related to the usefulness of things around us.</p> <p>Dialogue related to asking for and giving information on parents' job and habits that are often done.</p>		
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	<p>Topic People, animals, things around and relevant to students' lives, by giving examples of disciplinary behavior, self-confidence, responsibility, peace, and cooperation.</p>	<p>action / function of people with the social function correctly and in context.</p> <p>5. Composing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of animals with the social function correctly and in context.</p> <p>6. Composing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of things with the social function correctly and in context.</p> <p>7. Composing oral transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of people with the text structure correctly and in context.</p> <p>8. Composing oral transactional interaction text very short and</p>	<p>Statement dialogue regarding the activities that animals can do around us.</p> <p>Statement dialog related to the usefulness of things around us.</p> <p>Dialogue related to asking for and giving information on parents' job and habits that are often done.</p> <p>Statement dialogue regarding the activities that animals can do</p>		
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		<p>simple that involve the act of giving and asking for information related to the behavior / action / function of animals with the text structure correctly and in context.</p> <p>9. Composing oral transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of things with the text structure correctly and in context.</p> <p>10. Composing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of people with the text structure correctly and in context.</p> <p>11. Composing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of animals with</p>	<p>around us.</p> <p>Statement dialog related to the usefulness of things around us.</p> <p>Dialogue related to asking for and giving information on parents' job and habits that are often done.</p> <p>Statement dialogue regarding the activities that animals can do around us.</p>		
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		<p>the text structure correctly and in context.</p> <p>12. Composing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of things with the text structure correctly and in context.</p> <p>13. Composing oral transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of people with the linguistic element correctly and in context.</p> <p>14. Composing oral transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of animals with the linguistic element correctly and in context.</p> <p>15. Composing oral transactional interaction text very short and simple that involve the act</p>	<p>Statement dialog related to the usefulness of things around us.</p> <p>Dialogue related to asking for and giving information on parents' job and habits that are often done.</p> <p>Statement dialogue regarding the activities that animals can do around us.</p> <p>Statement dialog related to the usefulness of things around us.</p>		
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		<p>of giving and asking for information related to the behavior / action / function of things with the linguistic element correctly and in context.</p> <p>16. Composing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of people with the linguistic element correctly and in context.</p> <p>17. Composing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of animals with the linguistic element correctly and in context.</p> <p>18. Composing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of</p>	<p>Dialogue related to asking for and giving information on parents' job and habits that are often done.</p> <p>Statement dialogue regarding the activities that animals can do around us.</p> <p>Statement dialog related to the usefulness of things around us.</p>		
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		<p>things with the linguistic element correctly and in context.</p> <p>Enrichment Indicator (P4)</p> <p>1. Developing oral transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of people with the social function correctly and in context.</p> <p>2. Developing oral transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of animals with the social function correctly and in context.</p> <p>3. Developing oral transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of things with the social function correctly and in context.</p>	<p>Dialogue related to asking for and giving information about parents' job or profession.</p> <p>Statement dialogue regarding to the activities that animals can do around us.</p> <p>Statement dialog related to the usefulness of things in the house.</p>		
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		<p>4. Developing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of people with the social function correctly and in context.</p> <p>5. Developing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of animals with the social function correctly and in context.</p> <p>6. Developing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of things with the social function correctly and in context.</p> <p>7. Developing oral transactional interaction text very short and simple that involve the act of giving and asking for</p>	<p>Dialogue related to asking for and giving information about parents' job or profession.</p> <p>Statement dialogue regarding to the activities that animals can do around us.</p> <p>Statement dialog related to the usefulness of things in the house.</p> <p>Dialogue related to asking for and giving information about parents' job or profession.</p>		
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		<p>information related to the behavior / action / function of people with the text structure correctly and in context.</p> <p>8. Developing oral transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of animals with the text structure correctly and in context.</p> <p>9. Developing oral transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of things with the text structure correctly and in context.</p> <p>10. Developing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of people with the text structure correctly and in context.</p>	<p>Statement dialogue regarding to the activities that animals can do around us.</p> <p>Statement dialog related to the usefulness of things in the house.</p> <p>Dialogue related to asking for and giving information about parents' job or profession.</p>		
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		<p>11. Developing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of animals with the text structure correctly and in context.</p>	<p>Statement dialogue regarding to the activities that animals can do around us.</p>		
		<p>12. Developing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of things with the text structure correctly and in context.</p>	<p>Statement dialog related to the usefulness of things in the house.</p>		
		<p>13. Developing oral transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of people with the linguistic element correctly and in context.</p>	<p>Dialogue related to asking for and giving information about parents' job or profession.</p>		
		<p>14. Developing oral transactional interaction text very short and simple that involve the act of giving and</p>	<p>Statement dialogue regarding to the activities that animals can do around us.</p>		

		<p>asking for information related to the behavior / action / function of animals with the linguistic element correctly and in context.</p> <p>15. Developing oral transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of things with the linguistic element correctly and in context.</p> <p>16. Developing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of people with the linguistic element correctly and in context.</p> <p>17. Developing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of animals with</p>	<p>Statement dialog related to the usefulness of things in the house.</p> <p>Dialogue related to asking for and giving information about parents' job or profession.</p> <p>Statement dialogue regarding to the activities that animals can do around us.</p>		
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		<p>the linguistic element correctly and in context.</p> <p>18. Developing written transactional interaction text very short and simple that involve the act of giving and asking for information related to the behavior / action / function of things with the linguistic element correctly and in context.</p>	<p>Statement dialog related to the usefulness of things in the house.</p>		
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b. The result of product design through inquiry learning model

After designing the blueprint, the materials' structure was developed by using inquiry learning model. The explanation of material representations on each step of the inquiry model which was a learning model used in arranging the materials' structure.

Basic Competency 3.5 and 4.5

- **Orientation (1):** This section is mentioned as the orientation process because the teacher gives an overview to the students about the material to be learned related to asking for and giving information about the qualities of things in the park. When the teacher gives the explanation, the students listen to the teacher's explanation. Then, when starting the lesson, the students are ready and understand what will be learned. Then the teacher directs students to follow each learning process so that no material is left behind.

- **Formulating problem (1):** This section is mentioned as formulating problem process because the teacher gives an example of a dialogue to students about the qualities of things in the park. When the teacher explains the purpose of the dialogue, students are encouraged to be able to understand how the pattern of asking for information and giving information about the qualities of things in the park. In this process, students can recognize new vocabulary that they can use to know the qualities of things. After the teacher has finished explaining the meaning of each sentence in the dialogue, students perform role play in groups, doing role play means that students more easily understand the meaning and usefulness of the dialogue that has been learned. When performing role play, students can distinguish sentences from asking for and giving information because they use the sentence directly, and if there are still things that are not understood, students are encouraged to ask questions back to the teacher. When students do role play, the teacher pays attention to all students and ensures that all perform role plays as directed by the teacher.
- **Formulating hypothesis (1):** This section is mentioned as formulating hypothesis because each student is asked to choose the correct answer by using a sign which statement is true according to the picture and conversation. After the students have been doing their task, the teacher guide the students to discuss their answer.
- **Collecting information (1):** It is called the collecting information process

because in this process the students work in their groups to fill in the crossword puzzle about words that have been used in the conversation. After complete the crossword puzzle, the students make a sentence for each words in their note book. Then, the teacher asks the representative in each group to read and explain their work in the class.

- **Testing hypothesis (1):** It is called testing hypothesis process because the students do the task in groups to complete the table. The students discuss with their groups to determine which statement is true or false according to the conversation about the qualities of things in the park. Then the students handwrite their answer with their reason why the answer is true or false. After that, the teacher asks the representative in each group to read and explain their work in the class.
- **Formulating conclusion (1):** This process is called formulating conclusion because the students conclude what they have learned. The teacher guides the students to discuss about the material that the students have understand and not yet. Then, the teacher asks the students to handwrite the material in their journal. From this process, the teacher can know the students' ability in understanding the material, so the teacher can give the students reflection.
- **Orientation (2):** This section is mentioned as the orientation process because the teacher gives an overview to the students about the material to be learned related to asking for and giving information about the qualities of places in the school. When the teacher gives the explanation, the

students listen to the teacher's explanation. Then, when starting the lesson, the students are ready and understand what will be learned. Then the teacher directs students to follow each learning process so that no material is left behind.

- **Formulating hypothesis (2):** It is called formulating problem because the teacher gives example about the piece of conversation. The students listen and repeat the conversation after the teacher, sentence by sentence. Then the teacher asks the students to make some notes of word that used in the conversation. After that, the students play the roles of the speakers in the conversation with their chair mates.
- **Formulating hypothesis (2):** It is called formulating hypothesis because the teacher asks the students to pair the word with the correct picture, according to the statements in the conversation. The students are allowed to pair more than one word with one picture. After that, the students check their answer with classmates and the teacher.
- **Collecting information (2):** This process is called collecting information because the students are asked to discuss the meaning of each dialogue with their group. After discuss it, the students handwrite their result of the discussion in a piece of paper. Then, the teacher asks the representative of each group to read and explain their work in the class.
- **Testing hypothesis (2):** This process is called testing hypothesis because the students are asked to answer the questions with their group. The students discuss the correct answer based on the conversation. Then, they

handwrite the answer in a piece of paper. After that, the teacher asks the representative of each group to read and explain their work in the class.

- **Formulating conclusion (2):** This process is called formulating conclusion because the students conclude what they have learned. The teacher guides the students to discuss about the material that the students have understand and not yet. Then, the teacher asks the students to handwrite the material in their journal. From this process, the teacher can know the students' ability in understanding the material, so the teacher can give the students reflection.
- **Orientation (3):** This section is mentioned as the orientation process because the teacher gives an overview to the students about the material to be learned related to asking for and giving information about the qualities of animals in the zoo. When the teacher gives the explanation, the students listen to the teacher's explanation. Then, when starting the lesson, the students are ready and understand what will be learned. Then the teacher directs students to follow each learning process so that no material is left behind.
- **Formulating problem (3):** It is named formulating problem because in this this process, the teacher gives a reading text to the students in title "My Holiday in the Zoo". The text tells about mandala's holiday in the zoo with his parents on Sunday. They visited the animals and gave the explanation about the characteristic of it. The students follow the teacher read the text, sentence by sentence. Then, the teacher explains the meaning of the text,

so the students can understand what the text talk about. After that, the teacher asks the students to make some list of words that used in the text with their chair mates.

- **Formulating hypothesis (3):** It is named formulating hypothesis because in this process, the students are asked to answer the questions. The students work with their chair mates to choose the correct answer by giving checklist sign in a box based on the text of “My Holiday in the Zoo”. Then, the students discuss their work with the teacher.
- **Collecting information (3):** The process is called collecting information because in the process, the students are asked to arrange and give information to the picture of animals in the zoo based on the reading text. The students work in groups to discuss the task. Then, handwrite their task in the text book. After that, the teacher asks the representative of each group to read and explain their work in the class.
- **Testing hypothesis (3):** The process is called collecting information because in the process, the students are asked to complete the sentences correctly with their group. The sentences have some gaps that need to complete by using the words that have been provided in a box under the sentences. After discussing the answer, the teacher asks the students to handwrite their work in note book. Then, the teacher asks the representative of each group to read and explain their work in the class.
- **Formulating conclusion (3):** This process is called formulating conclusion because the students conclude what they have learned. The

teacher guides the students to discuss about the material that the students have understand and not yet. Then, the teacher asks the students to handwrite the material in their journal. From this process, the teacher can know the students' ability in understanding the material, so the teacher can give the students reflection.

- **Orientation (4):** This section is mentioned as the orientation process because the teacher gives an overview to the students about the material to be learned related to asking for and giving information about the qualities of people around us. When the teacher gives the explanation, the students listen to the teacher's explanation. Then, when starting the lesson, the students are ready and understand what will be learned. Then the teacher directs students to follow each learning process so that no material is left behind.
- **Formulating problem (4):** This section is mentioned as the formulating problem process because the teacher gives example about telling the qualities of people around us. The teacher reads the dialogue about Putri's close friends, while the students listen carefully to the teacher. Then the students follow the teacher read the dialogue, sentence by sentence. After that, the students are asked to make some list of words that used in the dialogue with the meaning, so the students can understand what the dialogue talks about.
- **Formulating hypothesis (4):** This section is mentioned as the formulating hypothesis process because the students are asked to work in pairs to

change the sentences into negative. The sentences that have been provided is not accordance with the statements in the dialogue, so the students need to add a sentence which is antonym of the previous sentence, so it matches the statement in the dialogue. The students can use the word “but” to connect the two sentences. Then, the teacher asks the students to handwrite their work in note book.

- **Collecting information (4):** This section is mentioned as the collecting information process because the teacher asks the students to looking for some words in the table with their groups. The students can give a circle to the word that has been found. From the words, the students are asked to make a sentence. Then, they handwrite their task in their note book.
- **Testing hypothesis (4):** This section is mentioned as the testing hypothesis process because the students are asked to answer the questions based on the dialogue. The students do their task with their group to discuss the answer. To answer the question, the students combine the description of every Putri’s close friends to one sentence. They can use verb “is” and word “and” to make a correct sentence. After that, each group handwrite their answer in a piece of paper. Then, the teacher asks the representative of each group to read and explain their work in the class.
- **Formulating conclusion (4):** This process is called formulating conclusion because the students conclude what they have learned. The teacher guides the students to discuss about the material that the students have understand and not yet. Then, the teacher asks the students to

handwrite the material in their journal. From this process, the teacher can know the students' ability in understanding the material, so the teacher can give the students reflection.

Basic Competency 3.6 and 4.6

- **Orientation (5):** This section is mentioned as the orientation process because the teacher gives an overview to the students about the material to be learned related to asking for and giving information related to the job or profession of parents. When the teacher gives the explanation, the students listen to the teacher's explanation. Then, when starting the lesson, the students are ready and understand what will be learned. Then the teacher directs students to follow each learning process so that no material is left behind.
- **Formulating problem (5):** It is called formulating problem because in the process, the teacher gives example of dialogue between two people that talk about the profession of parents. The teacher read the dialogue while the students listen carefully to teacher. Then the students follow and repeat the teacher read the dialogue, sentence by sentence. After that, the students are asked to play the roles of the speakers in the conversation with their chair mates.
- **Formulating hypothesis (5):** It is called formulating hypothesis because the students are asked to analyze the picture with their groups. The students determine the profession of the picture and the duty of it. After that, each group handwrite their work in a piece of paper. Then, the teacher asks the

representative of each group to read and explain their work in the class.

- **Collecting information (5):** It is called collecting information because the teacher asks the students to complete the table about asking for and giving information about job or profession of the students' father. To complete the table, the students ask their friends about their father's job in English. After that, they handwrite their question and answer in the table. They do the task in group, so the students can ask the member of the group.
- **Testing information (5):** It is called testing information because the teacher asks the students to fill in the crossword puzzle related to the profession or job. After completing the crossword puzzle, the students make a sentence for each word. Then, handwrite their sentences in note book. The students do the task in pairs. If the students finish their work, the teacher asks the students to collect their work.
- **Formulating conclusion (5):** This process is called formulating conclusion because the students conclude what they have learned. The teacher guides the students to discuss about the material that the students have understand and not yet. Then, the teacher asks the students to handwrite the material in their journal. From this process, the teacher can know the students' ability in understanding the material, so the teacher can give the students reflection.
- **Orientation (6):** This section is mentioned as the orientation process because the teacher gives an overview to the students about the material to be learned related to asking for and giving information related to the

activity or action of animals around us. When the teacher gives the explanation, the students listen to the teacher's explanation. Then, when starting the lesson, the students are ready and understand what will be learned. Then the teacher directs students to follow each learning process so that no material is left behind.

- **Formulating problem (6):** This section is called formulating problem because in this process, the teacher gives example of dialogue that talk about activity of pets and animals around us. The teacher reads the dialogue while the students listen carefully. Then, the students follow and repeat the teacher read the dialogue, sentence by sentence. After that, the students are asked to play the roles and make some list of words with the meaning that used in the dialogue, so the students can understand what the speakers talk about.
- **Formulating hypothesis (6):** It is named formulating hypothesis because in the process, the students are asked to identify the name of the animals, characteristic, and activity or ability that the animals can do based on the picture. Then, handwrite their work in note book. The teacher asks the students to work in pairs.
- **Collecting information (6):** It is named collecting information because in this process, the teacher asks the students to complete the table related to the name of animals and activity that the animals can do. To do the task, the students work in groups. The students discuss and decide which animals around them and activity that the animals can do. Then, the

students handwrite it in the table. Then, the teacher asks the representative of each group to read and explain their work in the class.

- **Formulating conclusion (6):** This process is called formulating conclusion because the students conclude what they have learned. The teacher guides the students to discuss about the material that the students have understand and not yet. Then, the teacher asks the students to handwrite the material in their journal. From this process, the teacher can know the students' ability in understanding the material, so the teacher can give the students reflection.
- **Orientation (7):** This section is mentioned as the orientation process because the teacher gives an overview to the students about the material to be learned related to asking for and giving information related to the usefulness of things in the house. When the teacher gives the explanation, the students listen to the teacher's explanation. Then, when starting the lesson, the students are ready and understand what will be learned. Then the teacher directs students to follow each learning process so that no material is left behind.
- **Formulating problem (7):** It is called formulating problem because in this process the teacher gives and explains example of dialogue related to the usefulness of things in the house. The teacher reads the dialogue while the students listen carefully. Then, the students follow and repeat the teacher, sentence by sentence. After that, the teacher asks the students to make some list of words with the meaning that used in the dialogue, so the

students can understand what the speaker talk about.

- **Formulating hypothesis (7):** It is called formulating hypothesis because in the process, the students are asked to pair the usefulness of thing with the correct picture. The students can use a line to pair them. Then, they discuss their work with the classmates and the teacher to know the correct answer.
- **Collecting information (7):** It is called collecting information because in the process, the teacher asks the students work in pairs to complete the table. To complete the table, the students need to identify the things in their house and determine the usefulness of it. Then, handwrite the table in their note book. After that, the students and the teacher discuss the work to know the correct answer.
- **Testing hypothesis (7):** It is called testing hypothesis because in this process, the students are asked to complete the sentences related to the things in the house and the usefulness of it. The teacher asks the students to work in groups. The students complete the sentences by using the words that have been provided. Then, the teacher asks the representative of each group to read and explain their work in the class.
- **Formulating conclusion (7):** This process is called formulating conclusion because the students conclude what they have learned. The teacher guides the students to discuss about the material that the students have understand and not yet. Then, the teacher asks the students to handwrite the material in their journal. From this process, the teacher can

know the students' ability in understanding the material, so the teacher can give the students reflection.

4. The Result of English Materials Development

a) Conceptual Map

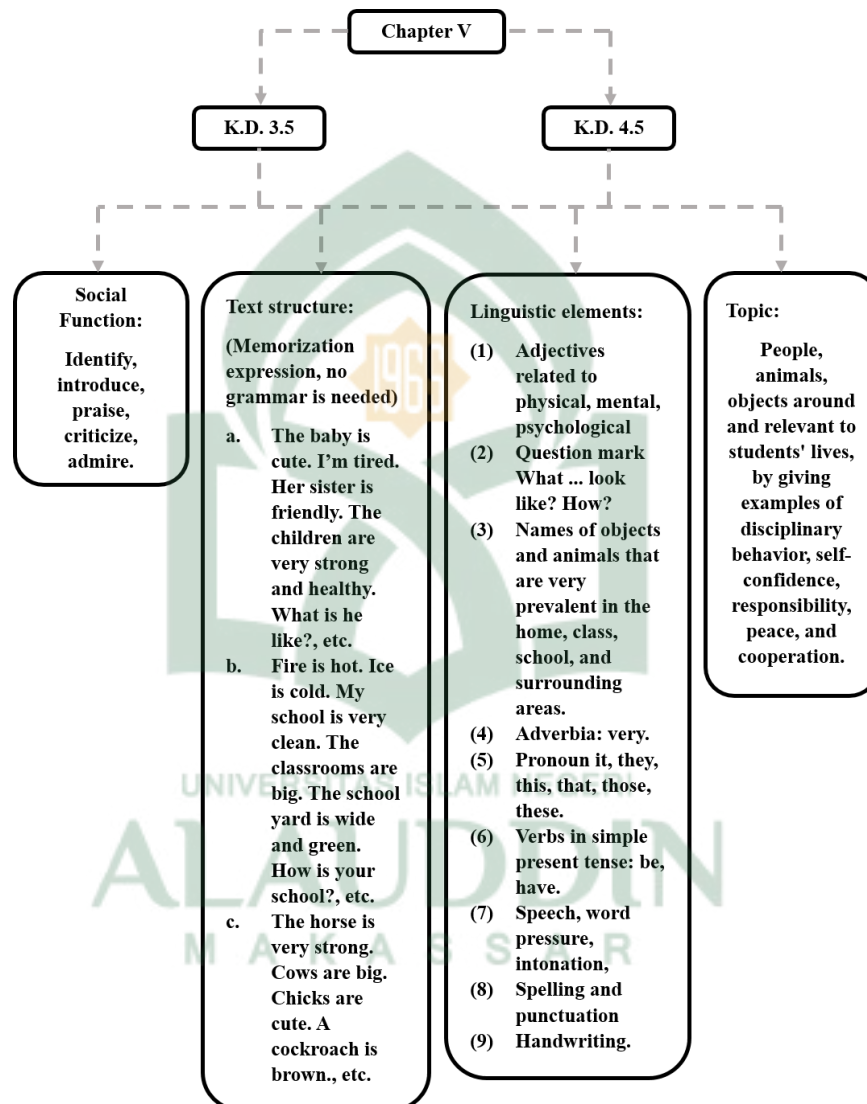


Figure 6. A framework for English Material in chapter V based on syllabus.

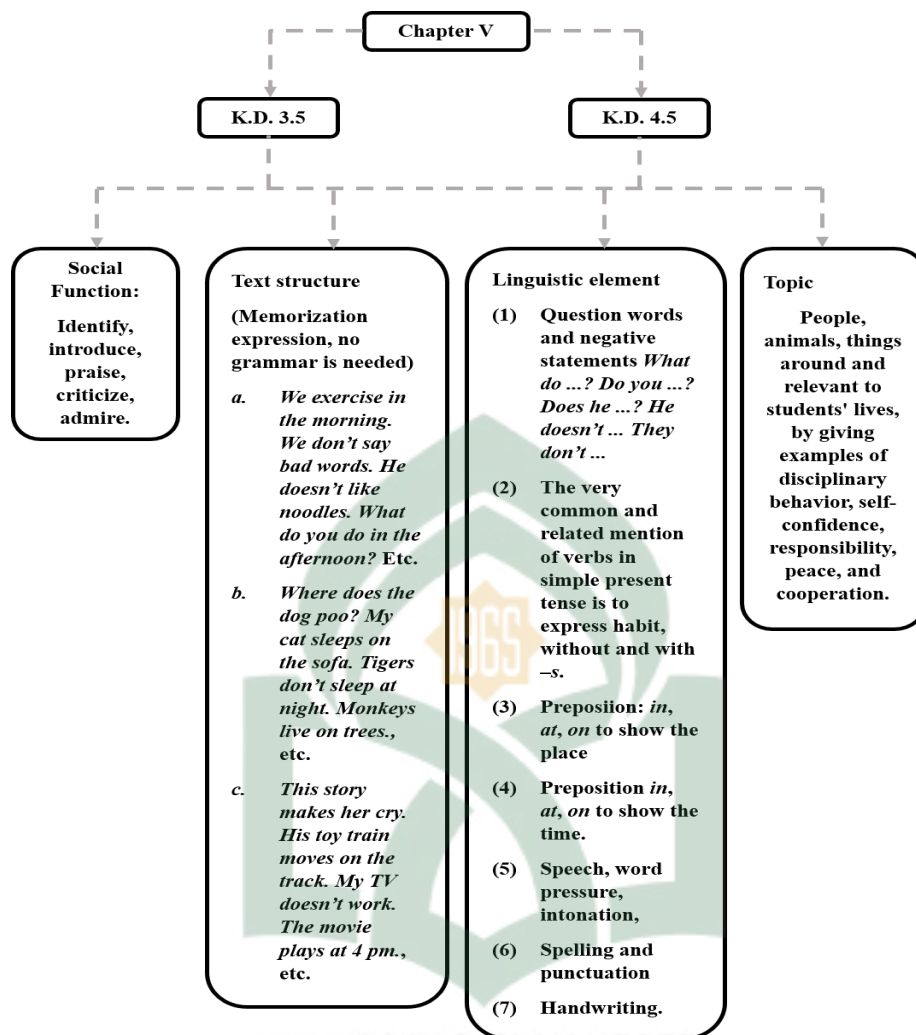


Figure 7. A framework for English Material in chapter VI based on syllabus.

The implementation of the overall procedures of English language competence is conducted by an idea of formulating a conceptual framework for English language competence based on syllabus. The conceptual framework illustrates the key elements which underlie the syllabus content.

In order to create learning opportunities based on students need and basic competency analysis, the syllabus must contain three main pedagogical procedures i.e.:

- Providing Language Skill

In this procedure, the researcher prepared students with integrated English subject matter namely; social functions, text structure, language elements, and topics that formed as materials and worksheets. After that, a series of activities were held to make students know the knowledge and practice the skills must be completed by preparing topics to be studied in accordance with the basic competency.

- Providing Opportunities to Use Integrated Skills

In this phase, researcher combined between student needs and basic competencies that must be fulfilled. Therefore, functional activities and interaction activities can be given. Functional activities equip students with the ability to function integrated skills in conversation, intensive reading, finding words, pairing the pictures, and filling in the gap. On the other hand, the stimulus is intended to be used by researchers.

- Reviewing Learning Outcomes

This procedure aims to assess students' achievement in English language competence by providing interactive themes in each chapter. For this phase, students will have the opportunity to express their knowledge of language in a particular phase based on the material.

Convincingly, the organizational structure of the syllabus framework has been used to develop English material and worksheets for the seventh grade of Junior High School basic competency 3.5 & 4.5 and 3.6. & 4.6. The English

material and worksheets were designed to represent the results of gathering information from student needs analysis and basic competency analysis.

b) Stating goals

This material was prepared for students to be able to master the subject matter in the form of social functions, text structure, and elements of language effectively and confidently in applying English after learn the instructional English materials.

c) Material sequence

In the developing material by the researcher, the material sequence consists of achieving social functions, text structures, and linguistic elements contained in four skills in English. They speak, write, read, and listen. As a learning method, researcher used one type of learning method in each skill. In speaking material, researcher used conversations between two or more speakers, which aim to develop students' speaking skill by practicing conversations effectively with their friends and reporting students' finding in the class. In writing material, researcher used regulating words to improve students' writing skill by making new sentences. In reading material, researcher used reading text that consist of vocabulary and understanding to improve students' reading skill by understanding the reading text and answering questions related to the reading text. While in listening skill, researcher used Q & A (question and answer) style between the students, listen to the explanation of students' work in the class and through teacher's explanation delivered orally to improve students' listening skill.

d) The Strength of the Materials

After designed the English instructional materials, there are several advantages that complement the previous materials. The advantages of the material compared to the previous materials are, the material that had been designed using learning model, namely Inquiry learning model that can facilitate teacher to carry out the learning process systematically according to the phase of the Inquiry learning model. Furthermore, the design of the material presented had more varied learning activities, so the learning process is not too monotonous and boring for students. Learning activities that are accompanied by games can attract students to be more enthusiastic in learning.

The material is also made as attractive as possible. Especially in instructional materials in Basic Competence of 3.5, 4.5, 3.6, and 4.6, researcher designed the material with various images that were around students which were certainly interesting. The pictures presented there were cartoon images and there also original images. The use of cartoon and original images, so students are able to imagine and create pictorial characters in their boxes, so students can easily understand and remember every material they have learned.

e) English Materials and Worksheets

Formulating Problem



Here are what we will do. We will work in pairs.
 First, we will listen carefully and repeat the text after our teacher. **Second**, we will listen to the teacher about the meaning of the text. **Then**, we will list some of the words that used in the text.

MY HOLIDAY AT THE ZOO



UNIVERSITAS ISLAM NEGERI

On Sunday, Mandala feels very happy. His mother and father take him to the zoo near their house. There are various kinds of animals. The first animal that they see is a crocodile, because Mandala's favorite animal is a crocodile. The crocodile is green and has a long snout. They also see a gorilla that has large arms. Next to the gorilla's cage, Mandala see a giraffe that has a very long neck. After that they also visit to the lion's cage. The lion look ferocious because of its sharp teeth and bushy hair. The last animal Mandala and his parents see at the zoo is a rhino. The rhino has a large body and there are horns in the nose. Mandala really enjoys his holiday by seeing various kinds of animals at the zoo.

Formulating Hypothesis

Here are what we will do. We will work in pairs.

First, we will read the questions carefully. Second, we will answer the questions by giving the checklist sign to the correct answer in our textbook based on the text "My Holiday at the Zoo". Then, we will discuss and collect the answer to the teacher.



1. What is the crocodile look like?

- It has sharp teeth
- It has long snout
- It has a horn

2. What is animal that has a long neck?

- It is gorilla
- It is crocodile
- It is giraffe

3. What is the lion look like?

- It has bushy hair
- It has long snout
- It has large body

B. The Result of Expert's Validation Towards The Materials' Contents

Before implementing the developed English instructional materials in the classroom, it is essential that the English instructional materials be reviewed by the experts. The review was carried out to make sure that the English instructional materials have been well developed and ready to use according to the experts' statement, and the experts' statement from:

1. General Content Expert Validation

Table 34. *The result of the English materials and worksheets review of expert*

Statement	Score	Description	Follow up
1. Cover design			
1.1 The cover is attractive to the learners	4	Very appropriate	No revision needed
2. Layout			
2.1 The layout is clear for learners	4	Very appropriate	No revision needed
2.2 The layout is attractive to the learners	4	Very appropriate	No revision needed
3. Instructional objectives			
3.1 The instructional objectives are clear	4	Very appropriate	No revision needed
3.2 The instructional objectives are understandable	4	Very appropriate	No revision needed
3.3 The instructional objectives ordered appropriately	4	Very appropriate	No revision needed
3.4 The instructional objectives reflect to the topic	4	Very appropriate	No revision needed
4. Organization of material			
4.1 The materials are organized	4	Very	No revision

attractively		appropriate	needed
4.2 The organization of material in the form of units is appropriate	4	Very appropriate	No revision needed
4.3 The materials are organized in logically ordered tasks	4	Very appropriate	No revision needed
4.4 The themes and topics are relevant to the learning material in each basic competency.	4	Very appropriate	No revision needed
4.5 They are arranged in a logical sequence on the basis of topic or theme following the indicators	4	Very appropriate	No revision needed
4.6 The material cover a variety of topics and situation following the indicators	4	Very appropriate	No revision needed
4.7 The material have already represented the indicators	4	Very appropriate	No revision needed
4.8 The materials are organized in logically ordered tasks following the blueprint	4	Very appropriate	No revision needed
4.9 The material are appropriate with the structure of inquiry learning model	4	Very appropriate	No revision needed
4.10 The material consist of the subject matters	4	Very appropriate	No revision needed
4.11 The material compiled based on the cognitive domain has fulfilled the HOTS level	4	Very appropriate	No revision needed
4.12 The material compiled based on the psychomotor domain has fulfilled the HOTS level	4	Very appropriate	No revision needed
5. Systematic Content of English			
5.1 The integrated skills are appropriate to the student level and needs.	4	Very appropriate	No revision needed

5.2 There are three subject matters (social function, structure text, and linguistics element) in each basic competency.	4	Very appropriate	No revision needed
5.3 The structure of arranging the materials following the inquiry learning model	4	Very appropriate	No revision needed
6. Activities/ Exercises/ Tasks			
6.1 The activities, exercises and tasks are interesting.	4	Very appropriate	No revision needed
6.2 The activities, exercises and task are aimed in developing student comprehension.	4	Very appropriate	No revision needed
6.3 They provide for a real world use of language in daily lives.	4	Very appropriate	No revision needed
6.4 The situations of the activities, exercises and tasks in each subject matter are appropriate to the learner's level and need.	4	Very appropriate	No revision needed
6.5 The activities, exercises and tasks provide for varying learning arrangement like pairs and working in group.	4	Very appropriate	No revision needed
6.6 The activities, exercises and tasks focus on student's comprehension for each indicator.	4	Very appropriate	No revision needed
6.7 The instruction for the activities, exercises and tasks are simple and clear.	4	Very appropriate	No revision needed
6.8 The activities, exercises and tasks allow for the teacher's initiative to modify the activities.	4	Very appropriate	No revision needed
6.9 The activities, exercises and tasks' instruction are clear and structured	4	Very appropriate	No revision needed

6.10 The activities have presented the HOTS criteria of the cognitive level	4	Very appropriate	No revision needed
6.11 The activities have presented the HOTS criteria of the psychomotor level	4	Very appropriate	No revision needed

Source: Adapted from Ghobrani (2011: 517-518) and Wodyatmoko (2011) cited Sukirman (2013)

The results of the evaluation were quoted from the observation sheets that have been given to the experts. The observation sheet consisted at several items such as cover, layout, instructional objective, organization of materials, the systematic content of the materials, and activities/tasks/exercise are already checked with a good mark. After all the items marked and resulted good, the learning materials then claimed valid as reflected to the experts suggestions: The English instructional materials have been very well designed due to the followed reasons: (the first expert) The objectives and goals were stated, it has development framework, and it systematically present the idea of based on inquiry learning model supported with the HOTS indicators. (The second expert) overall the material and the content are appropriate with the blueprint. In conclusion, the validity level of the material development are very appropriate to the blueprint due to the validation checklist.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

1. The English materials development in the seventh grade of MTs Madani Pao-pao based on the Blueprint consist of 144 indicators which displayed in 42 phases in the material includes conceptual map, goals, materials sequence, and product overview.
2. The expert validation for the development of product such as English materials and worksheet has been very well designed due to the following reasons.

B. Suggestion

It is suggested to the next or further researcher to conduct a research by using research and development method. While for development model, the next or further researcher can use ADDIE (Analysis Design Development Implementation and Evaluation) model if the next or further researcher want to develop printed materials such textbooks, module, worksheet, etc. Inquiry learning model can be used as a learning model to develop a product because it can make product suites with the English subject.

It is also suggested to the next research to continuous this research especially in development model, because in implementation phase, the product of this research are not tried out to the subject. In evaluation phase, this research only evaluated the validity, whereas there are two left behind; practicality and efficiently.

In the other hand, this research still needs many suggestions for better result. The researcher hopes that the reader can give suggestion of this research. Especially, for the next researcher could complete this research because this research did not do implementation phase because there were several problem.



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APPENDICES

APPENDIX I

QUESTIONNAIRES FOR STUDENTS

Petunjuk Pengisian

Kuesioner ini diberikan untuk pengambilan data penelitian skripsi mahasiswa jurusan Pendidikan Bahasa Inggris UIN Alauddin Makassar bertujuan untuk mengetahui kebutuhan materi Bahasa Inggris siswa kelas VII Sekolah Menengah Pertama (SMP) tahun akademik 2018-2019. Oleh karena itu, Jawablah pertanyaan di bawah ini dengan memberikan tanda centang (√) pada kolom “Yes” atau “No” sesuai keadaan yang kalian hadapi saat belajar Bahasa Inggris di ruang kelas. Saya harap Anda menjawab setiap pertanyaan di bawah ini dengan jujur dan benar-benar sesuai fakta yang kalian alami demi membantu menyukseskan penelitian ini. Harap anda mengisi instrument ini **DENGAN JUJUR** berdasarkan apa yang Anda rasakan dengan cara memberI tanda **CENTANG (√)** pada pilihan yang sesuai.

A. Identitas siswa

Nama :

N I S :

B. Questionnaires

Part I: Linguistics Needs

No	Question	Answer	
		Yes	No
Learning Ability			
1	Apakah kamu bisa memperkenalkan dirimu menggunakan Bahasa Inggris?		

2	Apakah kamu bisa menulis kegiatan sehari-harimu menggunakan Bahasa Inggris?		
3	Apakah kamu bisa membaca cerita pendek yang menggunakan Bahasa Inggris dengan lancar?		
Learning Priority			
4	Apakah kamu suka belajar Bahasa Inggris?		
5	Apakah kamu suka membaca buku tentang mata pelajaran Bahasa Inggris?		
6	Apakah kamu suka mendengarkan penjelasan gurumu tentang pelajaran Bahasa Inggris?		
7	Apakah kamu suka mengerjakan tugas Bahasa Inggris?		
8	Apakah kamu suka diberikan contoh percakapan yang menggunakan Bahasa Inggris?		
9	Apakah kamu suka diberikan contoh teks deskripsi?		
10	Apakah kamu suka belajar menggunakan gambar yang berwarna-warni?		

Part II : Learning Needs

No	Question	Answer	
		Yes	No
Learning Problem			
11	Saya tidak mengerti penjelasan Bapak/Ibu guru di kelas. Apakah itu penyebab kamu tidak dapat memahami isi materi?		
12	Saya tidak mengerti penjelasan yang ada di dalam buku. Apakah itu penyebab kamu tidak dapat memahami isi materi?		
13	saya tidak mengerti makna dari penjelasan Bapak/Ibu guru. Apakah itu penyebab kamu dengan contoh materi?		
14	Saya tidak mengerti makna teks yang ada di buku. Apakah itu penyebab kamu dengan contoh materi?		
Learning Attitude			
<i>Learning Preference</i>			
15	Apakah kamu suka mendengarkan audio untuk belajar?		
16	Apakah kamu suka materi yang menggunakan gambar untuk belajar?		
17	Apakah kamu suka menonton video untuk belajar?		

18	Apakah kamu lebih suka bertanya kepada gurumu jika tidak mengerti?		
19	Apakah kamu lebih suka bertanya kepada temanmu jika tidak mengerti?		
20	Apakah kamu lebih suka membaca kembali materi pejaran jika tidak mengerti?		
<i>Learning Style</i>			
21	Apakah kamu suka mendengarkan gurumu menjelaskan?		
22	Apakah kamu lebih suka bermain sambil belajar?		
23	Apakah kamu lebih suka belajar menggunakan alat peraga?		
24	Apakah kamu lebih suka mengerjakan tugas bersama teman kelompok?		
25	Apakah kamu lebih suka mengerjakan tugas bersama teman sebangkumu?		
26	Apakah kamu lebih suka mengerjakan tugasmu sendiri?		

Source: adapted from “*Syllabus Design for English Language Teaching*” and researcher collaborated with the teacher at MTs Madani Pao-pao.

APPENDIX II

THE RESULT OF QUESTIONNAIRES' DATA

PROCESSING

Part I: Linguistic Needs

No	Question	Answer										Total	
		VII-A		VII-B		VII-C		VII-D		VII-E		VII	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Learning Ability													
1	Can you introduce yourself by using English?	24	2	24	3	26	7	32	4	12	12	118	28
2	Can you write your daily activity by using English?	19	7	16	11	12	21	20	16	3	21	70	76
3	Can you read an English short story fluently?	7	19	11	16	8	25	16	20	4	20	46	100
Learning Priority													
4	Do you like learning English subject?	22	4	23	4	24	9	32	4	21	3	122	24
5	In learning English subject, are you interested in reading the material?	21	5	14	13	16	17	27	9	19	5	87	59
6	In learning English subject, are you interested in listening to teacher in understanding the material?	24	2	23	4	25	8	35	1	24	0	131	15
7	In learning English subject, are you interested in doing the tasks?	22	4	21	6	18	15	27	9	15	9	103	43
8	Do you like material example with dialog?	21	5	23	4	29	4	36	0	19	5	128	18
9	Do you like material example with text/description?	21	5	21	6	18	15	32	4	18	6	110	36

17	the media in learning process?	22	4	21	6	28	5	28	8	18	6	117	29
18	Do you prefer asking for teacher in learning process if you are in difficulties?	25	1	21	6	30	3	31	5	19	5	126	20
19	Do you prefer asking for friend in learning process if you are in difficulties?	12	4	19	8	21	12	30	6	16	8	98	48
20	Do you prefer reading material repeatedly in learning process if you are in difficulties?	21	5	19	8	19	14	27	9	16	8	102	44
<i>Learning Style</i>													
21	Do you prefer listening to the teacher's explanation in learning process?	24	2	23	4	27	6	35	1	21	3	130	16
22	Do you prefer learning by game in learning process?	24	2	22	5	27	6	32	4	19	5	124	22
23	Do you prefer learning by media/tools in learning process?	19	7	22	5	22	11	31	5	14	10	108	38
24	Do you prefer working in a group in doing your tasks?	7	19	24	3	29	4	33	3	18	6	111	35
25	Do you prefer working in pair in doing your tasks?	25	1	25	2	27	6	31	5	18	6	126	20
26	Do you prefer working alone in doing your tasks?	19	7	17	10	8	25	19	17	12	12	75	71
Number of students		26		27		33		36		24		146	

APPENDIX III
PERMENDIKBUD NUMBER 24 YEAR 2016
APPENDIX 37

PERATURAN MENTERI PENDIDIKAN DAN KEBUDAYAAN REPUBLIK INDONESIA
NOMOR 24 TAHUN 2016
TENTANG
KOMPETENSI INTI DAN KOMPETENSI DASAR PELAJARAN
PADA KURIKULUM 2013
PADA PENDIDIKAN DASAR DAN PENDIDIKAN MENENGAH
DENGAN RAHMAT TUHAN YANG MAHA ESA
MENTERI PENDIDIKAN DAN KEBUDAYAAN REPUBLIK INDONESIA.

37. KOMPETENSI INTI DAN KOMPETENSI DASAR BAHASA INGGRIS SMP/MTs

KELAS: VII

Tujuan kurikulum mencakup empat kompetensi, yaitu (1) kompetensi sikap spiritual, (2) sikap sosial, (3) pengetahuan, dan (4) keterampilan. Kompetensi tersebut dicapai melalui proses pembelajaran intrakurikuler, kokurikuler, dan/atau ekstrakurikuler.

Rumusan Kompetensi Sikap Spiritual adalah “Menghargai dan menghayati ajaran agama yang dianutnya”. Adapun rumusan Kompetensi Sikap Sosial adalah “Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya”. Kedua kompetensi tersebut dicapai melalui pembelajaran tidak langsung (*indirect teaching*), yaitu keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi siswa.

Penumbuhan dan pengembangan kompetensi sikap dilakukan sepanjang proses pembelajaran berlangsung, dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter siswa lebih lanjut.

Kompetensi Pengetahuan dan Kompetensi Keterampilan dirumuskan sebagai berikut, yaitu siswa mampu:

KOMPETENSI INTI 3 (PENGETAHUAN)	KOMPETENSI INTI 4 (KETERAMPILAN)
<p>3.5 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be, adjective</i>)</p>	<p>4.5 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>
<p>3.6 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan kalimat <i>declarative, interrogative, simple present tense</i>)</p>	<p>4.6 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>

APPENDIX IV

SYLLABUS

Mata Pelajaran : Bahasa Inggris

Kelas : VII

Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 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.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan	Teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan	Mengamati <ul style="list-style-type: none">Siswa terbiasa atau sering mendengar dan menyaksikan guru dan	KRITERIA PENILAIAN <ul style="list-style-type: none">Tingkat ketercapaian fungsi sosial	12 JP	<ul style="list-style-type: none">Buku Teks wajibKeteladanan ucapan dan tindakan guru menggunakan setiap

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.</p> <p>4.5 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>benda</p> <p>Fungsi sosial</p> <p>Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi</p> <p>Struktur teks (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>The baby is cute. I'm tired. Her sister is friendly. The children are very strong and healthy. What is he like?, dan semacamnya</i></p> <p>b. <i>Fire is hot. Ice is cold. My school is very clean. The classrooms are big. The school yard is wide and green. How is your school?, dan semacamnya</i></p> <p>c. <i>The horse is very strong. Cows are big. Chicks are cute. A cockroach is</i></p>	<p>warga sekolah lain menyebutkan dan menanyakan sifat orang, binatang, benda, dalam bahasa Inggris dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p> <ul style="list-style-type: none"> Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan sifat orang, binatang, benda, dalam bahasa Inggris yang dipilih sesuai fungsi sosialnya. <p>Menanya Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan sifat orang, binatang, benda, dalam bahasa Inggris dengan</p>	<p>menyebutkan dan menanyakan sifat orang, binatang, benda.</p> <ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan sifat orang, binatang, benda. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan sifat orang, 		<p>tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti: <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/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>brown.</i>, dan semacamnya.</p> <p>Unsur kebahasaan</p> <p>(1) Kata sifat terkait fisik, mental, psikologis</p> <p>(2) Kata tanya <i>What ... look like? How?</i></p> <p>(3) Nama benda-benda dan hewan yang sangat lazim di rumah, kelas, sekolah, dan sekitarnya.</p> <p>(4) Adverbia: <i>very</i></p> <p>(5) Kata ganti <i>it, they, this, that, those, these.</i></p> <p>(6) Kata kerja dalam simple present tense: <i>be, have.</i></p> <p>(7) Ucapan, tekanan kata, intonasi,</p>	<p>yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan sifat orang, binatang, benda dalam bahasa Inggris dari film, kaset, buku teks, dsb. Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan sifat orang, binatang, benda dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, siswa 	<p>binatang, benda.</p> <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan sifat orang, binatang, benda.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan sifat orang, binatang, benda, ketika 		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan.</p> <p>Topik</p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.</p>	<p>mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan sifat orang, binatang, benda.</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan sifat orang, binatang, benda dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan sifat orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. 	<p>muncul kesempatan, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan sifat orang,</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan sifat orang, binatang, benda yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan sifat orang, binatang, benda, di dalam dan di luar kelas, dengan unsur 	binatang, benda, termasuk kemudahan dan kesulitannya . <p>Tes tertulis</p> Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan sifat orang, binatang, benda.		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		kebahasaan yang dipilih sesuai fungsi sosialnya. <ul style="list-style-type: none"> • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan sifat orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 			
3.6 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan	Teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/ fungsi dari orang, binatang, dan	Mengamati <ul style="list-style-type: none"> • Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain 	KRITERIA PENILAIAN <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan 	12 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya.</p> <p>4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari orang, binatang, dan benda, dengan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>benda</p> <p>Fungsi sosial</p> <p>Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi</p> <p>Struktur teks (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>We exercise in the morning. We don't say bad words. He doesn't like noodles. What do you do in the afternoon?</i> dan semacamnya</p> <p>b. <i>Where does the dog poo? My cat sleeps on the sofa. Tigers don't sleep at night. Monkeys live on trees.</i>, dan semacamnya</p> <p>c. <i>This story makes her cry. His toy train moves on the track. My TV doesn't</i></p>	<p>menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p> <ul style="list-style-type: none"> Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda, dalam bahasa Inggris. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda, dalam bahasa Inggris</p>	<p>an tingkah laku/tindakan/fungsi orang, binatang, benda.</p> <ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan 		<p>interpersonal/transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti: <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/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>work. The movie plays at 4 pm., dan semacamnya.</i></p> <p>Unsur kebahasaan</p> <p>(1) Kata tanya dan pernyataan negatif <i>What do ...? Do you ...? Does he ...? He doesn't ... They don't ...</i></p> <p>(2) Penyebutan kata kerja yang sangat lazim dan terkait dalam simple present tense untuk menyatakan kebiasaan, tanpa dan dengan –s.</p> <p>(3) Preposisi: <i>in, at, on</i> untuk menunjukkan tempat</p> <p>(4) Preposisi <i>in, at, on</i> untuk menunjuk</p>	<p>dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda dalam bahasa Inggris dari film, kaset, buku teks, dsb. Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. 	<p>an tingkah laku/tindakan/fungsi orang, binatang, benda.</p> <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk 		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>kan waktu</p> <p>(5) Ucapan, tekanan kata, intonasi,</p> <p>(6) Ejaan dan tanda baca</p> <p>(7) Tulisan tangan.</p> <p>Topik</p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.</p>	<ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda. Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyebutkan dan menanyakan tingkah laku/ 	<p>menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>tindakan/fungsi orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris setiap kali 	<p>belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda.</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>muncul kesempatan untuk menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai fungsi sosialnya.</p> <ul style="list-style-type: none"> • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda dan menuliskanny 			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		a dalam jurnal belajar sederhana dalam bahasa Indonesia.			



APPENDIX V

VALIDATION CHECKLIST

The English materials and worksheet review of expert

Statement	Scale			
	1	2	3	4
1. Cover design				
1.1 The cover is attractive to the learners				
2. Layout				
2.1 The layout is clear for learners				
2.2 The layout is attractive to the learners				
3. Instructional objectives				
3.1 The instructional objectives are clear				
3.2 The instructional objectives are understandable				
3.3 The instructional objectives ordered appropriately				
3.4 The instructional objectives reflect to the topic				
4. Organization of material				
4.1 The materials are organized attractively				
4.2 The organization of material in the form of units is appropriate				
4.3 The materials are organized in logically ordered tasks				
4.4 The themes and topics are relevant to the learning material in each basic competency.				
4.5 They are arranged in a logical sequence on the basis of topic or theme following the				

indicators				
4.6 The material cover a variety of topics and situation following the indicators				
4.7 The material have already represented the indicators				
4.8 The materials are organized in logically ordered tasks following the blueprint				
4.9 The material are appropriate with the structure of inquiry learning model				
4.10 The material consist of the subject matters				
4.11 The material compiled based on the cognitive domain has fulfilled the HOTS level				
4.12 The material compiled based on the psychomotor domain has fulfilled the HOTS level				
5. Systematic Content of English				
5.1 The integrated skills are appropriate to the student level and needs.				
5.2 There are three subject matters (social function, structure text, and linguistics element) in each basic competency.				
5.3 The structure of arranging the materials following the inquiry learning model				
6. Activities/ Exercises/ Tasks				
6.1 The activities, exercises and tasks are interesting.				
6.2 The activities, exercises and task are aimed in developing student comprehension.				
6.3 They provide for a real world use of language in daily lives.				
6.4 The situations of the activities, exercises and tasks in each subject matter are appropriate to the learner's level and need.				
6.5 The activities, exercises and tasks provide for varying learning arrangement like pairs and working in group.				
6.6 The activities, exercises and tasks focus on student's comprehension for each indicator.				

6.7 The instruction for the activities, exercises and tasks are simple and clear.				
6.8 The activities, exercises and tasks allow for the teacher's initiative to modify the activities.				
6.9 The activities, exercises and tasks' instruction are clear and structured				
6.10 The activities have presented the HOTS criteria of the cognitive level				
6.11 The activities have presented the HOTS criteria of the psychomotor level				

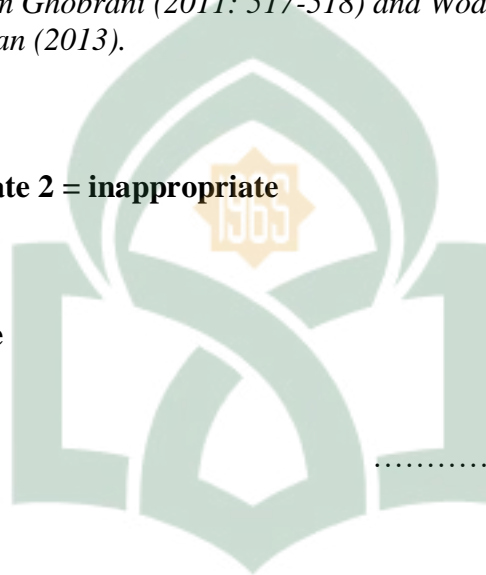
Source: Adapted from Ghobrani (2011: 517-518) and Wodyatmoko (2011) cited Sukirman (2013).

Scoring scale:

1 = very inappropriate 2 = inappropriate

3 = appropriate

4 = very appropriate



....., 2019
Validator,

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APPENDIX VI

ENGLISH MATERIALS AND WORKSHEETS

Chapter V
It's a beautiful day!



We will learn to:
Ask for and give information related
to the qualities of people, animals,
and things, in order to identify,
to criticize or to praise them.



Orientation

In this chapter, we will learn to ask for and give information related to:

- The qualities of things in the park.
- In order to identify the things in the park.
- To praise the things in the park.



In learning process, we will do some activities with our group and by our self, after learning several materials. Here are what we will do:

- We will explain the social function, text structure and linguistics element related to the qualities of the things in the park, in order to identify, and to criticize or to praise the things in the park.
- We will compare the social function, text structure and linguistics element related to the qualities of the things in the park, in order to identify, and to criticize or to praise the things in the park.
- We will arrange the social function, text structure and linguistics element related to the qualities of the things in the park, in order to identify, and to criticize or to praise the things in the park.



Formulating Problem



Here are what we will do. We will work in groups. First, we will listen and repeat the dialogue after the teacher, sentence by sentence. Second, we will make some note of vocabularies that used in the dialogue. Then, we will play the roles with our group.

We will play the roles of the speakers in the conversation about describing things.



Formulating Hypothesis

Here are what we will do. First, we will study the example carefully. Second, we will give a sign to the correct answer in our text book, based on the statements of the speaker in the conversation. Then, we will discuss our answer with the teacher.



FLOWERS

- A. Colorful
- B. Yellow
- C. Red



THE PARK

- A. Shady, wonderful, and beautiful
- B. Wonderful, clean, and crowded
- C. Shady, crowded, and clean



WEATHER

- A. Cloudy
- B. Bad
- C. Nice

Collecting Information



Example:
The park is clean.

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Here are what we will do. We will work in groups. First, we will complete the crossword puzzle above by using vocabulary from the conversation. Second, we will make a new sentence from each vocabulary word. Third, we will handwrite the sentences in our note book. Finally, we point out one of us to be the representative in delivering our work to the class.



Testing hypothesis

We will work in groups. We will analyze the example carefully. First, we will complete the table which notes the hypothesis of the truth in the conversation. Second, we will handwrite in our notebook the statement that true or false from the dialogue. Third, we will explain the reason of the answer that can be true or false. Then, in each group, we will explain all the answer and the reason to each other, orally.



STATE	TRUE/FALSE	REASON
Siti doesn't like the park.	False	Siti said that the park is shady and the flowers are colorful. She likes the park.
The butterflies are pretty.
The park is clean.
There is no flowers in the park

Formulating Conclusion



We will work in groups to conclude and discuss what we have learned. Then we will make a journal about what we have been understood and not yet.

Now we know
how to describe things.

The weather is

This park is

The flowers are

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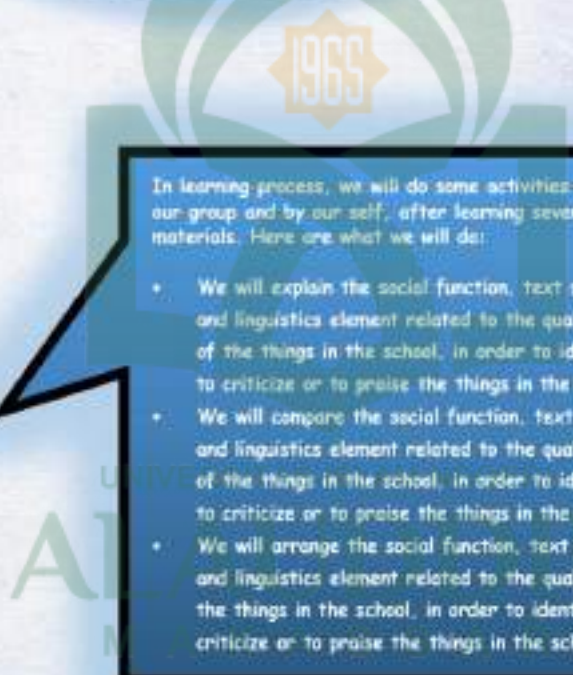


Orientation

In this chapter, we will learn to ask for and give information related to:

- The qualities of things in the school.
- In order to identify the things in the school.
- To praise the things in the school.

In learning process, we will do some activities with our group and by our self, after learning several materials. Here are what we will do:

- We will explain the social function, text structure and linguistics element related to the qualities of the things in the school, in order to identify, and to criticize or to praise the things in the school.
- We will compare the social function, text structure and linguistics element related to the qualities of the things in the school, in order to identify, and to criticize or to praise the things in the school.
- We will arrange the social function, text structure and linguistics element related to the qualities of the things in the school, in order to identify, and to criticize or to praise the things in the school.




Formulating Problem



Here are what we will do. We will work in pairs. First, we will listen carefully and repeat the conversation after the teacher, sentence by sentence. Second, we will make some note of vocabularies that used in the dialogue. Then, we will play the roles of the speakers in the conversation.




Formulating Problem



We need to clean it.
So we can use the schoolyard
for playing badminton.

Our schoolyard is dirty.



Wow, that is
a beautiful book.

Look at my new book.
I really love the colour.

Formulating Hypothesis

Here what we will do. We will pair the words with the pictures, according to the statements in the previous conversation. We can pair more than one word for one picture. Then, we will check the answers with classmates and teacher.



- Clean •
- Beautiful •
- Colourful •
- Unique •
- Clean •
- Dirty •
- Comfortable •



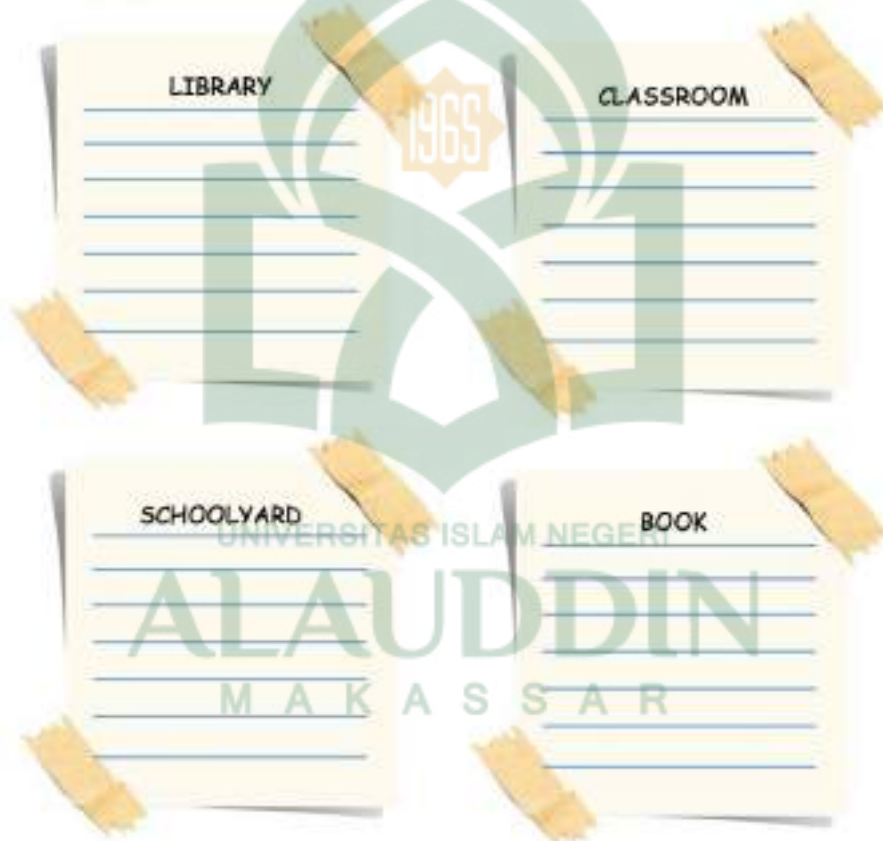
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Collecting information

Here are what we will do. We will work in gorups. First, we will analyze the meaning of each dialogue. Second, we will handwrite the meaning by using our own word in notebook. Then, one of us will read and explain our work.



Testing Hypothesis

Here are what we will do. We will work in groups. First, we will answer the questions below based on the conversation. Second, we will handwrite the answers in our notebook. Then, we will choose one of the member in our group to explain the answers.



1. What do the students think about their new classroom?
Answer :
2. Where is the place that has unique decoration?
Answer :
3. What do the students think about the new book?
Answer :
4. Why do the students need to clean the schoolyard?
Answer :

Formulating Conclusion



We will work in groups to conclude and discuss what we have learned. Then we will make a journal about what we have been understood and not yet.

Now we know

how to describe things.

The classroom is

That is

It has

how to ask for information on character we use

What is?

What are?

how to ask for information on physical appearance, we use

What does?

What do?

M A K A S S A R

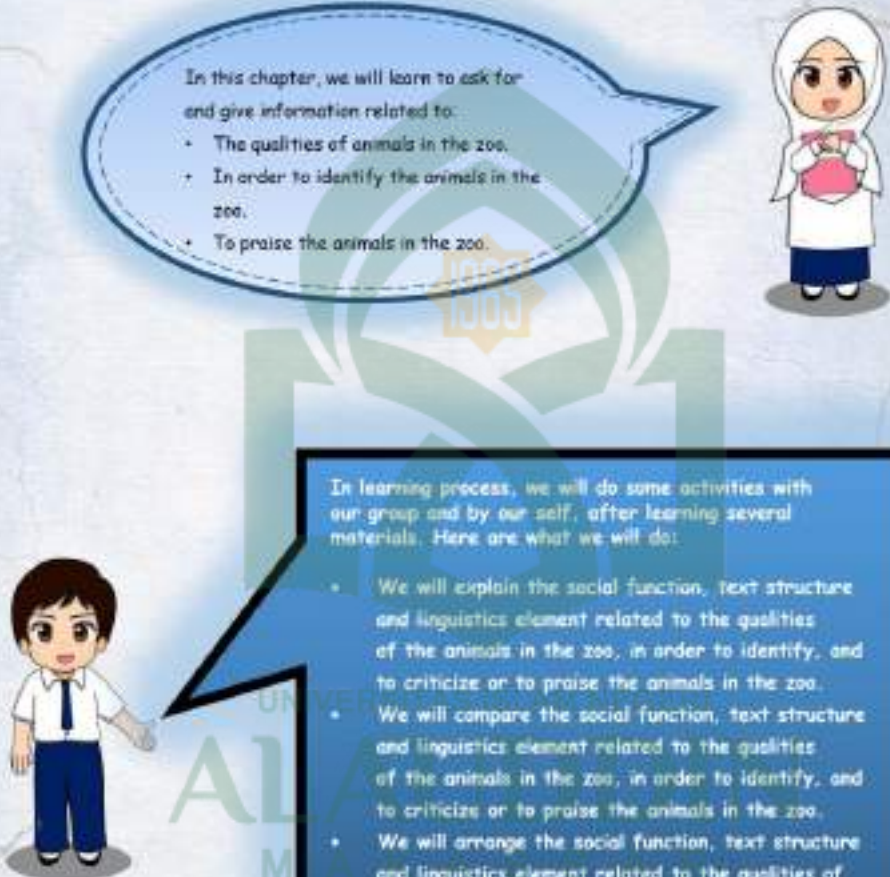
Orientation

In this chapter, we will learn to ask for and give information related to:

- The qualities of animals in the zoo.
- In order to identify the animals in the zoo.
- To praise the animals in the zoo.

In learning process, we will do some activities with our group and by our self, after learning several materials. Here are what we will do:

- We will explain the social function, text structure and linguistics element related to the qualities of the animals in the zoo, in order to identify, and to criticize or to praise the animals in the zoo.
- We will compare the social function, text structure and linguistics element related to the qualities of the animals in the zoo, in order to identify, and to criticize or to praise the animals in the zoo.
- We will arrange the social function, text structure and linguistics element related to the qualities of the animals in the zoo, in order to identify, and to criticize or to praise the animals in the zoo.



Formulating Problem



Here are what we will do. We will work in pairs.
 First, we will listen carefully and repeat the text after our teacher. **Second**, we will listen to the teacher about the meaning of the text. **Then**, we will list some of the words that used in the text.

MY HOLIDAY AT THE ZOO



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On Sunday, Mandala feels very happy. His mother and father take him to the zoo near their house. There are various kinds of animals. The first animal that they see is a crocodile, because Mandala's favorite animal is a crocodile. The crocodile is green and has a long snout. They also see a gorilla that has large arms. Next to the gorilla's cage, Mandala see a giraffe that has a very long neck. After that they also visit to the lion's cage. The lion look ferocious because of its sharp teeth and bushy hair. The last animal Mandala and his parents see at the zoo is a rhino. The rhino has a large body and there are horns in the nose. Mandala really enjoye his holiday by seeing various kinds of animals at the zoo.

Formulating Hypothesis

Here are what we will do. We will work in pairs.

First, we will read the questions carefully. Second, we will answer the questions by giving the checklist sign to the correct answer in our textbook based on the text "My Holiday at the Zoo". Then, we will discuss and collect the answer to the teacher.



1. What is the crocodile look like?

- It has sharp teeth
- It has long snout
- It has a horn

2. What is animal that has a long neck?

- It is gorilla
- It is crocodile
- It is giraffe

3. What is the lion look like?

- It has bushy hair
- It has long snout
- It has large body

Collecting Information



Here what we will do. We will work in groups. First, we will study the example carefully. Second, we will arrange the pictures of animals based on the text "My Holiday at the Zoo". Third, we will describe the animals based on the text. Then, we will handwrite the description in our notebook. Finally, we will point one of us to explain our answer in the class.



○



① CROCODILE

It has green skin.
It has a long snout.



○



○



○

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Testing Hypothesis

Here are what we will do. We will work in pairs. First, we will study the example carefully. Second, we will fill in the gap of the sentences correctly by using the words in the table. Third, we will handwrite the sentences in our notebook. Then, we will point one of us to read our answer.



1. Mandala and _____ parents go to _____.
2. _____ is Mandala's favorite animal.
3. The gorilla _____ a large _____.
4. The animal that look ferocious is _____.
5. _____ is the last animal that Mandala sees.

has / crocodile / rhino / has
arms / the zoo / a lion

Formulating Conclusion



We will work in groups to conclude and discuss what we have learned. Then we will make a journal about what we have been understood and not yet.

Now we know

how to describe animals.

The lion is

It is

It has

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how to ask for information on character we use

What is?

What are?

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Orientation

In this chapter, we will learn to ask for and give information related to:

- The qualities of people around us.
- In order to identify the people around us.
- To praise the people around us.

In learning process, we will do some activities with our group and by our self, after learning several materials. Here are what we will do:

- We will explain the social function, text structure and linguistics element related to the qualities of the people around us, in order to identify, and to criticize or to praise the people around us.
- We will compare the social function, text structure and linguistics element related to the qualities of the people around us, in order to identify, and to criticize or to praise the people around us.
- We will arrange the social function, text structure and linguistics element related to the qualities of the people around us, in order to identify, and to criticize or to praise the people around us.



Formulating Problem



Here are what we will do. First, we will listen carefully to our teacher read the dialogue below. Second, we will repeat the dialogue after our teacher, sentence by sentence. Then, we will make some list about the words that used in the dialogue.



Her name is Desy.
She is kind.
She is diligent.



His name is Kifil.
He is patient.
He never grumble.

Hi, I am Putri.
These are my close
friends.



Her name is Emang.
She is cheerful.
She is talkative.



Her name is Ariana.
She is smart.
She is polite.



His name is Ary.
He is careless.
He is helpful.

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M A K A S S A R

Formulating Hypothesis



Here are what we will do. We will work in pairs.
 First, we will study the example carefully. Second, we will change the sentences into negative.
 Third, we will write the additional sentence which is the antonym of the previous sentence, so that it matches the statement in the previous dialogue. We will use the word "but" to connect the two sentences. Then, we will handwrite our work in note book.

1. She is foolish.
She is not foolish, but she is smart.
2. He is grumpy.

3. She is lazy.

4. She is brash.

5. She is moody.



Collecting Information

Here are what we will do. We will work in groups. First, we will study the example carefully. Second, we will be looking for the words inside the table below, based on the dialogue. Third, we will give a circle to the word. Fourth, we will handwrite the words in our textbook. Then, we will make a sentence from each word and handwrite it in our notebook.



G	S	P	A	T	I	E	N	T	R	Y	V	C	F	X
M	O	O	D	Y	W	T	C	U	P	L	H	K	O	F
R	Y	L	D	H	K	K	A	Q	A	S	D	H	O	G
G	H	I	I	U	Q	E	R	O	R	S	T	D	L	D
U	F	T	Y	A	D	Y	E	F	F	D	A	R	I	D
H	H	E	L	P	F	U	L	R	N	F	L	F	S	A
D	S	W	A	R	F	Y	E	D	Y	H	K	S	H	D
H	U	V	Z	E	R	Z	S	C	H	L	A	S	C	J
K	I	B	Y	S	Z	Z	S	M	A	R	T	W	O	
O	J	T	Q	X	G	R	F	H	G	K	I	N	D	P
H	T	N	S	F	E	S	D	F	G	T	V	T	A	T
B	P	D	B	F	F	D	I	L	I	G	E	N	T	N
D	K	F	P	F	D	F	T	J	G	N	K	R	U	F
A	B	R	A	S	H	R	T	G	R	U	M	P	Y	B
V	W	E	R	Y	U	G	F	S	K	L	P	F	B	C

WORDS :

1. Smart
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.

Testing Hypothesis



Here are what we will do. We will work in groups. First, we will study the example carefully. Second, we will answer the question by making one sentence from the description of each Putri's close friend. We can use verb "is" and word "and" to make a correct sentence. Third, we will handwrite our sentences in our notebook. Then, we will point one of us to read the sentences.

What is Emong like?

Emong is cheerful
and talkative.



What is Desy like?



What is Ary like?



What is Kifli like?



What is Ariana like?



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MAKASSAR

Formulating Conclusion



We will work in groups to conclude and discuss what we have learned. Then we will make a journal about what we have been understood and not yet.

Now we know

how to describe people.

Emang is

She/he is

Her/his name is

how to ask for information on character we use

What is?

What are?

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Chapter VI

We love what we do



We will learn to:
ask for and give information related
to actions/functions of people,
animals and things in order to
identify, to criticize or to praise them.



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KASSAR

Orientation

In this chapter, we will learn to ask for and give information related to actions/functions of people around us in order to identify, to criticize or to praise them.



In learning process, we will do some activities with our group and by our self, after learning several materials. Here are what we will do:

- We will explain the social function, text structure and linguistics element related to actions/functions of people around us in order to identify, to criticize or to praise them.
- We will compare the social function, text structure and linguistics element related to actions/functions of people around us in order to identify, to criticize or to praise them.
- We will arrange the social function, text structure and linguistics element related to actions/functions of people around us in order to identify, to criticize or to praise them.

Formulating Problem

Here are what we will do. We will work in pairs. First, we will listen and repeat our teacher read the conversation. Second, we will repeat the conversation after our teacher, sentence by sentence. Then, we will play the roles of the speakers in the conversation.



1.

Good morning, Devi.

Good morning, Akbar!

2.

Yeah, he works there.

I saw your father in the hospital last night.

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Formulating Problem



Formulating Hypothesis



Here are what we will do. We will work in groups. First, we will study the example carefully. Second, we will handwrite the profession and the duty based on the picture beside the blue box. Third, we will point of us to read our work in the class.



Profession: FIREMAN
Duty : extinguish
the fire

Profession: _____
Duty : _____



Profession: _____
Duty : _____

Profession: _____
Duty : _____



Profession: _____
Duty : _____

Profession: _____
Duty : _____



Collecting Information



Here are what we will do. We will work in groups. First, we will study the example carefully. Second, we will ask our friends about their father's job in English. Third, we will handwrite our questions and the answers in the table below. Then, we will play the roles with our friends in the class.

No.	Friend's Name	Question	Answer
1.	Dewi	Akbar, what is your father job?	My father is a surgeon. He performs operations on his patients.
2.			
3.			
4.			
5.			

Formulating Conclusion



We will work in groups to conclude and discuss what we have learned. Then we will make a journal about what we have been understood and not yet.

Now we know

how to ask for and give information related to the job or profession of people.

What is

What are.....?

What do

What does

What about

She/he is

My father is

Orientation

In this chapter, we will learn to ask for and give information related to actions/functions of animals around us in order to identify, to criticize or to praise them.



In learning process, we will do some activities with our group and by our self, after learning several materials. Here are what we will do:

- We will explain the social function, text structure and linguistics element related to actions/functions of animals around us in order to identify, to criticize or to praise them.
- We will compare the social function, text structure and linguistics element related to actions/functions of animals around us in order to identify, to criticize or to praise them.
- We will arrange the social function, text structure and linguistics element related to actions/functions of animals around us in order to identify, to criticize or to praise them.

Formulating Problem

Here are what we will do. First, we will listen and repeat our teacher read the dialogue sentence by sentence. Second, in groups we will say the dialogue from each speaker. Then we will list the words that used in the dialogue.



This is fish.
The colour is orange.
It can swim



This is my cat.
It has black fur.
It can claw.



This is my lovely horse. The colour is white. It can run fast.



This is my bird.
It has pretty feather.
It can fly.

Formulating Hypothesis

Here are what we will do. We will work in pairs.
 First, we will study the example carefully. Second, we will
 handwrite the name of the animal, character, and ability
 of its. Third, we will discuss our work with our classmates.
 Then, we will collect our work to our teacher.



DOG

It has sharp teeth.
 It can help human to
 look after the house



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 M A A R

Collecting Information

Here are what we will do. We will work in groups.
 First, we will study the example carefully. Second, we will
 handwrite in our notebook the animals around us and the activity
 of the animals. Third, we will choose one of us to read
 our work.



Animals	Activity
Birds	Fly
...	...
...	...
...	...
...	...
...	...
...	...
...	...

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MAKASSAR

Testing Hypothesis

Here are what we will do.

First, we will study the example carefully. Second, we will analyze each sentence to determine that the statement is true or false. Third, we will handwrite T (true) if the statement is true and F (false) if the statement is wrong. Then, we will discuss our work with classmates and our teacher



1. The fish can fly.	<input type="checkbox"/> F
2. The rabbit can jump.	<input type="checkbox"/> T
3. The horse can run fast.	<input type="checkbox"/>
4. The bird can fly.	<input type="checkbox"/>
5. The cat can't claw.	<input type="checkbox"/>
6. The turtle can jump.	<input type="checkbox"/>
7. The hen can't spawn.	<input type="checkbox"/>

Formulating Conclusion



We will work in groups to conclude and discuss what we have learned. Then we will make a journal about what we have been understood and not yet.

Now we know

how to ask for and give information related to the animals around us.

What is

What are

What do

What does

This is

These are

It has

It can

The bird can

Orientation

In this chapter, we will learn to ask for and give information related to actions/functions of things in our house in order to identify, to criticize or to praise them.



In learning process, we will do some activities with our group and by our self, after learning several materials. Here are what we will do:

- We will explain the social function, text structure and linguistics element related to actions/functions of things in our house in order to identify, to criticize or to praise them.
- We will compare the social function, text structure and linguistics element related to actions/functions of things in our house in order to identify, to criticize or to praise them.
- We will arrange the social function, text structure and linguistics element related to actions/functions of things in our house in order to identify, to criticize or to praise them.

Formulating Problem

Here are what we will do. First, we will listen and repeat our teacher read the dialogue. Second, we will repeat the dialogue after our teacher, sentence by sentence. Then, we will list some of the words that used in the dialogue.



Formulating Hypothesis

Here are what we will do. First, we will study the example carefully. Second, we will pair the usefulness to the correct picture by using lines. Then, we will discuss our work with classmates and the teacher.



- to light up the room ●
- to put things on it ●
- to protect the light from entering the room ●
- to watch entertainment from other places ●
- to cool the room ●
- to contact other people from other places ●



Collecting Information

Here are what we will do. We will work in pairs. First, we will study the example carefully. Second, we will handwrite the things in our house along with the use of the things. We will handwrite it in the table below. Then, we will discuss our work with classmates and the teacher.



NO.	THE THINGS	WHAT WE USE THEM FOR
1.	Chair	We sit on it.
2.
3.
4.
5.
6.
7.
8.

Testing Hypothesis

Here are what we will do. We will work in groups. First, we will study the example carefully. Second, we will complete the sentence by using the words below. Third, we will handwrite our answer in our notebook. Then, we will choose one of us to read our answer in the class.



call / air conditioner / broom
light up / watching / table

1. We can use the _____ to clean the floor.
2. The lamp is used to _____ the room.
3. I can _____ my father using the telephone.
4. I can put my book on the _____.
5. The room is cool because of the _____.
6. My mother is _____ television.

Formulating Conclusion



We will work in groups to conclude and discuss what we have learned. Then we will make a journal about what we have been understood and not yet.

Now we know

how to ask for and give information related to the things in our house.

What is

What are.....?

What do

What does

There is

There are

We can use

It can

The lamp can

APPENDIX VII
DOCUMENTATION



CURRICULUM VITAE



The writer, **Devi Safitri**, was born on June, 6th 1997 in Sidodadi, Polewali Mandar. She is the first child of Tamrin and Sitti Riah, and she has one brother named Deby Akbar Tamrin.

In 2002, she started her education in TK Aisyiah Sidorejo and graduated in 2003. She continued her study in SDN 007 Sidodadi and graduated in 2009 and continued her study in SMPN 1 Wonomulyo and graduated in 2012 then she continued her study in SMAN 1 Wonomulyo and graduated in 2015.

In following years, she continued her study at Alauddin Islamic State University of Makassar at Tarbiyah and Teaching Science Faculty, more precisely in English Education Department from 2015 until 2019.

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